

		Curriculum Overview						
		Term						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Stage 1	Year 1	Geography: Our Local Area What's it like where we live?	History: My Family History What was life like when our grandparents were children?	Geography: People and their Communities Where in the world do these people live?	History: The Greatest Explorers Who were the greatest explorers?	Geography: Animals and their Habitats Where do our favourite animals live?	History: Great Inventions – Transport How did the first flight change the world/Why were the Rainhill trials important?	Year 1
		Science: Plants and Animals Where We Live	Science: Who am I?	Science: Celebrations	Science: Polar Places	Science: On Safari	Science: Holiday	
Key Stage 1	Year 2	Geography: Seasons What are seasons?	History: Bonfire Night and the Great Fire of London Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?	Geography: Journeys – Food Where does our food come from?	History: Holidays How have holidays changed over time?	Geography: Our Wonderful World What are the seven wonders of our world?	History: Our Local Heroes Who are our local heroes?	Year 2
		Science: Our Local Environment	Science: Materials Monster	Science: Healthy Me	Science: Little Masterchefs	Science: Young Gardeners	Science: Squash, Bend, Twist and Stretch	
Lower Key Stage 2	Year 3	History: The Stone Age What was new about the New Stone Age?	Geography: Climate and Weather Why is climate important?	History: The Bronze Age and the Iron Age Which was more impressive – the Bronze Age or the Iron Age?	Geography: Our World Where on Earth are we?	History: Local History Why should we preserve our locality?	Geography: Coasts Do we like to be beside the seaside?	Year 3
		Science: Food and our Bodies	Science: How Does Your Garden Grow?	Science: Forces and Magnets	Science: Light and Shadows	Science: Rocks and Fossils	Science: The Nappy Challenge	
Lower Key Stage 2	Year 4	Geography: The Americas Can you come on a Great American Road Trip?	History: The Ancient Egyptians How much did the Ancient Egyptians achieve?	Geography: Rivers and the Water Cycle How does the water go round and round?	History: Roman Britain What happened when the Romans came to Britain?	Geography: Earthquakes and Volcanoes How does the Earth shake, rattle and roll?	History: Crime and Punishment How has Crime and Punishment changed over time?	Year 4
		Science: Living Things	Science: Looking at States	Science: The Big Build	Science: Teeth and Eating	Science: What's that Sound?	Science: Power it Up	
Upper Key Stage 2	Year 5	History: The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age?	Geography: Changes in our Local Environment How is our country changing?	History: The Vikings Would the Vikings do anything for money?	Geography: Europe – A Study of the Alpine Region Where should we go on holiday?	History: Journeys What makes people go on a journey?	Geography: Journeys – Clothes Where does all our stuff come from?	Year 5
		Science: Material World	Science: Amazing Changes	Science: Out of this World	Science: Let's Get Moving	Science: Growing Up and Growing Old	Science: Circle of Life	
Upper Key Stage 2	Year 6	Geography: South America – The Amazon What is life like in the Amazon?	History: The Maya Civilisation Why should we remember the Maya?	Geography: Global Warming and Climate Change Are we damaging our world?	History: The Ancient Greeks What did the Greeks do for us?	Geography: Our World in the Future How will our world look in the future?	History: The Impact of War Did WWI or WWII have the biggest impact on our locality?	Year 6
		Science: Classifying Living Things	Science: Light	Science: Electricity	Science: Healthy Bodies	Science: Evolution and Inheritance	Science: The Titanic	



The 'Curriculum Overview' tab shows an optimal way of teaching Rising Stars Geography/History alongside Switched on Science, so that the topics taught are connected to each other.

The six year group tabs offer further ideas and activities to bring together Rising Stars Geography/History with Switched on Science to further increase cohesion.



