

Wider Curriculum Overview and Progression with Accompanying Reading Text

At Heathfield Academy, half-termly topics are chosen carefully with a link to history, geography and science. Units of work are carefully planned to ensure the learning is progressive across year groups and the children are given opportunities to develop and learn key skills and knowledge through engaging, high quality, cross-curricular activities. The topics, are chosen with the aim to be representative of the community we serve and, when appropriate, link to a high quality text which allows the children to put their learning into context.

Each lesson will start with a Knowledge Harvest, to establish what the children already know about the topic and what they wish to learn. A 'pre quiz' is then taken to further establish the children's starting points and then the series of lessons follow. These lessons focus on learning skills and knowledge linking to the topic in a collaborative and creative way. As the topic ends, the children will take a 'post quiz', which will highlight the progress they have made over the half term.

Analysis of these assessments then inform the retrieval grids for the next half term, thus, keeping the previous learning alive.



	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	Fairy tales History
KLI	Similarities and differences between people, place, urban and rural. Our local area	Balanced diet and healthy life style Similarities and differences between animals and animal groups	How transport has changed over time. Understanding of the past and the present	Making observations and discuss changes Discuss features of environment, patterns and changes in nature	Similarities and differences between people, place, urban, rural, Similarities and differences between animals and animal groups	Understanding of the past and the present The Royal Family and Monarchy
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	Our borough, capital city and country. Human and physical features of our area and a comparison to a rural area. Map work	Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals Herbivores, carnivores and omnivores Comparing groups Identify parts of the human body and linking to senses	What is living memory? How can we find out about the past? How has Croydon changed?	Identifying, name and sort materials Describe properties of materials Describe the seasons	Modes of transport Location knowledge and extending beyond their local area – 7 continents and 5 oceans Transport around the world	Sequence the events Understanding of a time line and chronology Compare London in the past to now
Key Text	Snail and the Whale	Monkey Puzzle	The Velveteen Rabbit	Tree: Seasons come and seasons go	Cinderella	Toby and the Great Fire of London

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	Study of celebrations around the world and the human and physical features of the locations. Map work Continents	Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals Herbivores, carnivores and omnivores Living things and basic needs (including humans) Habitats and microhabitats Food chains	Why is there an airplane on the Purely Way? Why is there no longer an airport in Croydon? Who were the first people to fly?	Predictions and fair tests Identify parts of plants Plant life cycle Seed dispersal Every day materials properties Material manipulation	Creating simple maps with a key Exploring capital cities and land marks Compare and contrast different buildings around the world	<ul style="list-style-type: none"> ● Fit people/events into chronological framework ● Identify similarities / differences between periods understand the story of Rosa Parks and 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	Cities, countries, continents Map work Physical features and human features (linking to South America and the Amazon Rain Forest) Equator, Southern and Northern Hemisphere	Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals Herbivores, carnivores and omnivores Habitats Animals including humans and nutrition Humans and animals skeletons and muscles Environments and changes	Place the time studied on a timeline Life in the Stone, Bronze and Iron Age and compare Use primary and secondary resources Inventions from pre-history and the benefits Research and draw conclusions about the history site of Stonehenge	Comparing and grouping rocks by properties What is light and how does it travel? What are shadows? Understanding of forces Understanding of magnets	Map work and compasses 7 continents, 5 oceans Equator, Southern and Northern Hemisphere Study of South American continent – countries, capital cities, human and physical geography making comparisons and drawing conclusions	Secure understanding of chronology Comparing and contrasting of similarities and differences What did the Ancient Egyptians believe? How different were beliefs in Ancient Egypt from today? How did religion affect life in Ancient Egypt How did Civilisation adapt to the needs of Egyptian life?
Key Text	Charlie and the Chocolate Factory	Dear Greenpeace Demon Dentist	Stig of the dump	Iron Man	Kensuke's Kingdom	Information text: The Indus Valley Benin Empire
Year 4	Active Planet (Volcanoes and Earthquakes) (Geography)	Living things, habitat, animals and humans (Science)	Ancient Greece <i>A study of Greek life and achievements and the influences these had on the western world</i>	States of matter, sound and electricity (Science)	Africa (Geography)	Romans Empire <i>A study of Roman Empire and its impact on Britain.</i> (History)

