

## Wider Curriculum and Texts (2021-2022)

	Autumn 1 Geography	Autumn 2 Science	Spring 1 History	Spring 2 Science	Summer 1 Geography	Summer 2 History
Reception	Myself History and Geography	Food Science and Geography	Transport History and Geography	Growing & Minibeasts Science	Animals Science and Geography	Fairytale History
KLI	<ul style="list-style-type: none"> <li>Similarities and differences between people, place, urban and rural.</li> <li>Our local area</li> </ul>	<ul style="list-style-type: none"> <li>Balanced diet and healthy life style</li> <li>Similarities and differences between animals and animal groups</li> </ul>	<ul style="list-style-type: none"> <li>How transport has changed over time.</li> <li>Understanding of the past and the present</li> </ul>	<ul style="list-style-type: none"> <li>Making observations and discuss changes</li> <li>Discuss features of environment, patterns and changes in nature</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences between people, place, urban, rural,</li> <li>Similarities and differences between animals and animal groups</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the past and the present</li> <li>The Royal Family and Monarchy</li> </ul>
Key Text	3 Little Pigs	Handa's Surprise	Journey home from Grandpa's	Jack and the Beanstalk	Little Red Hen	Snow White
Year 1	Where am I from? (Geography)	Animals and plants (Science)	Changes to Croydon Over Time (History)	Materials and seasons (Science)	From A to B/Transport and Travel (Geography)	Great Fire of London and The Gun Powder Plot (History)
KLI	<ul style="list-style-type: none"> <li>Our borough, capital city and country.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of animals including fish,</li> </ul>	<ul style="list-style-type: none"> <li>What is living memory?</li> </ul>	<ul style="list-style-type: none"> <li>Identifying, name and sort materials</li> </ul>	<ul style="list-style-type: none"> <li>Modes of transport</li> </ul>	<ul style="list-style-type: none"> <li>Sequence the events</li> </ul>

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	<ul style="list-style-type: none"> <li>Human and physical features of our area and a comparison to a rural area.</li> <li>Map work</li> </ul>	<ul style="list-style-type: none"> <li>amphibians, reptiles, birds and mammals</li> <li>Herbivores, carnivores and omnivores</li> <li>Comparing groups</li> <li>Identify parts of the human body and linking to senses</li> </ul>	<ul style="list-style-type: none"> <li>How can we find out about the past?</li> <li>How has Croydon changed?</li> </ul>	<ul style="list-style-type: none"> <li>Describe properties of materials</li> <li>Describe the seasons</li> </ul>	<ul style="list-style-type: none"> <li>Location knowledge and extending beyond their local area – 7 continents and 5 oceans</li> <li>Transport around the world</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of a time line and chronology</li> <li>Compare London in the past to now</li> </ul>
Key Text	<i>Snail and the Whale</i>	<i>Monkey Puzzle</i>	<i>The Velveteen Rabbit</i>	<i>Tree: Seasons come and seasons go</i>	<i>Cinderella</i>	<i>Toby and the Great Fire of London</i>
Year 2	Let's Celebrate – (Geography)	The human body (Science)	A Local Study of the Croydon Aerodrome (History)	Materials and plants (Science)	Buildings (Geography/History)	People of the past – Activists (History) Emmeline Pankhurst and Rosa Parks
KLI	<ul style="list-style-type: none"> <li>Study of celebrations around the world and the human and physical features of the locations.</li> <li>Map work</li> <li>Continents</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals</li> <li>Herbivores, carnivores and omnivores</li> <li>Living things and basic needs (including humans)</li> <li>Habitats and microhabitats</li> </ul>	<ul style="list-style-type: none"> <li>Why is there an airplane on the Purely Way?</li> <li>Why is there no longer an airport in Croydon?</li> <li>Who were the first people to fly?</li> </ul>	<ul style="list-style-type: none"> <li>Predictions and fair tests</li> <li>Identify parts of plants</li> <li>Plant life cycle</li> <li>Seed dispersal</li> <li>Every day materials properties</li> <li>Material manipulation</li> </ul>	<ul style="list-style-type: none"> <li>Creating simple maps with a key</li> <li>Exploring capital cities and land marks</li> <li>Compare and contrast different buildings around the world</li> </ul>	<ul style="list-style-type: none"> <li>Fit people/events into chronological framework</li> <li>Identify similarities / differences between periods</li> <li>understand the story of Rosa Parks and</li> </ul>

