

Stanstead Whole School Curriculum LTP KS2

	Y3 Autumn	Y4 Autumn	Y5 Autumn	Y6 Autumn	Y3 Spring	Y4 Spring	Y5 Spring	Y6 Spring	Y3 Summer	Y4 Summer	Y5 Summer	Y6 Summer
Enquiry question	Does change always mean improvement?	How has the past shaped us?	Who really ruled Britain?	Is conflict ever justified?	What lies beneath?	What makes Britain great?	How diverse is our world?	Do borders keep us safe?	Are we stronger together?	What mysteries lie within?	Is it HISTORY or HERstory?	How can you make a legacy last a lifetime?
Enquiry driver	History				Geography				History			
Enquiry enhancers	D&T	Art and D&T	Art	D&T	Art	Music	Art and D&T	D&T	Art	Art	Art	Art
Discrete subjects	Science Music PE PHSE RE MFL Computing	Science Music PE PHSE RE MFL Computing	Music PE PHSE RE MFL Computing? D&T?	MFL, PE, Science, Music, R.E., PHSE, computing	MFL, PE, Science, Music, R.E., PHSE, computing	MFL, Art, D&T, Science, Music, R.E., PHSE, computing	MFL, D&T, PE, Science, Music, R.E., PHSE, computing	MFL, Art, PE, Science, Music, R.E., PHSE, computing	MFL, D&T, PE, Science, Music, R.E., PHSE, computing	MFL, D&T, PE, Science, Music, R.E., PHSE, computing	MFL, D&T, PE, Science, Music, R.E., PHSE, computing, geography	MFL, D&T, PE, Science, Music, R.E., PHSE, computing
Rationale for enquiry (LEAD)	Raising awareness of being open to change and higher aspirations and that they can be problem solvers in their own lives too.	Don't always recognise that one thing leads to another and that actions have consequences we want them to understand small steps lead to great gains.	Don't always see things from other points of view and not always equipped with how to resolve situations teach them how they have done this in the past.	Passionate about right and wrong but sometimes lack perspective, Lack of confidence; we want to empower them to make a change.	Many don't leave the local area so it's important to "bring the world to them" through a relevant channel – Winter Olympics/Paralympics.	Due to lack of experiences and opportunities beyond the local area, many do not know the safety considerations that need to be taken when exploring nature such as rivers and mountains.	Throughout the curriculum, children will learn about diversity in terms of the 9 protected characteristics, this enquiry will look at this across America as well as the diverse animal kingdoms across different biomes to ensure children consider the diverse world beyond humans.	Throughout their time at our school they will have learned about many countries around the World, this is an opportunity to introduce them to countries with human and physical differences as well as the plight of a refugee.	Sometimes children don't always recognise the power of teamwork and what it means to work as part of a team so this enquiry, through the lens of the Ancient Greeks and what they achieved will be the focus. They will also learn about the origins of the Olympics to build on what they learned in the Spring term.	To build on what children learned in Spring about survival and safety in terms of rivers and mountains, they will now learn about how to keep their bodies healthy and what they did in Ancient Egyptian times in order to get what the needed/wanted.	To build on the knowledge in year 2 about men and women being treated differently due to their gender many years ago. The children will explore equality and how their gender affected the reign of the country.	Some children can feel they are 'just children' and we would like them to learn that they all have the ability to leave a positive legacy both at school and in the future on the wider community
Concepts to be developed	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology
Key content choices (e.g. significant places or events (A, D)) <i>For significant people see separate document</i>	Stone Age, Iron Age, Bronze Age Skara Brae	Romans	Anglo Saxons and Vikings	WW1/WW2 London, Nottingham Portsmouth, Liverpool, Hull, Birmingham, Manchester, Coventry, France, Italy, Germany, Japan, America, UK, Poland, The Netherlands Caribbean	Italy (Country in Europe) Countries in Europe: Austria Czech Republic (formerly Czechoslovakia) Finland France Great Britain Hungary Italy Macadoneia (Formely Yugoslavia) Norway	Nottingham, Sheffield, Derby (local) Liverpool, Cardiff, Edinburgh, Belfast (coasts) Birmingham, Manchester (inland cities) Nottinghamshire (local) North Yorkshire (largest county) Cumbria (vast physical features)	North and south American countries: USA Canada (largest in North America) Jamaica Haiti Brazil (largest in South America) Cuba Mexico Ecuador (locational)	Afghanistan Poland India Syria Germany China and India (contrasting socio-economic countries) Trade links including Fair trade	Ancient Greece Andy Warhol	Ancient Egypt Escher	Elizabeth I Henry VIII Banksy	Central America: Mexico (Ancient Mayan Civilisation) Frida Khalo Picasso

