



EYFS	All About Me Who lives in a Castle?	Come Outside Terrific Tales	Amazing Animals Fun at the Seaside
Year 1 KS1	Beneath Your Feet	River Wide, Ocean Deep	Turn Back Time
Rationale	This term's topic takes children on a journey to see what we can learn from what lies underground. They will learn about our earliest history and how rocks and artefacts can inform our understanding.	Our schools are situated in a rich environment, in easy reach of the River Esk, close to the coast and vast moorland. This topic makes the most of our locality, bringing the geography aspects to life through our cross-curricular learning.	This topic builds upon the learning from "Beneath Our Feet", and takes children through earlier civilizations and significant historical events, and how these have impacted on life today.
Literacy	ARE Reading ARE Writing		
Maths	Schools to follow own schemes		
Science Working Scientifically Types of enquiry	<p>The national curriculum for science aims to ensure that all pupils: Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Will learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include:</p> <ul style="list-style-type: none"> • Observing over time • Pattern seeking • Identifying, classifying and grouping • Comparative and fair testing • Research using secondary sources 		
Science Year 1 of 2 year cycle Working Scientifically Types of enquiry types of scientific enquiry should include: - Observing over time -Pattern seeking -Identifying, classifying and grouping -Comparative and fair testing -Research using secondary sources	<p>Seasonal Changes (Autumn/Winter) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Habitat. Food chains. Minibeats. Wormery)</p>	<p>Seasonal Changes (Winter/Spring) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Materials Y1: distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. Y2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Waterproof materials. Floating and Sinking)</p>	<p>Seasonal Changes (Spring/Summer/Consolidation) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Animals including humans Y1: Animals, including humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Y2: Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (British and local bird spotting. Nocturnal animals. Wildlife Watch. Senses.)</p>
History	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Mary Anning	Significant historical events, people and places in their own locality. Rydale Folk Museum	Events beyond living memory that are significant nationally or globally. the Great Fire of London. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Samuel Pepys



<p>Geographical skills and fieldwork</p> <p>Skills to be taught over course of key stage</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		
<p>Geography</p>	<p>Human and physical geography</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river. key human features, including: Town, village, farm, house, port, harbour and shop</p> <p>Seaside (Beach)</p> <p>Geographical skills and fieldwork :</p> <p>Use simple fieldwork and observational skills to study the Geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Rivers and oceans</p> <p>Human and physical geography</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>River Esk/journeys.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Contrasting rivers).</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (River Esk), and of a small area in a contrasting non-European country (Amazon)</p> <p>Geographical skills and fieldwork :</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p>Locational knowledge:</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>(Great fire of London)</p> <p>UK capitals.</p> <p>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>
<p>Art</p> <p>Skills to be taught over course of key stage</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively to design and make products ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ● about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
<p>Art</p>	<p>Study the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Local artists and sculptures (Chris Geall, John Freeman)</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Andy Goldworthy</p>	<p>To use drawing to develop and share their ideas, experiences and imagination</p> <p>Villages shows. Historical Art (drawngs of Great Fire of London)</p>
<p>DT</p> <p>Skills to be taught over course of key stage</p>	<p>Design purposeful, functional and appealing products</p> <p>Generate, model and communicate ideas</p> <p>Use a range of tools and materials to complete practical tasks</p> <p>Evaluate existing products and own ideas</p>		
<p>DT</p>	<p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>(Forest School - diggers for underground)</p> <p>Cooking and nutrition</p> <p>Understand where food comes from.</p> <p>Evaluate</p>	<p>Design/Make</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>(Waterproof boat design)</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products.</p>	<p>Technical Knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Great fire of London houses.</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p>



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Computing Skills to be taught over course of key stage	<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		
MFL	Schools to follow own schemes		
Music Skills to be taught over course of key stage	<p>Sing songs</p> <p>Play tuned and untuned instruments musically</p> <p>Listen to and understand live and recorded music</p> <p>Make and combine sounds musically (Whitby Music Festival. Local musicians)</p>	<p>Sing songs</p> <p>Play tuned and untuned instruments musically</p> <p>Listen to and understand live and recorded music</p> <p>Make and combine sounds musically</p> <p>(Sea shanties)</p>	<p>Sing songs (Ring a ring a roses and old nursery rhymes)</p> <p>Play tuned and untuned instruments musically</p> <p>Listen to and understand live and recorded music</p> <p>Make and combine sounds musically (Big Sing practice)</p>
PE	Schools to follow own schemes		
PSHE (Taken from NYCC PSHE and Citizenship guidance for schools – Sep 17)	<p>Me and my relationships</p> <p>Keeping myself safe</p>	<p>My healthy lifestyle</p> <p>Becoming an active citizen</p>	<p>Me and my future</p> <p>Moving On</p> <p>School's own scheme for SRE/RSE</p>
RE	Schools to either follow the Diocese of York or the North Yorkshire Syllabus		
Enterprise Ideas to develop enterprise throughout the year groups over the academic year	<p>Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief</p> <p>Aim: To be ready to start a business.</p> <p>Links that could be made as appropriate:</p> <p>What are the local economies of the area studied? Why are they here?</p> <p>Why do economies differ by area?</p> <p>What impact will change have on the local economies?</p> <p>What new business enterprise would survive here?</p> <p>Career opportunities for the future.</p> <p>Curriculum possibilities:</p> <p>Rotary club</p> <p>Looking at economies through geography</p> <p>Environmental impact E.g. Potash mine (Sirius/Boulby) tourism.</p> <p>Raise funds for a school project or local charity.</p>		
Outdoor Learning	Ongoing throughout the year.		
British Values Ongoing throughout the year for all year groups	<p>Spiritual Development</p> <p>Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities.</p> <p>Develop a sense of enjoyment and fascination about themselves, others and the world about them.</p> <p>Being creative and imaginative in their work.</p> <p>Curriculum opportunities:</p> <p>Embed reflection in all aspects of the curriculum</p> <p>Give reflection time in Collective Worships</p> <p>Create opportunities for open discussion</p>	<p>Moral Development</p> <p>Maintaining high profile school rules and behaviour policy.</p> <p>Discussing moral and ethical issues and understanding different viewpoints across the curriculum.</p> <p>Develop through use of relevant stories – discuss dilemmas and explore possibilities.</p> <p>Identifying opportunities when children could have a say.</p> <p>Curriculum opportunities:</p> <p>Identifying stories etc. with issues, dilemmas</p> <p>Make voting etc. a clear part of the curriculum</p> <p>The role of colonisation of other countries</p>	



	<p>Social Development</p> <p>Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law</p> <p>Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures</p>	<p>Cultural Development</p> <p>Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect</p>
<p>Opportunities for Diversity and Equality Teaching</p>	<p>In all lessons: Ensure differences are respected, recognised and valued Promote positive relationships and attitudes Promote a shared sense of belonging and inclusion Challenge stereotype and prejudice Choose resources carefully for diversity excluding those that promote stereotypes Incorporate a range of learning styles and plan appropriately considering the diversity in your class</p>	
<p>Specific opportunities - To build up over time</p>		<p>PHSE Stereotyping in relationships</p>