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History or Geography Unit	Geography: Our Local Area	History: My Family History	Geography: People and their Communities	History: The Greatest Explorers	Geography: Animals and their Habitats	History: Great Inventions – Transport
Science Unit	Plants and Animals where we Live	Who am I?	Celebrations	Polar Places	On Safari	Holiday
Links and suggested activities to enhance cohesion	Can we create a map of the school grounds (or a local park) and map the location of plants and animals we find?	How have fashions changed?	Birthdays – how are they celebrated in other countries?	Can we compare clothing for explorers in different climates?	Can we create a map of different habitats in the school grounds?	Can we compare traveling to seaside locations by plane or by train?
	Can we place photographs of plants on the map to show where they were found?	Eyes and sight – how do the styles of glasses worn by our grandparents compare to the styles worn today?	Light and sight – what celebrations of light are there in other countries?	How would have different explorers dressed?	Can we compare different habitats in the school grounds?	
	Can we label the photographs with plant names?	How has technology improved?	Sound and hearing – what musical instruments from different countries are made from local resources? Consider bamboo.	Properties of materials – how are explorers' clothes different today?	Properties of materials – what should we take on safari?	
	Can we use the map to describe what was found where?	Ears and hearing – how have hearing aids changed?	Taste – what do people eat in other countries?	Animals – how do explorers' descriptions/drawings of animals observed compare to the real things?	Animals – similarities and differences between animals studied	
	Can we add the locations of bird feeders to school map?			Food – what types of food did explorers eat, and was it different from the food we eat?		

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History or Geography Unit	Geography: Seasons	History: Bonfire Night and the Great Fire of London	Geography: Journeys – Food	History: Holidays	Geography: Our Wonderful World	History: Our Local Heroes
Science Unit	Our Local Environment	Materials Monster	Healthy Me	Little Masterchefs	Young Gardeners	Squash, Bend, Twist and Stretch
Links and suggested activities to enhance cohesion	Can we link the seasons to plant life cycles?	What types of materials caused the Great Fire of London to spread so quickly?	Can we explore the traditional foods of the different countries of the UK?	Can we explore the types of food eaten on holiday in different countries?		Can we make a statue of one of our 'Local Heroes' out of modelling clay?
	What can we find in the school grounds that is living/dead in different seasons?	What types of materials were the buildings made from and what was stored in the buildings?	Can we sort food into groups, for instance from the land and from the sea?	What type of 'holiday food' do you like? What types of 'holiday food' did your grandparents eat?		Can we use scientific vocabulary to describe how you made the statue? Did you bend/twist/pull/squash into shape?
	How do habitats change over the seasons? Consider plants and animals.	What types of materials are used for houses today?	Look at fish packaging (tins and frozen food packets) – which oceans does the fish come from? Can we locate these oceans?	Look at holiday photographs from the 1950s/1960s – what types of 'holiday food' did people eat?		
	What is this habitat like now? How will it be different in other seasons?	How can we make buildings safer by choosing different types of materials?	Look at fresh fruit and vegetables – how many are grown locally? Can we use a map of the United Kingdom to locate where they were grown?	How can we keep food cool on a hot day?		
	How will this affect food chains? Consider if it is colder or there are no leaves on trees.	People escaped the fire found shelter in tents and shacks – which materials would make a good shelter?	Collect food packaging and work out where food originated – can we add the packaging to a world map to say where it came from?	How could you keep an ice lolly cool so it doesn't melt too quickly? Consider testing different wrapping materials.		
	Can we record changes using photographs and a diary/science notebook?	To prevent the spread of fire, buildings were pulled down using 'fire hooks' – can we make a model 'fire hook' with pipe cleaners or thin modelling wire? Consider what to do to make the hook – did you bend/twist/pull/squash into shape?				

