

## OLA Spring Term Topic Curriculum Outline

Year 1 – Castles and Crowns

Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past, who have contributed to national achievements (Elizabeth I)</li> <li>Significant historical places in their locality</li> </ul>	<p>I understand and use the words past and present I use everyday words and phrases to describe the passing of time</p> <ul style="list-style-type: none"> <li><b>Chronology</b></li> <li><b>Historical enquiry</b></li> </ul> <p>I can use books, stories, photographs, websites, pictures, objects and historical visits to help me find out about the past I ask questions about the past (5ws - where, when, who, what, why)</p>
Geography	<ul style="list-style-type: none"> <li>Use aerial photographs to recognise landmarks and human/physical features</li> <li>Devise a simple map</li> </ul>	<ul style="list-style-type: none"> <li><b>Investigate places</b></li> <li><b>Geographical skills and fieldwork</b></li> </ul> <p>Understand that landscape affects where things are built e.g. castles on higher land</p> <ul style="list-style-type: none"> <li>I use sources of information to help me find out about a location e.g. Google Earth.</li> <li>I draw maps and plans of localities I have studied that include keys. (L – library)</li> </ul>
Art and Design	<p>Portraits of Elizabeth I and II – compare Castle Art – looking at different styles of castle, how they changed over time. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in colour, line, shape, form and space.</li> </ul>	<ul style="list-style-type: none"> <li><b>Exploring and developing ideas</b></li> <li><b>Drawing</b></li> </ul> <ul style="list-style-type: none"> <li>I give my opinion about artists work</li> <li>I can say how an artist has used colour</li> <li>I can draw lines of different shapes and thicknesses</li> <li>I can draw with crayons, pencils</li> <li>I can describe the size and positions of the shapes I see</li> </ul>



	<ul style="list-style-type: none"> <li>• Taught about the work of a range of artists, describing differences and similarities (Portraits of Elizabeth I)</li> </ul>	<ul style="list-style-type: none"> <li>- I can colour in neatly, following the lines very carefully</li> </ul>
Design and Technology	<ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more</li> <li>• Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping and joining) (Making castles)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Construction</b> <ul style="list-style-type: none"> <li>- I know what materials I can use for my structure</li> <li>- My structures use materials that are appropriate</li> <li>- I know what a join is and can use an appropriate join</li> <li>- I cut materials safely</li> <li>- I have found out how to make materials for my structure stronger (folding, rolling and joining, columns and triangles)</li> </ul> </li> <li>• <b>Evaluating</b> <ul style="list-style-type: none"> <li>- I can talk about my own work</li> </ul> </li> </ul>

<p>Launch ideas</p> <p>Dress up as knights and princesses</p> <p>Royal banquet</p> <p>Photos of castles – similarities and difference between Disney castle and real ones in our vicinity</p>	<p>Ideas for visits/visitors</p> <p>Visit to a castle (preferably Kenilworth Castle)</p>	<p>Celebration ideas</p> <p>Art Exhibition – portraits of Elizabeth I</p> <p>Link to DT structures – which survive the siege?</p>
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Possible enquiry	Child-led enquiry	Vocabulary
What makes a building a castle?		Castle



<p>What are the features of a castle?          Why were castles built?          Who lived in a castle?          What was daily life like in a castle?          Why is Kenilworth castle important?          What is the castle like?          Who was Queen Elizabeth I?</p>		<p>landmarks          Queen/King          Physical/human/man-made features          Plan          Map          Aerial/birds-eye view          Directional/positional – North/South/East/West          A long time ago          Past/present          Before I was born          Old/new          evidence</p>
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Year 2 – Hop on, hop off – A study of London including the fire of London



Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally (Great fire of London)</li> <li>• The lives of significant individuals in the past who have contributed to national/international achievements (Samuel Pepys)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chronology</b></li> <li>- I understand the passing of time</li> <li>- I can recount events and changes in the lives of others</li> <li>- I use historical words and phrases to describe the passing of time, including dates and decades.               <ul style="list-style-type: none"> <li>• <b>Historical enquiry</b></li> </ul> </li> <li>- I understand how to use evidence to find out about the past</li> <li>- I have used more than one type of source to find out about an event or a person from the past</li> <li>- I ask questions about the past</li> <li>- I start to answer questions about the past using evidence to help me</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>• Use aerial photographs to recognise landmarks and basic human and physical features</li> <li>• Devise a simple map and use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate places</b></li> <li>- I can name and locate the four countries and the capital cities of the UK</li> <li>- I can name characteristics of a capital city</li> <li>- I can ask questions like 'What is this place like?'</li> <li>- I can identify land use and how it has changed</li> <li>• <b>Geographical skills and fieldwork</b></li> <li>- I use sources of information to help me find out about a location e.g. Google Earth.</li> <li>- I can mark on a map of the world, the British Isles, my country of birth (if different), Coventry and London</li> <li>- I can make a map of things I see in the place I am visiting or finding out about</li> <li>- My maps contain a key with symbols <b>or colours</b> to help identify features</li> </ul>