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		<ul style="list-style-type: none"> <li>• Food chains</li> </ul>				Emmeline Pankhurst and how that impacted the world we live in
Key Text	Eeyore has a birthday	Fantastic Mr Fox	Wind in the Willows	James and the Giant Peach	Paddington	The dazzling life of Josephine Baker Bessie Coleman Daring to Fly. The Story of Ruby Bridges
Year 3	Chocolate (Geography)	Plants, humans Skeleton and teeth (Science)	Stone Age to Iron Age (History)	Rocks, light and magnetic forces (Science)	South America (Geography)	Ancient Civilisations – Ancient Egypt (History)
KLI	<ul style="list-style-type: none"> <li>• Cities, countries, continents</li> <li>• Map work</li> <li>• Physical features and human features (linking to South America and the Amazon Rain Forest)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Herbivores, carnivores and omnivores</li> <li>• Habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline</li> <li>• Life in the Stone, Bronze and Iron Age and compare</li> <li>• Use primary and secondary resources</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing and grouping rocks by properties</li> <li>• What is light and how does it travel?</li> <li>• What are shadows?</li> <li>• Understanding of forces</li> </ul>	<ul style="list-style-type: none"> <li>• Map work and compasses</li> <li>• 7 continents, 5 oceans</li> <li>• Equator, Southern and Northern Hemisphere</li> <li>• Study of South American continent –</li> </ul>	<ul style="list-style-type: none"> <li>• Secure understanding of chronology</li> <li>• Comparing and contrasting of similarities and differences</li> <li>• What did the Ancient Egyptians believe?</li> </ul>

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	<ul style="list-style-type: none"> <li>Equator, Southern and Northern Hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>Animals including humans and nutrition</li> <li>Humans and animals skeletons and muscles</li> <li>Environments and changes</li> </ul>	<ul style="list-style-type: none"> <li>Inventions from pre-history and the benefits</li> <li>Research and draw conclusions about the history site of Stonehenge</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of magnets</li> </ul>	<p>countries, capital cities , human and physical geography making comparisons and drawing conclusions</p>	<ul style="list-style-type: none"> <li>How different were beliefs in Ancient Egypt from today?</li> <li>How did religion affect life in Ancient Egypt</li> <li>How did Civilisation adapt to the needs of Egyptian life?</li> </ul>
Key Text	<b>Charlie and the Chocolate Factory</b>	<b>Dear Greenpeace Demon Dentist</b>	<b>Stig of the dump</b>	<b>Iron Man</b>	<b>Kensuke's Kingdom</b>	<b>Information text: The Indus Valley Benin Empire</b>
<b>Year 4</b>	<b>Active Planet (Volcanoes and Earthquakes)</b> (Geography)	<b>Living things, habitat, animals and humans</b> (Science)	<b>Ancient Greece</b> <i>A study of Greek life and achievements and the influences these had on the western world</i>	<b>States of matter, sound and electricity</b> (Science)	<b>Africa</b> (Geography)	<b>Romans Empire</b> <i>A study of Roman Empire and its impact on Britain.</i> (History)
CLI	<ul style="list-style-type: none"> <li>Cities, countries, continents</li> <li>Map work</li> <li>Physical features and human features (linking to earthquakes)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals</li> <li>Herbivores, carnivores and omnivores</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a timeline</li> <li>What do artefacts tell us about what life was like in Ancient Greece?</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of states of matter</li> <li>Observing changes of state</li> <li>Why do things make a sound?</li> </ul>	<ul style="list-style-type: none"> <li>Map work and compasses</li> <li>7 continents, 5 oceans</li> <li>Equator, Southern and Northern Hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>Secure understanding of chronology</li> <li>Comparing and contrasting of similarities and differences</li> </ul>

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	<p>and volcanoes and North America)</p> <ul style="list-style-type: none"> <li>Equator, Southern and Northern Hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>Vertebrates and invertebrates</li> <li>Food chains and prey, predators</li> <li>Human digestive system</li> <li>Teeth and healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>What do archaeological sites tell us about what life was like in Ancient Greece?</li> <li>What do we know about the achievements of Alexander the Great?</li> <li>Can we thank the Ancient Greeks for anything in our lives today?</li> </ul>	<ul style="list-style-type: none"> <li>What are vibrations?</li> <li>Investigations into sound</li> <li>Constructing electrical circuits</li> <li>Conductors and insulators</li> </ul>	<ul style="list-style-type: none"> <li>Study of African continent – countries, capital cities, human and physical geography making comparisons and drawing conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between different sources looking at primary and secondary</li> <li>When did the Romans invade and why?</li> <li>Did the native Britons welcome or resist? Why?</li> <li>How did they influence the culture of people already settled?</li> </ul>
Key Text	Survivors by David Long	Charlotte's Webb	Who Let the Gods out? Maz Evans	Itch – Simon Mayo	The Boy who Biked the World.	The Roman Quests: Escape from Rome
Year 5	Saving the world (Rainforest) (Geography)	Living things, habitat, animals and humans (Science)	Anglo Saxons, Scots and Vikings (History)	Materials, space and forces (Science)	Europe (Geography)	Non – European Society – Ancient Maya <i>Non-European society that provides contrasts with British history</i> (history)