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History or Geography Unit	History: The Stone Age	Geography: Climate and Weather	History: The Bronze Age and the Iron Age	Geography: Our World	History: Local History	Geography: Coasts
Science Unit	Food and our Bodies	How Does Your Garden Grow?	Forces and Magnets	Light and Shadows	Rocks and Fossils	The Nappy Challenge
Links and suggested activities to enhance cohesion	Can we explore the food of Stone Age people?	Can we research a flowering plant in a particular climate and produce an illustrated fact file? Consider including its life cycle, a labelled diagram and comparing it to a local plant that has been studied.		How do shadows change at different times of the day?	Can we identify the types of rock used in the construction of significant buildings? Where did the rock come from?	Can we explore the environmental impact of disposable nappies (and other baby products such as wet wipes) on the UK coastline?
	What did people in the Stone Age eat and why?				Properties of materials – why are certain rocks used? For example, slate is good for roofs.	Can we research alternatives to disposable nappies which could have a lower environmental impact?
	How was the Stone Age diet different from our diet?				Can we look for examples of weathering? Which types of rocks have been weathered? How can we know?	
					Using hand lenses to look closely at sedimentary rocks such as sandstone, can we find any fossils?	

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History or Geography Unit	Geography: The Americas	History: The Ancient Egyptians	Geography: Rivers and the Water Cycle	History: Roman Britain	Geography: Earthquakes and Volcanoes	History: Crime and Punishment
Science Unit	Living Things	Looking at States	The Big Build	Teeth and Eating	What's that Sound?	Power it Up
Links and suggested activities to enhance cohesion	Can we explore and compare animals in different habitats? Consider South American rainforests, and the Arizona Desert in North America.	Can we look at states prior to the water cycle? (This will link to the following term.)	Can we research the bridges that cross the 'most significant rivers'? (This will provide a context for bridge building.)			Can we design a burglar alarm and build the circuit?
	Can we research animals using information texts?		Can we identify different examples of types of designs?			
	How are animals the same, and how are animals different?					

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History or Geography Unit	History: The Anglo-Saxons	Geography: Changes in our Local Environment	History: The Vikings	Geography: Europe – A Study of the Alpine Region	History: Journeys	Geography: Journeys – Clothes
Science Unit	Material World	Amazing Changes	Out of this World	Let's Get Moving	Growing Up and Growing Old	Circle of Life
Links and suggested activities to enhance cohesion	Can we explore the properties of Anglo-Saxon materials?			Can we explore the air resistance, water resistance and friction involved in Alpine sports?	Can we compare the life cycles of the people who undertook significant journeys to our own life cycles?	
	How did the Anglo-Saxons use the materials available to them for construction, weapons and jewellery?			Can we investigate skiing, snowboarding and paragliding?		
				Explore skis/snowboards – how does waxing skis affect friction?		
				Paragliding – does the size and shape of the canopy make a difference?		
				Can we apply learning from 'Amazing Changes' to explore dissolving/melting ice?		

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History or Geography Unit	Geography: South America – The Amazon	History: The Maya Civilisation	Geography: Global Warming and Climate Change	History: The Ancient Greeks	Geography: Our World in the Future	History: The Impact of War
Science Unit	Classifying Living Things	Light	Electricity	Healthy Bodies	Evolution and Inheritance	The <i>Titanic</i>
Links and suggested activities to enhance cohesion	Can we explore the plant and animal classifications and classification kingdoms of the Amazon rainforest?	Can we research how the Maya used what they knew about light to illuminate building interiors? At the spring and autumn equinoxes, for example, the Sun might be made to cast its rays through small openings in a Maya observatory, lighting up the observatory's interior walls. Other alignments might relate to the exteriors of temples and palaces.	By investigating solar panels, motors and propellers, can we research alternative ways of generating electricity?	Using the Olympics as a starting point, can we scientifically investigate the circulatory system and exercise?		
	Can we compare the Amazon rainforest's flora and fauna to that of the UK?	Can we construct a simple light box with an image inside? Use what we know about how light travels, to shine a light through a small hole in the box to illuminate a picture inside.	What are the advantages and disadvantages of alternative electricity sources, compared to using electrical cells and batteries?	How does the diet of the Ancient Greeks compare with our diets?		
		Can we insert a mirror, to reflect the light off one wall of the box and onto the picture on the wall?		How do the proportions of different types of food compare?		
				Can we research the diets of contemporary Olympic athletes?		