

## Ilsham Church of England Academy CURRICULUM MAP 2018-19

*We aim to give the children a broad and balanced curriculum which is underpinned by our values. Below you will find an overview of our curriculum provision for the children, over the coming year. We underpin our curriculum approach with the work of Ron Berger: ‘An Ethic of Excellence’. You can find out more about this on the curriculum page on the website. Where it is meaningful, we group subjects to provide a holistic approach to our project based learning. Some subjects will sit outside of this: French, PE, RE, Computing and some of the Science curriculum unless it is an appropriate link.*

Year Group	Autumn Term	Spring Term	Summer Term
Y1	<p><b>Respect: Our Family</b>  <b>Wow! Our Local Community</b>            We will focus on learning about the local area and community. We explore the issues surrounding recycling and will upcycle plastic bottles. Our art focus will be based on the up cycling of materials.            Through storytelling we will explore the feelings and emotions associated with the topic.  <b>Subjects:</b>  <b>Geography-</b> Our local area/ oceans and continents.</p>	<p><b>Dinosaurs</b>            Within our topic of Dinosaurs, we will be exploring non-fiction texts as well as fiction to develop a contrast between real life and make believe. We will be using our knowledge of non-fiction to create fact files and using our previous understanding of character descriptions to create wanted posters for a dinosaur  <b>Subjects:</b>  <b>History</b> - When were the Dinosaurs on the Earth? Mary Anning.  <b>Geography</b> - Where did the Dinosaurs live? Map Dinosaurs that lived in UK.</p>	<p><b>Our Worldwide Family</b>            Studying The Great Fire of London and its results on life in the capital by reading diary entries and first hand accounts. These studies will also include a comparison to London in the present day  <b>Subjects:</b>  <b>English</b> – Diary entries, fact files  <b>History-</b> Significant National events  <b>D&amp;T</b> - Make model houses and representations of buildings at the time of the Fire.</p>

	<p><b>Art-</b> Upcycling different materials  <b>Science –</b> Use of everyday materials with a focus on recycling.</p>	<p><b>Art -</b> We will learn how to use proportion to draft and edit a pencil drawing of dinosaurs. We will then look at shading to create tone and shape.  <b>Music-</b> Dinosaurs music on Charanga  <b>Science-</b> Animals including humans –classification of different dinosaurs.</p> <p><b>Journeys and Quests (Spring 2) -</b>  <b>History –</b> Significant people and journeys. Neil Armstrong.</p>	
Y2	<p><b>Respect: Our Family</b>  <b>Wow! Our Local Community</b></p> <p>We will use key texts to write descriptively about settings and characters.  <b>Subjects:</b>  <b>History –</b> Studying monarchs Queen Elizabeth I and Queen Victoria.  <b>Art –</b> studying portraits of monarchs in the past.  <b>Design and Technology –</b> creating our own version of the local environment/area.  <b>Music –</b> We will be learning songs for</p>	<p><b>Our Planet</b>  <b>Journeys and Quests</b></p> <p>During these topics we will also be investigating key explorers and the places that they discovered, including a local history study of Francis Drake and the Spanish Armada.  <b>Subjects:</b>  <b>Geography -</b> Where can we go? Focus on the seven seas and continents. Where are we compared to the rest of the world?  <b>History -</b> Who discovered the world? Exploration of Sir Francis Drake,</p>	<p><b>Our Worldwide Family</b></p> <p>This term we will be studying buildings from different time periods in the past. This will includes famous landmarks around the UK and another part of the world. This will be dependent upon areas in which the children have shown an interest over the year.  <b>Subjects:</b>  <b>Geography –</b> study of seasonal weather patterns across the world and climates in relationship to the equator. A study on a non-contrasting European country in</p>

