



Themes and Synopsis

Cycle A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | Leicestershire | | People Who Help Us | Where are my family from? | Holidays – How do we travel there? | Holidays – How did people take their holiday photos? |
| | In this unit children will develop their understanding of the world around them through thinking about their own and their friends' homes. They will collage their home, build it in junk modelling and draw a map of their house and street. | In this unit children will learn about steam trains and the role they played in linking places in the past. | In this unit children will learn about all the people who help us in society. The class will have visits from nurses and firefighters and learn how to keep themselves safe. | In this unit children will learn that families can be from different locations and identify these on a map of the UK or a world map. | In this unit children will identify different ways they could travel on holiday and the reasons why we might choose these. Children will develop their cutting and sticking skills to create collages with a holiday theme. | In this unit children will think about how they take photos of events and holidays now and compare this to how it was different in the past. Children will identify which holidays people have in which seasons. |
| Curriculum Progression and Links | EYFS – Newtown Linford - Creating a map of the school LKS2 – Bradgate Park | EYFS – Guy Fawkes/Kings and Queens UKS2 – King under the Car Park | EYFS – Guy Fawkes/Kings and Queens LKS2 – Alfred the Great UKS2 – Medicine through time | EYFS – Newtown Linford - Creating a map of the school LKS2 – The Amazing Americas UKS2 - Rainforests | EYFS – Seasons LKS2 – Blue Planet, The Anglo Saxons, Stone Age to Iron Age | |
| Key Stage 1 | Leicestershire – The best place in the world to live? | Leicestershire – Why did people used to mine coal? (Local History) | How did a nurse become famous? | Town vs Country | By the Sea | |
| | In this theme, the children will develop key map skills. They will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit. Children will create a city of Leicester collage city scape featuring key landmarks e.g. Space Centre, mosque. | In this unit children will learn about the history of mining in Leicestershire. They will have visits from past miners and identify how this was a significant part of local history. Children will use charcoal to sketch images of mining inspired by the book 'Town by the Sea'. Children will also visit the home of Lady Jane Grey a significant individual in our local area. | This theme is all about People who help us. Children will learn about famous, British people in History that have had jobs that involve helping others. They will also learn about Florence Nightingale and compare the job of a nurse then and now. | In this unit children will learn about the differences between countryside and city geography. They will locate locations on a map and build on their earlier work using aerial maps to make comparisons. | The Beside the Seaside theme will teach the children about the geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality. Through work in Geography will compare the coastal area of Hunstanton with both urban and rural areas of the UK. Children will complete an artist study of Edgar Degas and create paintings inspired by his work. | The seaside/holiday theme will allow children to compare seaside holidays of the past with those we enjoy today. Children will learn about Victorian holidays. In Science children will investigate plants and what they need to grow. As part of our creative learning, Children will combine skills from art and DT to create moving sea creatures using slides and levers. Children will also create seaside prints using impressed images with sponges and food items. |
| Curriculum Progression and Links | KS1 – Toys, How did a nurse become famous? UKS2 – Mayans, Greeks and Victorians | KS1 – Town vs Country, Leicestershire UKS2 – Mountains, Rainforests | KS1 – Leicestershire, London UKS2 – War of the Roses | KS1 – By the Sea UKS2 – Rainforests, Rivers and Reservoirs and Earthquakes | KS1 – Toys, How did a nurse become famous? UKS2 – Mayans, Greeks and Victorians | |
| Lower Key Stage 2 | Treasure Hunters – Who was the Boy Behind the Mask? | The Amazing Americas | The Anglo Saxons | Blue Planet – How is our World Changing? | The Vikings – Why was Alfred the Great great? | Settlement and Land Use – Why did settlers settle? |
| | The unit will begin with the discovery of artefacts including clues about Howard Carter and his | This enquiry is designed to enable pupils to gain an understanding of the physical and human | During this theme pupils will find out all about England, where places are located, how they are | This theme will focus on living things and their habitats around the world, focusing mainly on sea | This investigation assists pupils to distinguish historical facts from myth, folklore and legend in | In this theme the children will head back in time to find out how the towns and cities of the UK first |