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				(locational knowledge)	Sweden Switzerland (locational knowledge)	Rivers: Trent (Nottinghamshire) Severn (longest river in the UK, Wales) Thames (longest river in England) travels through many counties* Ouse (North Yorkshire) Mountains Ben Nevis (highest mountain in UK) located in Scotland) Snowdonia (Wales) Scafell Pike (Lake District, Cumbria)	Compare UK with Brazil (Amazon rainforest) Biomes – Tundra (North Pole discovery)	(chocolate, coffee and bananas)				
Hook (E)	Hook day covering jewellery, tools, cave art, Could introduce YAC at this point	Introduce ideas the Romans brought to Britain that are still used today. Focus in on aqueducts – the impact they have had on Britain. In groups children to create a replica aqueduct that transports water.	Make shields, re-enact invasion and make Anglo saxon village	Someone from different Armed forces charities to come in and set the scene for their final outcome. Several re-enactments throughout.	Use the hall to create an aeroplane, children go to “the airport, through security, passport control etc then board the plane and experience safety talk, trolley service etc then using props and large screen “visit” the countries in Europe listed above.	Use ‘The River Song’ book as a stimulus to discuss journey’s river takes including the mountains and what they would need to pack in their backpack to survive. Second half term - Explain to the children that they are going to do a trip around the UK. Provide the children with a map and the trainline app and see if they can plan their route to visit as many of the places as possible. Use an agreed class journey so that for the first half term each lesson begins with a train ride to a different place before they learn about it.	Use the book ‘Lots The diversity of life on Earth’ as a stimulus to introduce children to the idea that certain animals live in biomes across the World. Go on a hunt around the outside of school where each area has been split in to a different biomes and children complete treasure hunt questions to learn about these animals. Including those now extinct. Second half term when focusing on the rainforest in Brazil – children enjoy a themed day linked with the Yanomami tribe and their culture.	Someone from Nottingham Together in to talk about their experiences of working with immigrants and the plight of refugees globally but also in terms of Nottingham and surrounding areas.	Try Greek food and exposed to Greek myths in various media forms. Look at Theseus and The Minotaur - children design their own Labyrinths. Are we stronger together to solve them?	Explore pieces of ancient Egyptian art – what is the story being told? Why were they made?	The children take part in a timeline treasure hunt.	Play a game of the ancient Mayan ball game ‘Pok a Tok’.
Experts and Experiences (E, A)	Creswell Crags Nottingham Young Archaeologists club or University of Nottingham	Roman workshop in school	Professor Jesch – Nottingham University	David Williams (Help for Heroes) already booked in Lyn Doney (RAF Benevolent fund) Re-enacting WW2 key events	Expert: Volunteer with British Red Cross to discuss the impact of natural disasters Local club for people with disabilities to come and share the work they do/opportunities they offer	Sea Scout leader to come and talk to the children about survival – what they need V what they may want and explain how they could get involved in Scouts. RNLI/fire service to come and talk to the children about water safety.	Virtual reality experience – rainforest. Children ‘travel’ through a rainforest meeting animals and tribes people along the way. http://www.virtual-rainforest.org/Content/classroom.html	Someone from Notts Refugee Forum to come and discuss the process a refugee may go through from the moment they arrive and how we can help. Learn from stories of	Experience a day in the life of an Olympian and children compete in historic events as well as Paralympic events that exist today. Invite parents for the last hour of the	Egyptian workshop at conkers trip.	Trip to Burghley House to meet Henry VIII and have Tudor workshops.	Mayan expert in to run a workshop with the children.