	<p>our Harvest Festival and our Nativity, as well as using the themes of Hands, feet and Heart and Ho, Ho, Ho! in our Music scheme.</p> <p><b>Geography</b> – studying our local community and characteristics of the UK.</p>	<p>Christopher Columbus. Exploration of transport changes through the ages including key events such as the Wright Brothers and first flight, developments such as early cars.</p> <p><b>Music</b> – following our scheme using ‘I wanna play in a band’ and ‘Zootime’.</p>	<p>relation to the UK. Examining and identifying famous landmarks in the UK and our capital cities.</p> <p><b>History</b> - a long term study of buildings and architecture through the ages, including castles, pyramids etc.</p> <p><b>Design and Technology</b> – creating buildings and architecture.</p> <p><b>Art</b> – a focus on famous painters and art from our in-depth study of a non-European setting.</p> <p><b>Music</b> – ‘Friendship’ song and music from our study country.</p>
Y3	<p><b>Respect: Our Family Wow! Our Local Community</b></p> <p>During our Autumn Term the learning will focus on Torbay and its beautiful coastline. We will think how this has changed over time and the effect tourism has had on the area.</p> <p><b>Subjects:</b> <b>Geography</b>- Locating Torquay on a Map and focusing on the formation of the coastline.</p>	<p><b>Our Planet Journeys and Quests</b></p> <p>During our Spring Term learning we will be immersing ourselves in Anglo-Saxon culture and how they came to settle in Britain.</p> <p><b>Subjects:</b> <b>Design Technology</b>- Designing an Anglo-Saxon house to make a class village. <b>History</b>- Where did Anglo-Saxons come</p>	<p><b>Our Worldwide Family</b></p> <p>During our Summer Term learning we will be thinking about the Viking invasions and the effect this had on Britain and its life and cultures.</p> <p><b>Subjects:</b> . <b>Design and Technology</b>- Designing and creating a Viking Shield. <b>Art</b>- Painting the designs on to the Viking Shields.</p>

	<p><b>Field work-</b> Map reading and sketching at Babbacombe Downs.  <b>Art-</b> Focus on sketching and using tone.  <b>History-</b> We will be studying how Torquay developed over time as a seaside resort and looking at how tourism has affected the area and what changes have been made due to this.  <b>Music-</b> Following our scheme using the song 'Let your Spirit Fly' and playing percussion instruments.</p>	<p>from? Exploration of Anglo-Saxon life and their impact on Britain.  <b>Geography-</b> A study of the world's mountain ranges.  <b>Art-</b> Use of paper mache and paint to make models.  <b>Music-</b> Following our scheme using the songs 'Stop!' and 'Lean on Me'.</p>	<p><b>Geography-</b> A comparative study of Scandinavia with Great Britain.  <b>Music-</b> Following our scheme using the songs 'blackbird' and 'The Dragon Song'.</p>
Y4	<p><b>Respect: Our Family</b>  <b>Wow! Our Local Community</b></p> <p>The children will look at the local area. They will write to inform throughout the first half term focusing on aspects of the local area whether that be to do with geopark status/habitats in the local area or local links within the community (clubs/attractions). Possible outcomes for writing to inform:</p>	<p><b>Our Planet</b>  <b>Journeys and Quests</b></p> <p><b>Ancient Greece</b>  The children will look at Greek life and the role of democracy and The Olympics.  In English, the children will be writing to persuade in Spring 1. Possible outcomes:  Persuasive brochure to visit Greece.  A persuasive letter for Beautiful Work</p>	<p><b>Our Worldwide Family</b></p> <p><b>Romans</b>  Roman invasion - what did the Romans do for us?  We will be looking at what the Romans did when they came to Britain, what they brought with them and what impact that has had our lives today whilst being inspired by our linked text; Roman Invasion: We will fully immersed in the everyday tasks Romans did, as well as</p>