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| | discoveries – children will develop lines of enquiry to identify what they are, time period etc. as well as explore Ancient Egypt by locating on a map and looking at its human and physical features (incl. the role of the River Nile), placing the time in history (where and when the first civilisations appeared). Their enquiry should lead them to discover the lives of Ancient Egyptians, focussing on the hierarchy in their society and rules that were enforced, exploring Egyptian beliefs e.g. afterlife, mummification, gods. They will find out about everyday life e.g. food, clothing, houses and entertainment, focusing on music and making Egyptian instruments, exploring how sound travels. They will present their findings based on their discoveries & evidence form artefacts and other sources. In computing, they will learn about coding in order to program a sprite using Scratch. | geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism and introduces them to different aspects of Florida's physical and human geography. Because of its huge physical and human diversity, the state of Florida provides an excellent location and context for pupils to explore and apply key concepts such as climate, economic activity, environmental management and sustainability. In science they will identify and learn about different forces and magnets and investigate how they work. In art, they will learn about different American artists and recreate art work in their style. In computing, they will learn about networks and the internet and focus on how to stay safe online | accessed, why people might choose to live there etc. They will learn about the Anglo-Saxons & how England first got its name. They will also learn about forces and how they impact on travel and they will plan a journey from one part of the country to another based on their knowledge of places, forces and geographical skills. They will be able to apply maths skills in calculating measures & time. Their computing skills will design a webpage for England and why it is a good place to visit. | life and consider how changes to an environment could endanger living things. They will use classification keys to group, identify and name living things within the ocean. Maps and atlases will be used to locate different seas and oceans as well as other biomes around the world. Children will consider the effects of climate change and the need for conservation. Children will think about human impact and how we can look after our world. They will create persuasive texts during English to promote the idea of conservation. | relation to the people commonly referred to today as 'the Vikings', but who never shared or would have recognised that collective identity. They were loosely associated tribes of Norsemen from areas of modern-day Norway, Sweden and Denmark. One of their impacts on Britain was the terror that raiding parties brought to northern and eastern England for decades, as some Norsemen embarked on voyages of adventure in the summer months each year. Pupils are able to identify and reflect on the reasons why Viking Norsemen came to Britain and the impact they had. The investigation ends with a detailed evaluation of the life and achievements of King Alfred the Great – the only English monarch to be granted the epithet 'Great'. Pupils are able to reach a judgment as to whether he deserves this accolade through an examination of both primary and secondary historical sources. | developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlements. |
| Curriculum Progression and Links | KS1 – How did a nurse become famous? LKS2 – Alfred the Great | KS1 – Explores LKS2 – Why did settlers settle? Romans | | | | |
| Upper Key Stage 2 | Medicine through Time | The Trading Game | Mayans | Rainforests | Darwin's Delights Our Changing World | War of the Roses Who was the king under the car park? (Local History) |
| | How has life expectancy changed over time in Britain? The children will investigate how medicine has changed in Britain and develop their own theories about how life expectancy has changed and improved over time, and what has influenced that change by studying events such as the Black Death. The children will develop their understanding of electricity and circuits and engage in practical experiments to recreate real-world inventions by building their own circuit diagrams and constructing their own circuits. The children will create detailed drawings, inspired | This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The Silk Road, which remains the world's most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don't have and are prepared to pay to obtain. The children will then be introduced to | In this topic the children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will also learn about the Maya writing and number system and have the opportunity to read and write Maya numbers and practise writing words. The children will learn about the work of the | In this theme, the children will take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They will compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats. Children create intricate botanical prints inspired by the work of William Morris. | Darwin's Delights will explore the scientific discoveries of Charles Darwin; how characteristics passed from one generation to the next and how species have adapted to suit their environments. They will explore the process of natural selection, and how our understanding of the process of evolution has developed over time thanks to the work of scientists and paleontologists. They will discover how our world has changed over time and the impact of extreme weather upon the earth. They will use paper | During this theme pupils will explore how historians know about Richard the 3 rd and investigate which sources of information are most reliable when finding out about the past. They will discover why we remember King Richard the 3 rd and where he fits into British history. They will locate where and why the battle took place and find out about the key people involved. Finally, they will learn about the events in the battle and explore the impact on Britain as a result of the battle. |