<p>Art and Design</p>	<p>Sketches of famous London landmarks. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To use drawing to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using, pattern, line, shape, form and space.</li> <li>• About the work of a range of craft makers and designers. (Sketches of buildings old and new)</li> </ul> <p><b>Norman Foster/Charles Barry/Christopher Wren/Renzo Piano</b>(London Architects)</p>	<ul style="list-style-type: none"> <li>- I can use stories/books and other information to find out about places (Paddington bear stories)</li> </ul> <p><b>Exploring and developing ideas</b></p> <ul style="list-style-type: none"> <li>- I recreate artwork by different architects</li> <li>- I record my ideas in a group sketchbook</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- I use pencils and charcoal in my drawings</li> <li>- I show patterns and textures in my drawings by adding dots and lines</li> <li>- I show different tones using pencils</li> <li>- I make a variety of lines of different sizes, thickness and shapes</li> <li>- I can describe the size and position of the shapes I see (compare and contrast)</li> </ul>
<p>Design and Technology</p>	<ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups.</li> <li>• Select from and use a wide range of materials, including textiles according to their characteristics.</li> <li>• Evaluate their ideas against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>- I know textiles can be used to make products</li> <li>- I can describe textiles by the way they feel</li> <li>- I know that textiles have different properties: touch, insulation, texture and waterproof. I select the appropriate textile so that it does the job I want it to.</li> <li>- I have made a product from textiles</li> <li>- I can measure, mark out and cut fabric</li> <li>- I can join fabrics using glue</li> </ul>

<p>Launch ideas</p> <p>Visits/visitors (see across)</p> <p>How would we travel</p> <p>Pass the parcel (photos of landmarks in London)</p>	<p>Ideas for visits/visitors</p> <p>Fire fighters – great fire safety session West Midlands Fire service website</p> <p>Selly park Birmingham</p>	<p>Celebration ideas</p> <p>Great fire</p> <p>Baking bread</p>
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	Child-led enquiry	
<p>Possible enquiry</p> <p>Where do we live? (Coventry, England, UK)</p> <p>What is our capital city?</p> <p>Where is London?</p> <p>What is there to visit in London? Buckingham Palace, houses of parliament, St Paul's Cathedral, Westminster abbey, Hyde Park (choose 4 x places)</p> <p>What happened in the Great Fire?</p> <p>Who was Samuel Pepys?</p>		<p>Vocabulary</p> <p>Sources of evidence</p> <p>Diary</p> <p>A long time ago/A very long time ago</p> <p>Past present</p> <p>1666</p> <p>Before/after</p> <p>During</p> <p>Modern/old/new</p> <p>Next/then</p> <p>Historian/historical/history</p> <p>Eye witness</p> <p>Diary</p> <p>Evidence</p> <p>Source</p> <p>Chronological</p> <p>Event</p> <p>Account</p> <p>Recount</p> <p>Museum</p> <p>Capital City – London</p> <p>Country</p> <p>Countries</p> <p>Human/physical features/man made</p> <p>Landscape</p> <p>Location</p> <p>Plan/map/aerial view</p>