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KLI	<ul style="list-style-type: none"> <li>• Cities, countries, continents</li> <li>• Map work</li> <li>• Physical features and human features (linking to North and South America and the Rainforests)</li> <li>• Climate zones, biomes and biodiversity</li> <li>• Equator, Southern and Northern Hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Life cycles and reproduction of plants and animals</li> <li>• Conditions needed to grow</li> <li>• Herbivores, carnivores and omnivores</li> <li>• Growth and development of humans</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline</li> <li>• What happened to Britain when the Romans left?</li> <li>• How well did the Saxons and Vikings get on with each other?</li> <li>• Was life better in Anglo-Saxon or Roman Britain?</li> <li>• What did the Anglo Saxons and Vikings leave behind?</li> </ul>	<ul style="list-style-type: none"> <li>• Different materials and why we use them</li> <li>• Comparative and fair tests</li> <li>• Properties of materials and investigations into changes</li> <li>• Forces and gravity</li> <li>• Friction, air resistance</li> <li>• Earth's rotation, moon and the sun</li> </ul>	<ul style="list-style-type: none"> <li>• Map work and compasses</li> <li>• 7 continents, 5 oceans</li> <li>• Equator, Southern and Northern Hemisphere</li> <li>• Study of Europe continent – countries, capital cities, human and physical geography making comparisons and drawing conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Secure understanding of chronology</li> <li>• Comparing and contrasting of similarities and differences</li> <li>• Distinguish between different sources looking at primary and secondary</li> <li>• When and where did Maya live?</li> <li>• How do we know about Maya?</li> <li>• What happened to the ancient Maya?</li> </ul>
Key Text	Journey to the River Sea	Skellig	Beowulf by Michael Morpurgo	Hidden Figures (Young readers edition)	Macbeth	Information text: ancient Maya
	Climate Change (Geography)	Living things, habitat, animals, humans evolution and inheritance (Science)	WW I & II Windrush – Brixton War	Light, electricity and materials	Asia (Geography)	British Civil Rights Movement

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Year 6			Memorial (history)	(science)		(History)
KLI	<ul style="list-style-type: none"> <li>• Cities, countries, continents, Equator, Southern and Northern Hemisphere</li> <li>• Map work</li> <li>• Locational and place knowledge</li> <li>• Physical features and human features</li> <li>• Climate change: melting ice caps, over fishing, greenhouse gases, wild fires</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities, differences and classification</li> <li>• Heart rates and exertion</li> <li>• Living things and reproduction</li> <li>• Variation and inheritance</li> <li>• Adaptation and evolution</li> </ul>	<ul style="list-style-type: none"> <li>• Secure chronological knowledge, connections, trends, similarities and differences.</li> <li>• What elements led to the start of World War 1?</li> <li>• What was life like on the Western front?</li> <li>• What advancements of warfare occurred during WWI?</li> <li>• What was life like for people in Britain during WW1?</li> <li>• How significant was the Blitz? (WW1)</li> <li>• What were the effects of air raids and the</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties</li> <li>• evidence from comparative and fair tests, for the particular uses of everyday materials</li> <li>• Changes result in the formation of new materials</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> <li>• Compare and give reasons for variations in how components function, including the brightness of</li> </ul>	<ul style="list-style-type: none"> <li>• Map work and compasses</li> <li>• 7 continents, 5 oceans</li> <li>• Equator, Southern and Northern Hemisphere</li> <li>• Study of Asia continent – countries, capital cities, human and physical geography making comparisons and drawing conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Secure understanding of chronology</li> <li>• Comparing and contrasting of similarities and differences</li> <li>• Distinguish between different sources looking at primary and secondary</li> <li>• How were people of colour treated in Britain during the 1950s and 1960s?</li> <li>• What was the government's response to discrimination in the UK?</li> <li>• How did the UK civil rights</li> </ul>

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			<p>causes of evacuation?</p> <ul style="list-style-type: none"> <li>• How did Britain change after WW11?</li> </ul>	<p>bulbs, the loudness of buzzers and the on/off position of switches</p>		<p>movement start?</p>
Key Text	The Jungle Book	Information text: Darwin and Evolution for kids	Windrush Child Benjamin Zepaniah	The Star Spun Web	Malaia My Story of Standing up for Girls' rights	Revisit previous text