KLI	Cities, countries, continents Map work Physical features and human features (linking to earthquakes and volcanoes and North America) Equator, Southern and Northern Hemisphere	Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals Herbivores, carnivores and omnivores Vertebrates and invertebrates Food chains and prey, predators Human digestive system Teeth and healthy lifestyle	Place the time studied on a timeline What do artefacts tell us about what life was like in Ancient Greece? What do archaeological sites tell us about what life was like in Ancient Greece? What do we know about the achievements of Alexander the Great? Can we thank the Ancient Greeks for anything in our lives today?	Characteristics of states of matter Observing changes of state Why do things make a sound? What are vibrations? Investigations into sound Constructing electrical circuits Conductors and insulators	Map work and compasses 7 continents, 5 oceans Equator, Southern and Northern Hemisphere Study of African continent – countries, capital cities, human and physical geography making comparisons and drawing conclusions	Secure understanding of chronology Comparing and contrasting of similarities and differences Distinguish between different sources looking at primary and secondary When did the Romans invade and why? Did the native Britons welcome or resist? Why? How did they influence the culture of people already settled?
Key Text	<i>Survivors by David Long</i>	<i>Charlotte's Webb</i>	<i>Who Let the Gods out? Maz Evans</i>	<i>Itch – Simon Mayo</i>	<i>The Boy who Biked the World.</i>	<i>The Roman Quests: Escape from Rome</i>
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 (history)</i>

KLI	Cities, countries, continents Map work Physical features and human features (linking to North and South America and the Rainforests) Climate zones, biomes and biodiversity Equator, Southern and Northern Hemisphere	Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals Life cycles and reproduction of plants and animals Conditions needed to grow Herbivores, carnivores and omnivores Growth and development of humans	Place the time studied on a timeline What happened to Britain when the Romans left? How well did the Saxons and Vikings get on with each other? Was life better in Anglo-Saxon or Roman Britain? What did the Anglo Saxons and Vikings leave behind?	Different materials and why we use them Comparative and fair tests Properties of materials and investigations into changes Forces and gravity Friction, air resistance Earth's rotation, moon and the sun	Map work and compasses 7 continents, 5 oceans Equator, Southern and Northern Hemisphere Study of Europe continent – countries, capital cities, human and physical geography making comparisons and drawing conclusions	Secure understanding of chronology Comparing and contrasting of similarities and differences Distinguish between different sources looking at primary and secondary When and where did Maya live? How do we know about Maya? What happened to the ancient Maya?
Key Text	<i>Journey to the River Sea</i>	<i>Skellig</i>	<i>Beowulf</i> by Michael Morpurgo	<i>Hidden Figures</i> (Young readers edition)	<i>Macbeth</i>	Information text: <i>ancient Maya</i>
Year 6	Climate Change (Geography)	Living things, habitat, animals, humans evolution and inheritance (Science)	WW I & II <i>Windrush – Brixton War Memorial</i> (history)	Light, electricity and materials (science)	Asia (Geography)	British Civil Rights Movement (History)

KLI	<p>Cities, countries, continents, Equator, Southern and Northern Hemisphere</p> <p>Map work</p> <p>Locational and place knowledge</p> <p>Physical features and human features</p> <p>Climate change: melting ice caps, over fishing, greenhouse gases, wild fires</p>	<p>Similarities, differences and classification</p> <p>Heart rates and exertion</p> <p>Living things and reproduction</p> <p>Variation and inheritance</p> <p>Adaptation and evolution</p>	<p>Secure chronological knowledge, connections, trends, similarities and differences.</p> <p>What elements led to the start of World War I?</p> <p>What was life like on the Western front?</p> <p>What advancements of warfare occurred during WWI?</p> <p>What was life like for people in Britain during WWI?</p> <p>How significant was the Blitz? (WWII)</p> <p>What were the effects of air raids and the causes of evacuation?</p> <p>How did Britain change after WWII?</p>	<p>Compare and group together everyday materials on the basis of their properties</p> <p>evidence from comparative and fair tests, for the particular uses of everyday materials</p> <p>Changes result in the formation of new materials</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p>Map work and compasses</p> <p>7 continents, 5 oceans</p> <p>Equator, Southern and Northern Hemisphere</p> <p>Study of Asia continent – countries, capital cities, human and physical geography making comparisons and drawing conclusions</p>	<p>Secure understanding of chronology</p> <p>Comparing and contrasting of similarities and differences</p> <p>Distinguish between different sources looking at primary and secondary</p> <p>How were people of colour treated in Britain during the 1950s and 1960s?</p> <p>What was the government's response to discrimination in the UK?</p> <p>How did the UK civil rights movement start?</p>
Key Text	The Jungle Book	Information text: Darwin and Evolution for kids	Windrush Child Ben jamin Zepariah	The Star Spun Web	Malaia My Story of Standing up for Girls' rights	Revisit previous text