			<p>Directional/positional language</p> <p>Residential</p> <p>Tourist attractions</p> <p>Urban/rural</p> <p>Trade</p> <p>Landmarks</p> <p>Shop</p> <p>North/South/East/West route</p> <p>Symbol/key</p> <p>Brown – landmark feature</p> <p>Green – parks</p> <p>Blue - river</p>
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Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> <li>• A <b>depth</b> study of Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chronology</b> <ul style="list-style-type: none"> <li>- I understand what a timeline is</li> <li>- I use a timeline to place events</li> <li>- I understand that a timeline can be divided into BC and AD/CE</li> </ul> </li> <li>• <b>Historical enquiry and interpretation</b> <ul style="list-style-type: none"> <li>- I can identify secondary sources</li> <li>- I can use evidence to generate my own questions about the past</li> <li>- I can use a variety of sources to answer questions about the past</li> </ul> </li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Locate the world's countries using maps to focus on physical and human characteristics and major cities (Egypt)</li> <li>• Identify the position and significance of the Equator, Arctic and Antarctic Circles, Northern and Southern Hemisphere</li> <li>• Use maps, atlases, and globes to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate places</b> <ul style="list-style-type: none"> <li>- I can name country and continent of any place I am studying</li> <li>- I can identify where places are in relation to the equator, Arctic and Antarctic circles and northern and southern hemispheres</li> <li>- I can ask and answer geographical questions, such as: which human and physical features does this place have?</li> </ul> </li> </ul>
Art and Design	<p>Cartooshes – colour use and style of drawing</p> <p>Heiroglyphics – painting</p> <ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques, including drawing and painting with a range of materials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploring and developing</b> <ul style="list-style-type: none"> <li>- Exploring how artists have used paint and techniques in tomb artwork</li> <li>- Develop ideas in a sketch book</li> </ul> </li> <li>• <b>Evaluating</b> <ul style="list-style-type: none"> <li>- I adapt and improve my own work</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>- I comment on similarities and differences between my own and others work</li> <li>• <b>Painting</b></li> <li>- I can mix colours using tints and tones</li> <li>- I can learn a number of brush techniques</li> </ul>
Design and Technology	Textiles – Purse/tool bag	<ul style="list-style-type: none"> <li>• <b>Sculpture</b></li> <li>- I can make nets of shapes to create recognisable forms</li> <li>- I use my clay techniques to create mod rock models</li> <li>• <b>Evaluating</b></li> <li>- <b>I can research existing products</b></li> <li>- <b>I talk about my own and others work</b></li> <li>- <b>I can say what I would do to improve my product</b></li> <li>• <b>Knowledge of designers</b></li> <li>- I can talk about some tools, techniques and design used by designers</li> <li>• <b>Designing</b></li> <li>- I select appropriate tools, techniques and materials</li> </ul>

<p>Launch ideas</p> <p>Archaeology activity – sand tray with artefacts/jigsaw pieces/clues</p> <p>Visit? Visitor?</p> <p>Pass the parcel – clues</p> <p>Treasure hunt with clues</p> <p>Art gallery</p>	<p>Ideas for visits/visitors</p> <p>Birmingham museum</p> <p>Leicester museum</p> <p>Egyptian man – professor Mc Ginty</p> <p>Portals to the past</p>	<p>Celebration ideas</p> <p>Exhibiting artefacts made?</p> <p>Classroom museum</p> <p>5 minute presentation</p> <p>Drama performance</p>
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Possible enquiry	Child-led enquiry	Vocabulary
Where is Egypt? What are the human and physical features? Who were the ancient Egyptians? Why did they build pyramids? What did they do to their dead? Who did they worship? What are hieroglyphics?		BC/AD/CE period of time chronological order pharaoh pyramid excavate, dig ancient civilisation hieroglyphics

Year 4 – Spring Term – It's Hard Nut Life – Changes in social History beyond 1066

Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> <li>• A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Aspect: Life for children in Victorian time (contrasting rich and poor)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chronology</b></li> <li>- I can place these events approximately in the right place on a timeline</li> <li>- I can understand that the past can be divided into time periods</li> <li>- I can name the century and dates of significant events from the past that I know about</li> <li>• <b>Historical enquiry and interpretation</b></li> <li>- I can identify a primary and secondary source and say which is more reliable</li> <li>- I can follow a line of historical enquiry</li> <li>- I can choose suitable sources of evidence for my historical enquiry</li> </ul>
Geography Art and Design	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <p>Victorian skylines using charcoal</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Develop their techniques, including their control and use of charcoal as a tool.</li> <li>• About Victorian architecture (famous architect in history)</li> <li>• To improve their mastery of art and design techniques, including drawing, with a range of techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploring and developing ideas</b></li> <li>- I explore ideas using designers (Victorian) as a starting point.</li> <li>- I collect visual and other information to help me to develop my work – examples of Victorian skylines and architecture.</li> <li>• <b>Evaluating</b></li> <li>- I adapt and refine my work to reflect the purpose and meaning of the work</li> </ul>
Design and Technology	Mechanisms	<ul style="list-style-type: none"> <li>• <b>Evaluating</b></li> <li>- I identify what is working well and what can be improved (during making as well as at end)</li> <li>• <b>Mechanics</b></li> </ul>

