

CYCLE A						
Raiders and Traders						
	Year 1 & 2		Year 3 & 4		Year 5 & 6	
Theme	Time Team		From Stone to Steel		Victorious Vikings	
UNCRC	Article 28: The Right to an Education					
Stunning Starts	The Victorian School Experience: the three Rs (reading, writing and arithmetic)		Physical timeline / Archaeological dig		Baking Viking Bread / Now Press Play (Vikings Session)	
SMSC/Human Themes/ School Values	Overcoming Setbacks - Resilience - Health Ambition		Community - Creativity - Independence		Perseverance and Bravery - Rights & Wrongs Laws -Confidence - Respect	
Suggested Trips/Visitors	Ragged school Museum / Mudlarks gallery at the Museum of Docklands		RE: Visit from a Humanist/ Museum of London/ Freshwater Theatre Company		National Maritime Museum / Museum of London	
Significant Person/Animal/ Place:	Queen Victoria		The First People of Britain / Stonehenge		Alfred the Great	
Vocabulary	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 2</b>	<b>Tier 3</b>
	Past Present Chronological Period Memory Significant Peasantry Historical Event Reign Rich Poor Monarchy	Queen Victoria Chimney sweep Factory Servant Maid Cane Writing slate Ragged school Dunce's hat Workhouse Cotton mill Spinning top Carpet beater	Chronology Ancient Civilization Empire Parliament Peasantry Religion Farming Settlement Raid/pillage Law communication Invasion	Stone Age Bronze Age Iron Age Metals Hunter gatherer farmers Hill Fort Round houses Stonehenge Stone circle Domesticated animals Burial Mound Cave paintings	Chronology Ancient Empire Peasantry Farming Settlement Raid/pillage Law Invasion Arm dictator Emperor saga	Civilisation Parliament Religion Monarch Long boat Battle of Hastings Lindisfarne Edward the Confessor King Alfred Christianity
Think like an historian...	1. How did Victorian Britain shape the London we know today? 2. Who was Queen Victoria? 3. What was the British Empire how did it make Britain so wealthy and what causes its demise. 4. What was life like for children in London and what jobs did many have to do?		1. Who were the First people in Britain? 2. How did they communicate? 3. How did they live, hunt, and why did they domesticate animals? 4. How did the Celts live?		1. Who were the Vikings and why did they come to Britain? 2. How did they live? 3. How did the trade with other countries and explore the world? 4. Who were Alfred the Great and Edward the Confessor and why do we still remember them today?	
Think like a geographer...	1. Identifying continents and oceans of the world. 2. 4 compass direction and using a key. 3. 4 countries of the UK. 4. Map skills to identify countries within the British Empire.		1. Identifying continents and oceans of the world. 2. 4 countries and capitals of the UK 3. Physical features of the UK that influenced where Celtic people chose to live		1. Locating countries in Europe that were explored by the Vikings. 2. Locating countries that the Vikings came from and which seas they crossed to get to Britain?	
English Core Texts	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<i>The Gingerbread Man by Brenda Parks &amp; Vlad and the Great Fire of London By Kate Cunningham</i>	<i>The Disgusting Sandwich by Gareth Edwards and Hannah Shaw &amp; Jim and the Beanstalk by Raymond Briggs</i>	<i>The First Drawings by Mordicai Gerstein &amp; Theseus and the Minotaur</i>	<i>The Ice Place by Robert Swindells &amp; Escape from Pompeii by Christina Ballit</i>	<i>How to Train Your Dragon by Cressida Cowell &amp; The Highwayman by Alfred Noyes</i>	<i>Rose Blanche by Roberto Innocenti &amp; Clockwork, All Wound Up by Philip Pullman</i>
Think like a mathematician...	<b>Number and Place Addition and Subtraction Measurement Length &amp; Height Mass &amp; Volume</b>	<b>Money Multiplication &amp; Division Length &amp; Height Mass Capacity Temperature</b>	<b>Multiplication &amp; Division Length &amp; Perimeter Fractions Mass &amp; Capacity</b>	<b>Multiplication &amp; Division Length &amp; Perimeter Fractions Decimals</b>	<b>Multiplication &amp; Division Fractions Decimals &amp; Percentages Perimeter &amp; Area Statistics</b>	<b>Ratio / Algebra Decimals Fractions, Decimals &amp; Percentages Area, Perimeter &amp; Volume /Statistics</b>
Think like a scientist...	<b>Seasonal Change</b> What are our seasons and how are they different?		<b>Forces</b> What surface will make the marble roll furthest?	<b>Electricity</b> How does a switch work?	<b>Properties and Changes of Materials</b> How can we separate the sewage from the clean water?	<b>Living things and their Habitats</b> How do you play the classification game? <b>Animals, including humans</b> How can we improve our heart health?
	<b>Plants</b> What trees and plants are in our local areas and what do they have in common?	<b>Plants</b> What do plants need to stay alive, grow and be healthy?				
Think like an artist...	<b>Collage &amp; Silhouettes</b>	William Morris: <b>Printing</b>	Cave <b>Painting &amp; Graffiti</b>	<b>Mosaics</b>	<b>Sketching &amp; Tone:</b> Viking Boats	Artist: Cara Walker: <b>Creating Blitz Silhouettes</b>
Think like an engineer (DT)	<b>Food &amp; Nutrition</b>	<b>Mechanisms</b>	<b>Mechanisms</b>	<b>Textiles</b>	<b>Textiles</b>	<b>Structures</b>
Think like a computer scientist	<b>iAnimate</b>	<b>iAnimate</b>	<b>iOffice</b>			
Think like a musician...	<b>Song Writing with Glockenspiels</b> Light Level 1	<b>Song Writing with Glockenspiels</b> Light Level 2	<b>Song Writing with Glockenspiels</b> Level 1	<b>Song Writing with Glockenspiels</b> Level 2	<b>Song Writing with Glockenspiels</b> Level 3	<b>Song Writing with Glockenspiels</b> Level 4
PE	<b>Basketball</b>					
	<b>Athletics</b>				<b>Swimming &amp; Athletics</b>	
RE	What makes some places Sacred?	Who is a Muslim and what do they believe?	What do different people believe about God?	Why do Christians find Jesus inspiring?	If God is everywhere why go to a place of worship? What does it mean to be Muslim in Britain?	What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?
PSHE	<b>Dreams and Goals</b>					
	<b>Healthy Me</b>					
French			<b>Clothes</b>	<b>French Culture</b>	<b>Going to the Restaurant</b>	<b>School Subjects</b>
			<b>Classroom Objects</b>	<b>The Body</b>	<b>Music</b>	<b>All about me</b>
Fabulous Finishes	<b>Links to Humanities Outcomes &amp; Whole School Learning Celebration Performances and Presentations</b>					