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						<p>Adventurer to skype call them about the importance of being prepared for trekking mountains.</p> <p>Local trip to the River Trent for fieldwork studies (see if Canal and River Trust can support this)</p> <p>Nottingham based Owen – Open Water Education Network https://owen7.org.uk/</p>		<p>people they've helped. Could we virtually meet one of them?</p>	<p>day to join in too!</p>			
<p>Authentic Outcome (L, A)</p>	<p>The children are to look at all of the changes throughout the Stone to Iron Age time considering whether these were improvements.</p>	<p>News report of the children discussing different Roman inventions and legacies and how they have impacted us today. Children to show their video in an assembly.</p>	<p>The children will create a written news report after the battle of Hastings deciding who really ruled Britain. Create a newspaper with different perspectives – Anglo-Saxon paper and Viking paper. The children to choose who they will report for and decide who they think are the true rulers of Britain and why? They could record it as a podcast too.</p>	<p>The children will write a written outcome and have a live debate about whether conflict is ever justified. Historical and PSHE knowledge to be explored in the debate. The children will then go on to focusing on how they can apply what they've learnt about conflict to prevent conflict with friends in school. The children will create posters in the style of propaganda posters... At Stanstead we need you to be polite and respectful even if you have a differing of opinion.</p>	<p>Parents come in and experience the aeroplane experience that they did as a hook but this time the children play the role of air steward, passport control etc then when they arrive at their destination (the old music room) they create pizza's with their children then eat them whilst looking at their work from the enquiry and watching a green screen imovie all about Italy (done as a class).</p>	<p>Create an information leaflet/imovie about rivers including safety near rivers and being responsible tourists (taking rubbish away etc) for the Canal and River Trust.</p>	<p>Group exhibition to Y6 sharing what they've learned (including their dioramas showing the layers of the rainforest) and creating a quiz for Y6 to complete as part of it. Tweet David Attenborough.</p>	<p>Once the children have listened to the expert and had their 'hook' we would like them to decide and agree on what they think would be the most authentic outcome for this enquiry</p>	<p>Produce artwork which reflects their learning which can be displayed at the Olympic event for/with parents. Parents to be invited to take part in sporting events individually. Then, as a team with their children. They can view their work and answer the enquiry question together.</p>	<p>Create a sketch and a sculpture of Egyptian treasure that would have been found within a pyramid. Children create a scroll of writing of the mysteries they have uncovered. Scrolls and pyramids to be displayed in a local library.</p>	<p>The children perform a written and spoken debate to answer the enquiry question. The children create a Banksy inspired art piece of Henry VIII or Elizabeth I. In an assembly, the artwork is displayed, and the debate is played for the school to listen to.</p>	<p>The children will write an art plaque for the legacy of the Mayans and link to the death masks. They will then write a paragraph detailing how they will leave their legacy at school. Children create a mask in the style of Picasso and Frida Khalo that represents their legacy that they are leaving at Stanstead. The pieces of the mask represent the pieces of their legacy that they will leave. Masks and plaques will be displayed at their leavers assembly.</p>
<p>Assessment opportunities & retrieval practices</p>	<p>Retrieval practice of sticky knowledge to happen at least 3 times a week. Use plickers each fortnight to assess how much sticky knowledge has been retained.</p>											