	- I know the application of mechanisms to create movement
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Launch ideas	Ideas for visits/visitors	Celebration ideas
Treasure hunt Pass the parcel Dress up day – Victorian children Meet the families... rich and poor Case study Victorian Toys	Black Country Museum (with a focus on children and life for children) Herbert Art Gallery – exhibition Portals to the past Professor Mc Ginty Blists Hill	Exhibiting artefacts made? - Toys Classroom museum – rich side/poor side

Possible enquiry	Child-led enquiry	Vocabulary
What was life like for a rich/poor family in Victorian times? (Clothes/food/homes/entertainment/education) What jobs did poor children do? What was the workhouse? What was Victorian Coventry like?		Century Victorian Era period of time chronological order primary and secondary source empathy industry/industrial workhouse

Year 5 – Extreme Survival – A study of a region in North America - Alaska



Subject	National Curriculum Programme of Study	Progression of Skills
History Geography	<ul style="list-style-type: none"> <li>• Not applicable</li> <li>• Locate the world's countries using maps to focus on North America concentrating on environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Identify the position and significance of the Equator, Arctic and Antarctic Circles, Northern and Southern Hemisphere, climate zones, tropics of cancer and Capricorn, prime and Greenwich meridian time zones, latitude and longitude</li> <li>• Understand geographical similarities and differences through the study of human and physical geography within a region of North America</li> <li>• Describe and understand key aspects of physical geography including climate zones</li> <li>• Describe and understand key features of human geography including types of settlement and land use, economic activity</li> <li>• Use maps, atlases, and globes and digital/computer to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate places</b></li> <li>- I can name and locate the continent of North America and name and locate the Equator, Arctic and Antarctic Circles, Northern and Southern Hemisphere, climate zones, tropics of cancer and Capricorn, prime and Greenwich meridian time zones, latitude and longitude</li> <li>- I can lead a geographical enquiry into a region in North America</li> <li>- I can compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement</li> <li>- When I describe somewhere I do so in terms of features as well as economy</li> <li>- I can describe somewhere in relation to population, employment, ethnicity, weather, trade/imports/exports</li> <li>- I know how a country uses and distributes its natural resources (food, energy, minerals and water)</li> <li>• <b>Investigating patterns</b></li> <li>- I can collect (find/research) weather data across continents</li> <li>- I can use this data to understand climate zones (difference between weather and climate)</li> <li>- I can identify reasons for and consequences of climate change</li> </ul>
Art and Design	Northern lights, great artists <b>Frederic Edwin Church</b> <b>Richard Rowan</b> <ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drawing</b></li> <li>- I select appropriate drawing materials</li> <li>- I use shading to add interesting effects to my drawings</li> </ul>



	<ul style="list-style-type: none"> <li>including drawing and painting with a range of materials.</li> <li>About great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>including shadows and reflections</li> <li><b>Painting</b></li> <li>- My paintings have perspective</li> <li>- My paintings include texture gained through paint mix or brush technique</li> <li>- I combine colours and create tints, tones and shades to reflect the purpose of my work</li> </ul>
Design and Technology	<ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups</li> <li>Generate, develop an communicate their ideas through discussion, annotated sketches, cross sectional diagrams</li> <li>Select from and use a wide range of tools and equipment to perform practical tasks</li> <li>Evaluate their own ideas against their own design criteria</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<ul style="list-style-type: none"> <li><b>Evaluating</b></li> <li>- I can research and evaluate existing products, giving reasons for the decisions of the designers</li> <li>- I can model and communicate ideas</li> <li>- I can use a range of materials</li> <li>- Evaluate my ideas</li> </ul>

Launch ideas	Ideas for visits/visitors	Celebration ideas
Packing an explorers backpack – what would you need to go to Alaska and visit Inupiat village Relate melting ice to melting ice caps – lego house in the middle – predict what will happen when the ice melts?	Extreme fishing, ice road trucker, deadliest catch (Video link to a school in Alaska? (send letters?)) Shishmaref – traditional inupiatq city, severely affected by climate change would suggest investigation of city – possible school to	Making Inupiat village Build an igloo with milk cartons Would I survive with my original backpack? Where would you prefer to live?