	<p>Non-chronological report on local area/attraction/club. Newspaper report.</p> <p>Geography learning will link into exploring similarities and differences between the local area and other regions. Science will be focused on habitats within the local area and creating their own.</p> <p><b>Subjects: English Science, Geography.</b></p>	<p>visit. Writing to Entertain Spring 2. Possible outcomes: Ancient Greek Myth/Legend Fable with a moral.</p> <p><b>Subjects:</b> <b>History</b> – Study of Greek life and role of democracy. Link to British values. PE/Beautiful Work - Ancient Greek Olympics. <b>English</b> – Entertain and persuade.</p>	<p>looking at what made the Roman army the most successful army ever to live. We will also be investing different music and comparing this to the music of today.</p> <p><b>Subjects:</b> <b>English:</b> In Summer 1 we will be writing to inform. Possible outcomes: Diary entry of a Roman soldier. Newspaper report on Roman invasion. In Summer 2 we will be writing to entertain. Possible outcomes: Short story/diary of events of Pompeii - written from perspective of resident. Story/adaptation roman story written in modern times. <b>History</b> - What was Britain like 2000 years ago? What has changed since? We will look at the past and compare with the present. <b>Maths</b> - Roman numerals, what were they used for? <b>DT/Art</b> - Seeing how they were written in clay and why that was important at the time. Mosaics - patterns and shapes to make beautiful decorative pieces. <b>Geography</b> – Earthquakes.</p>
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<p><b>Y5</b></p>	<p><b>Respect: Our Family</b> <b>Wow! Our Local Community</b> <i>For this unit, we will focus on the community around us in terms of the physical and human geography. We will discuss the features of our community and compare Haldon Forest to the Amazon Rainforest. From this, we will look at the impact of humans on the environment around us and link it to the properties of materials which we will looking at in Science. Once discovering about deforestation, we will write a letter to discourage the loggers from chopping down the trees. Then we will look at the impact of plastic on the environment and learn about the process of making plastic and recycling it. In Geography we will continue to learn about the human geography in this area including settlements and trade. In the second half term we will study the Victorians. Our class text will be 'Street Child'. Whilst studying this era, we will consider how it impacts to our</i></p>	<p><b>Our Planet</b> <b>Journeys and Quests</b> <i>In Science, the children will also be learning about Earth and Space for the term. They will look at how the Earth, Sun and Moon orbit, all of the planets and day and night. Using the internet, they will explore Earth. We will learn about WW2 and look at 'Friend or Foe'. They will be studying this period from a local perspective and learn about the journey evacuees went on as they travelled from large cities into Torbay and other local areas. They will use lots of writing skills in this unit and draw upon their knowledge of the time to write empathetically and realistically. They will use different medias in art to recreate a scene from WW2 which depicts the emotion at the time.</i> <b>Subjects:</b> <b>Geography, History, Science and English</b></p>	<p><b>Our Worldwide Family</b> <i>The Oaks will be looking at our worldwide family from a historical point of view as they study the Stone Age to the Iron Age. During this unit, they will research and understand the differences over time. Through a range of engaging activities, they will be immersed into people's personal lives during this period. Whilst studying this period of time, the Oaks will also be learning about humans, animals and habitats through Science.</i>  <b>Subjects: History, Science, English</b></p>
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	<p><i>community today.</i></p> <p><b>Subjects:</b> <b>Geography, History, Science and English</b></p>		
Y6	<p><b>Respect: Our Family</b> <b>Wow! Our Local Community</b></p> <p>During our studies of Our Family and Our Local Community in the Autumn Term, we will be focus on our beautiful coastline and the effects we have on it. This will include the impact of tourism and settlement in the Torbay area. Our local community will then be contrasted to another UK location and locations around the world.</p> <p><b>Subjects:</b> <b>Geography</b> – Studying the local area. including settlements and land use, using atlases, maps and field work. The resulting studies will then be used to contrast our local area with other UK locations e.g. cities in the UK, and coastlines around the world.</p>	<p><b>Our Planet</b> <b>Journeys and Quests</b></p> <p>Work for these areas of study will be based around our Science curriculum units. The scientific, historical and geographical links to these discoveries will also be explored by the children to enhance their understanding of the significance and impact of these discoveries.</p> <p><b>Subjects:</b> <b>Science</b> - During our Evolution and Inheritance topic, the children will use fossils and work scientifically to identify how animals and plants have adapted to suit their environment over time. In our studies about Light, the children will investigate how light travels in straight lines.</p>	<p><b>Our Worldwide Family</b></p> <p>As part of our Worldwide Family topic, the children will be investigating different locations around the world and digging into the roots of current civilisations. Our focus will be on Ancient Egypt and The Mayans, linking to our History, Geography, Art and Design and Technology subjects</p> <p><b>Subjects:</b> <b>History</b> - an overview of early civilisations with a focus on Ancient Egypt and a study of The Maya. Following our studies of the Mayans, the children will discuss the similarities and differences between this culture and British history. <b>Geography</b> – linking into our research into Mayans and South America/Egyptians and North Africa. The children will identify rivers, land use and settlement; trade links and economic activity.</p>