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| | by Leonardo da Vinci, tying in da Vinci's inspiration in the world of electricity and invention. In discrete PSHE lessons, they will develop an understanding of their personal health and well-being and understand how to be self-motivated and self-sufficient to benefit their mental health throughout the year and as Year 6 transition into secondary school. | the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within their own school and to consider how it might go about becoming an accredited Fairtrade School. | explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered. They will also learn about the types of food eaten by the ancient Maya people and they will find out about the significance of corn and chocolate | | engineering to re-tell the story of evolution and the work of Charles Darwin. | |
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Cycle B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Newtown Linford | London | Seasons | Toys | Kings and Queens | Journeys |
| EYFS | In this unit children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork. They will create a map of our school and think about how our school might be different to others. | In this unit children will learn about Guy Fawkes Day and the events of parliament on this day. They will create firework art and will junk model the Houses of Parliament. | In this unit children will learn about the different seasons. They will try foods from different seasons and create art work linked to seasons. | In this unit children will create models of toys, have the opportunities to create board games and identify similarities and differences between toys. Children will look at dolls/toy houses through history. | In this unit children will learn what a King or Queen is. They will learn who is the King of England. Children will draw pictures of castles and the King. | In this unit children will plan a journey to Anstey. |
| Key Stage 1 | Newtown Linford – Which is the oldest house in the village? | London | Hot and Cold – Do you need a jumper in the desert? | Toys – Why have some toys stayed the same and some changed? | Riotous Royalty – Who was Queen Victoria? | Great Explorers |
| | In this unit children will discover the different types of houses we have in our village. They will then compare homes today with homes in the past and explore what has changed. Children will complete observational drawings around the village and find the oldest house in Newtown Linford. | In this theme, children will learn about the geography of London significant historical events that have happened there. They will learn about the UK and use maps to locate the 4 countries, capital cities and where they live. The children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and a capital city in a different country in detail. In design and technology children will create a moving fire engine using wheels and axles. In art children will use print to create a simple London city scape. | In this theme the children will learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position different climate zones and how this relates to hot and cold countries. They will learn about plants and animals that live there and how they can survive. In design and technology children will make fruit salads and kebabs developing their cutting and chopping skills. In art children will complete an artist study on Frank Bowling. | This Toys unit will teach the children about popular toys through the 20th century and the early 21st century. Firstly, it asks the children to think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. In art children will sketch, with pencil, an observational drawing of a chosen toy. | In this unit the children will learn about Queen Victoria when she ruled England. They will find out about her role in the monarchy and what the country was like during her reign. Children will complete 2D relief sculptures of coins or broaches representing monarchs. Children will also build a freestanding Balmoral castle. | In this unit, children explore why some people are considered to be significant before going on to learn about some significant explorers, from Ibn Battuta to Neil Armstrong. The children will investigate how we remember significant people and how values may change over time. Children will order the chronology of great explorers and identify the continents they explored. Children will think about exploring space and create a collage of space in art. |
| Lower Key Stage 2 | Our Local Environment Bradgate Park Who are Britain's National Parks For? | The Stone Age to the Iron Age How did the lives of ancient Britons change during the Stone Age? | Rivers What is a river? | Romans Why did the Romans invade Britain? | Biomes and Climate Why are jungles so wet and deserts so dry? | The Normans Why did the Normans build castles? |