email/send letters to.	
<p>Possible enquiry</p> <p>Where is North America/what countries are in North America/where is Alaska? (brief)</p> <p>What are the physical characteristics of Alaska?</p> <p>What are the human features of Alaska?</p> <p>What is life like in... (Inupait settlement e.g. Shishmaref)</p> <p>What jobs do people do?</p> <p>What is the climate in Alaska?</p> <p>Why is the climate changing and what is the impact?</p> <p>How do people survive in extreme weather? E.g. winter</p>	<p>Child-led enquiry</p>
	<p>Vocabulary</p> <p>Equator, Arctic and Antarctic Circles, Northern and Southern Hemisphere, climate zones, tropics of cancer and Capricorn, prime and Greenwich meridian time zones, latitude and longitude</p> <p>polar climate economy natural resources manufacturing employment non-renewable resources</p>



National Curriculum Programme of Study		Progression of Skills
<p>Subject</p> <p>History</p> <p>Geography</p>	<ul style="list-style-type: none"> <li>• Not applicable</li> <li>• Name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, including hills, mountains, coasts and rivers</li> <li>• Understand geographical similarities and differences through the study of human and physical geography within a region of the United Kingdom (Snowdonia)</li> <li>• Describe and understand key aspects of physical geography including rivers, mountains</li> <li>• Use maps, atlases, and globes and digital/computer to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>• Use field work to observe, measure, record and present the physical features in the area</li> </ul>	<p>I know the features of a mountain</p> <p>I can locate and describe mountains around the world (focus on United Kingdom)</p> <p>I can explain how a mountain is formed</p> <p>I can investigate the physical features of a region in the United Kingdom</p> <ul style="list-style-type: none"> <li>• <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>- I use sources of information to help me find out about a location e.g. Google Earth.</li> <li>- I draw maps and plans of localities I have studied that include, keys, four figure grid references and I can use these four figure references to find six figure references, a compass and standard OS symbols</li> </ul> </li> </ul>
<p>Art and Design</p>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Improve their mastery of art and design techniques including drawing with a range of materials (for example pencil, charcoal)</li> </ul> <p><b>Due to visit possibly not taking place, could this be done using photographs of the region.</b></p>	<ul style="list-style-type: none"> <li>• <b>Drawing</b> <ul style="list-style-type: none"> <li>- I select drawing techniques and materials which are most suitable for conveying meaning</li> <li>- I combine different materials for good effect</li> <li>- I use shading to add interesting effects to my drawings including shadows and reflections, using different coloured pencils to create different shades.</li> </ul> </li> </ul>
<p>Design and</p>	<ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mechanics and electrics</b></li> </ul>





Technology	<p>through discussion and annotated sketches.</p> <ul style="list-style-type: none"> <li>Select from and use a wider range of materials and components according to their functional properties</li> </ul>	<ul style="list-style-type: none"> <li>I have chosen components that can be controlled by switches.</li> <li>I sue my science skills to alter the way that electrical products behave.</li> </ul>
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<p>Launch ideas</p> <p>Mountains around the world</p> <p>Sort between mountains and volcanoes?</p> <p>General knowledge of world mountains</p> <p>Art gallery activity – true or false quiz</p>	<p>Ideas for visits/visitors</p> <p>Visit to Snowdonia (Dol-y-Moch)</p>	<p>Celebration ideas</p> <p>Visit Snowdonia tourist guide, promotional video/documentary – David Attenborough style!</p>
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<p>Possible enquiry</p> <p>Where is Snowdonia?</p> <p>What are the key physical features?</p> <p>Which mountains are in the United Kingdom?</p> <p>How is a mountain formed?</p> <p>What are the main industries in Snowdonia? (farming, tourist industries)</p> <p>Why do people visit?</p> <p>Where is Dol-Y-Moch</p>	<p>Child-led enquiry</p>	<p>Vocabulary</p> <p>contours</p> <p>cross-section</p> <p>gradient</p> <p>peak</p> <p>peninsular</p> <p>plain</p> <p>slope valley</p> <p>gorge</p> <p>land-use</p> <p>topological</p> <p>region</p> <p>Snowdonia</p> <p>tourism</p>
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