	<p><b>History</b> - Studying a turning point in UK history relating to our locality.</p> <p><b>Science</b> - Electricity and Living things and their habitats.</p> <p><b>Art/Design and Technology</b>- Studying famous artists and sculptors, that use landscapes and seascapes as their inspiration, before making our own representations of the coast.</p>	<p><b>Geography</b> - studying our planet by looking at climate zones, biomes and vegetation belts.</p> <p><b>History</b> - a study of Charles Darwin and Alfred Wallace. A study of Greek/Roman literature and its impact on later periods of British History.</p> <p><b>Art</b> – We will be in learning a variety of sketching techniques, before researching famous artists and creating artwork in their style.</p>	<p><b>Science</b> - topics for this term will be Living things and animals, including humans. This will be linked to the processes of mummification.</p> <p><b>Art</b> - investigating Mayan and Egyptian art to interpret and create our own artwork</p> <p><b>Design and Technology</b> - Linked to our Science work, children will understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p><b>MFL</b> - using our study of the Maya, we will consolidate our earlier learning of Spanish during our time in Year 6.</p>
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## CURRICULUM MAP

### Devon SACRE: scheme of work overview (inc. references to Understanding Christianity material)

Early Years Foundation Stage	Autumn Term	Spring Term	Summer Term
	Christianity: God/Creation - 'Why is the word 'God' so important to Christians?'	Christianity: Incarnation - Why do Christians perform Nativity plays at Christmas?	Christianity: Salvation - Why do Christians put a cross in an Easter garden?



**EYFS provision will also provide opportunities for pupils to learn about other world faiths and non-religious worldviews**

<b>Key Stage 1</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 1 <b>Christianity and Judaism</b>	Why are some stories special? (Believing/Story) <b>Christianity</b>	Why are some times special? (Celebrations) <b>Judaism</b>	How do we celebrate our journey through life? (Celebrations) <b>Christianity</b>	Why are some symbols and places special? (Symbols) <b>Christianity</b>	How should we live our lives? (Leaders and Teachers) <b>Christianity</b>	Where do we belong? Theme: Belonging <b>Christianity and Judaism</b>
Year 2 <b>Christianity and Judaism</b>	How should we live our lives? (Leaders and Teachers) <b>Christianity</b>	Why are some stories special? (Believing/Story) <b>Christianity</b>	Where do we belong? Theme: Belonging <b>Judaism</b>	Why are some times special? (Celebrations) <b>Christianity</b>	Who are we? (Myself) <b>Judaism</b>	How do we celebrate our journey through life? (Celebrations) <b>Christianity</b>

  

<b>Key Stage 2</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 3 <b>Christianity and Hinduism</b>	What is important to me? (Beliefs and Questions) <b>Christianity</b>	Why do religious books and teachings matter?	How and why do people express their beliefs in different ways?	What does it mean to belong to a religion? (Religion and the	How should we live and who can inspire us?	Why are some journeys and places special? (Worship,