| | This topic begins with children identifying the location and distribution of National Parks in the United Kingdom and understanding the rationale that underpins them – to protect and conserve the country's most scenic and beautiful landscapes, important wildlife and associated cultural heritage. The children will learn about how people are actively encouraged to visit and pursue activities in the National Parks and supports | Children will receive a letter from Amazon telling them that they have found historical artefacts in their grounds and whether there are also similar artefacts in the school grounds. They need the children's help in order to find out which time period they are from. Throughout the theme, children will explore the Stone age, Bronze age and Iron age in chronological order and focus on what has changed through these periods using timelines. Children should | Children will establish the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. They will also explore rivers, in particular their estuaries as important ecosystems and habitats for a wide range of living things. | This history-based theme will look at the Roman Empire and its impact on Britain. Children will learn about Julius Caesar, his attempted invasions and the successful invasion by Claudius. The theme will look at how the Romans changed Britain and the impact it has had upon Britain today including technology, culture and beliefs. Children will locate Rome in Europe and surrounding countries. The children will also | In this theme children will look at where countries of the world are located and describe their location using latitude and longitude. They will learn about different climates and look at the features of different biomes and compare them with where they live. In science they will be learning about different foods animals eat and how to stay healthy. | In this topic, children will learn about events which happened in 1066. They will explore why William the Conqueror decided to invade and occupy England. They will investigate the features of Norman castles and why they were so difficult to attack. They will also recognise how the lives of children in Norman England were different depending upon the society in which they belonged. |

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| | children to understand how the parks are managed and cared for. | research using the internet and books to find out about human achievements and what life was like including: tools, buildings, food, clothes, defence and religion. They should look at how they have changed and how they compare to today. Children will also find out about Skara Brae and Stonehenge. | | learn about Boudicca and her rebellion. | | |
| Upper Key Stage 2 | Revolution The Victorians Why did Britain once rule the largest empire the world has ever seen? | Water and reservoirs What is the most valuable thing in the world? | Why was winning the Battle of Britain in 1940 so important? | Europe Why are mountains important? | Who Were the Greeks? | Earthquakes Why do some Earthquakes cause more damage than others? |
| | This topic supports pupils to understand arguably the most influential and far-reaching dimension of British history post-1066 – that of the establishment, expansion and ultimate decline of the largest empire the world has ever seen. The British Empire reached its peak in 1921 and pupils are encouraged to appreciate not only the geographical extent of British imperialism at that time, but also to evaluate the major reasons why Britain wanted and sought dominion over what grew to encompass a quarter of the world's land area and its population. Enquiries also enable pupils to consider the factors that contributed to the decline of the British Empire. | In this theme, the children will learn about the causes and symptoms of cholera and explain why this very infectious disease caused thousands of deaths during epidemics in cities such as Birmingham in Victorian times. They will then learn about reservoirs and how these are built to supply towns and cities with fresh water. They will also look at water consumption and why conserving water is an important thing to do | This theme will cover a key event in modern British history: World War 2. Children will learn about the Battle of Britain and why this was important. The pupils will examine a range of historical sources to gain some insight into the thinking of the leaders in Nazi Germany. The children will also reach a judgement about the importance of the factors that contributed to the UK winning the Battle of Britain. | In this theme the children will locate National Parks in Britain before focussing in on Bradgate Park. They will discover their physical features and also learn about man made land marks. They will also consider who they are for and how they might be used. | During this theme a range of sources of information will be explored to investigate and draw conclusions about life during the Ancient Greek period with a particular focus on everyday life, achievements & influences on modern day http://goo.gl/Zn6G0M . Children will make comparisons between then and now and how we use those Greek ideas today, focusing on the work of famous Greeks (http://goo.gl/p2TnlM Archimedes, Pythagoras, Hippocrates. They will look at Greek designs and patterns and use these to generate their own designs, including through ICT and apply printing techniques. Children will explore Greek myths and write their own using their knowledge & understanding of life during the time. | This enquiry introduces pupils to some key aspects of physical geography, in particular one of the major outcomes of tectonic activity in the world – earthquakes. As they progress through the ancillary questions pupils come to understand why it is that earthquakes only tend to occur in particular areas of the world as a consequence of the pattern and movement of the tectonic plates of the Earth's crust. The pupils initially investigate the causes and impact of one specific recent earthquake in one particular location in the world, where earthquakes occur frequently, before looking more widely at global patterns. During this theme pupils will explore volcanos as a natural disaster and think about where they happen and the impact on humans and the physical environment where they occur. Pupils will explore data surrounding volcanic activity and use this to draw conclusions. Maps and atlases will be used to locate the location of volcanos across the world. |