<p>Key Texts (L, D)</p>	<p>Stone Age Boy Ug The boy with the bronze axe The secrets of Stonehenge</p>	<p>Meet the ancient Romans Romans on the rampage Defenders:Dark Arena</p>	<p>Beowulf Anglo Saxon Boy Winter of Wolves</p>	<p>Once Where the poppies now grow War Game (WW1) War Boy (WW2)</p>	<p>The Street Beneath my Feet Escape from Pompeii Journey to the centre of the earth</p>	<p>'River Story' by 'Himalayan Expedition Diaries' 'This Little Pebble' 'Clean Getaway'</p>	<p>'Amazon Diary: The Jungle Adventures of Alex Winters' The Explorer The Great Kapok Tree'</p>	<p>The unforgotten coat Asylum Seekers: 'The</p>	<p>Who let the Gods out? Beasts of Olympus</p>	<p>'The Egyptian Cinderella' 'The Story of Tutankhamun' 'Pharaoh's Fate Solve the</p>	<p>'Greta's Story: The Schoolgirl Who Went On Strike To Save The Planet'</p>	<p>Rain Player Middleworld (Jaguar Stones) The Curse of the Maya</p>

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	Skara Brae How to wash a woolly mammoth great if doing instructions	So you think you've got it bad: A kid's life in Ancient Rome Queen of Darkness	CGP – Anglo Saxons and Vikings Usbourne – Anglo Saxons and Vikings	Authentic letter from WW2 Line of Fire William Walker 'Our Wall' poem	Storm keepers Island 'Me and Mr P: Joe's New World' 'The Pebble in my Pocket: A History of Our Earth' Firework Maker's Daughter	'Ghost Boys' 'Why Water's Worth It' 'The Rhythm of the Rain' 'The Drop in my Drink: The Story of Water on Our Planet'	'The Shaman's Apprentice' 'Where the Forest Meets the Sea'	Silence Seeker' by Ben Morley My name is not refugee. 'Travels With My Sketchbook' Survivors Kensuke's Kingdom Refuge Migration Amazing animal journeys	'The Ancient Greek Mysteries'. 'So You Think You've Got it Bad? A Kid's Life in Ancient Greece' 'A Visitor's Guide to Ancient Greece' 'You Wouldn't Want to Be a Slave in Ancient Greece!'	Ancient Egyptian Mystery' 'So You Think You've Got It Bad: A Kid's Life in Ancient Egypt' 'Journey Along the Nile (Travelling Wild)' 'Human Body – Your Digestive System (Science in Action)' 'Your Growling Guts and Dynamic Digestive System (Your Brilliant Body)'	A River of Stories - Tales and Poems from Across the Commonwealth What a waste Greta and the Giants A planet full of plastic One plastic bag Iceland advert – There's an orangutan in my bedroom. The Lorax	The Chocolate Tree: A Mayan Folktale
Genres	Narrative Non-chronological report Diary entry Instructions Non-chronological report	Letter to emperor Claudis Newspaper – Roman invasion Biography – Boudicca Non chron – influences of the Romans Character description Narrative	Character description Non chronological report Setting description Diary entry Narrative Explanation	Diaries Letters Newspapers Narrative Non-Chronological report Persuasive speech Poetry by heart	Narrative Letter Non-chronological report Explanation report Newspaper report Poetry	Poetry – water/rivers Persuasive article – asking local business if we can put our tourist leaflets in their shop/library etc. Setting description – river, preparing for narrative Narrative retelling – based on news story of whale stuck in the Thames Information leaflet – tourist leaflet for authentic outcome Explanation text – water cycle	Poetry Formal letter Non-chronological report Newspaper Narrative - Action story Balanced argument	Stories from other cultures or traditions Modern fiction Poetry - Read, write and perform narrative verse Explanation text Persuasive text Non chronological report Debate	Narrative – myths and legends. Non-chronological report Letter (persuasive) Balanced argument Poetry	Biography Persuasive leaflet Narrative Instructions Diary Balanced argument	Biography Setting description Information text Narrative Poetry Persuasive speech	Stories from other cultures or traditions – Persuasive text Non chronological reports Letters Poetry - Research a particular poet. Personal responses to poetry.