		(Teaching and Authority) <b>Hinduism</b>	(Symbols and Religious Expression) <b>Christianity</b>	Individual/Religion and Community) <b>Hinduism</b>	(Inspirational People) <b>Christianity</b>	Pilgrimage and Sacred Places) <b>Christianity and Hinduism</b>
Year 4 <b>Christianity and Sikhism</b>	What does it mean to belong to a religion/belief system? (Religion and the Individual/Religion and Community) <b>Christianity</b>	What is important to me? (Beliefs and Questions) <b>Christianity</b>	Why do religious books and teachings matter? (Teaching and Authority) <b>Christianity</b>	What is important to me? (Beliefs and Questions) <b>Christianity</b>	What does it mean to belong to a religion/belief system? (Religion and the Individual/Religion and Community) <b>Sikhism</b>	How should we live and who can inspire us? (Inspirational People) <b>Sikhism</b>
Year 5 <b>Christianity and Humanism</b>	What is important to me? (Beliefs and Questions) <b>Christianity</b>	Why do religious books and teachings matter? (Teaching and Authority) <b>Christianity</b>	How do we make moral choices? (Beliefs in Action in the World) <b>Christianity and Humanism</b>	How and why do people express their beliefs in different ways? (Symbols and Religious Expression) <b>Christianity</b>	What do people believe about life? (Beliefs and Questions/The Journey of Life and Death) <b>Christianity</b>	How should we live and who can inspire us? (Inspirational People) <b>Humanism</b>
Year 6 <b>Christianity and Humanism</b>	How do we make moral choices? (Beliefs in Action in the World) <b>Christianity</b>	What does it mean to belong to a religion/belief system? (Religion and the	How should we live and who can inspire us? (Inspirational People)	Why do religious books and teachings matter? (Teaching and Authority)	What do people believe about life? (Beliefs and Questions/The	Why are some journeys and places special? (Worship,

		Individual/Religion and Community) <b>Christianity</b>	<b>Christianity</b>	<b>Islam</b>	Journey of Life and Death) <b>Christianity</b>	Pilgrimage and Sacred Places) <b>Islam</b>
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**Devon SACRE: scheme of work overview (inc. references to Understanding Christianity material)**

**The order of these units may change to suit the needs of the curriculum but the content will remain in accordance with the Syllabus.**

## SCIENCE OVERVIEW

We follow the National Curriculum Programmes of study and in most cases links with pupils' Topic work as well.

Our Science curriculum empowers children to learn about the world around them. Within the Early Years and Key Stage One, children learn about the the world which they experience, from the seasons, plants, animals and different materials to themselves and how the human body is very special and grows. As children progress into KS2, the individual sciences of chemistry, biology and physics become clearer as the content which they learn about becomes more specific. Children still learn from first hand experiences and well as beginning to develop their research skills and learning about more varied concepts, such as Electricity. Scientific vocabulary is developed to enable the children to be able to explore their new learning.

For the older pupils, those in Year 5/6, the scientific concepts move away from being first hand experiences to more abstract concepts, such as The Solar System and States of Matter (Solid, liquids and gases). Science within Year 6 ensures children are equipped with the necessary knowledge, skills and understanding to be ready for secondary school including learning about Evolution and Inheritance. Throughout their primary science learning, Scientific Enquiry is a key skill which is developed from Early Years to Year 6. These skills in carrying out observations, practical investigations, measuring and recording their learning threaded throughout all units of learning.

## COMPUTING

The Computing Curriculum encourages children to take responsibility for their own actions online, to know where and how to seek help and advice, learn how to recognise an Online Safety risk, and to develop an understanding of Coding. The Computing Curriculum builds on prior knowledge each year, each term focussing on a specific area. Autumn Term is all about multimedia, Spring Term focuses on programming and Summer Term focuses on websites.

Within this sits the Online Safety curriculum; it has been designed to be central to children's Computing learning, teaching good digital citizenship from Reception right through to Year 6. The curriculum responds to forensic monitoring of safeguarding concerns and pupil questionnaires, teacher AFL and the needs of community with regular PCSO drop ins and workshops.

The Online Safety Lead also has strong links with local online safety organisations such as Torbay Virtually Safe. In addition, every term there is a dedicated school-wide Online Safety week; this involves every child from Reception upwards in age appropriate learning directed towards a special parent assembly led by the children themselves. The children use the Computing skills they have learned to create the resources for these, creating their own computer games using Scratch and Pivot, setting up and using their own Blogs safely. Throughout the curriculum children access challenging resources such as Lego Mindstorms and programmable robots.