Core/Humanities Key Stage 2 curriculum maps

Click a subject Title to view the detailed Curriculum information for that subject.

English	Geography
Maths	History
Science	

Subject: English

Year 5 end of year goals:

Throughout year 5, the children's study revolves around a novel from a different genre each half-term. The children will continue to gain in confidence in: reading and discussing a wide range of texts; predicting what might happen; making comparisons within and across books and drawing inferences such as inferring characters' thoughts, feelings and motives. They will be able to: identify the audience and purpose of a piece of writing and use this skill in their own compositions; select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, and assess the effectiveness of their own and others' writing.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	**'Who Let The Gods Out?'** For their first half-term at Etonbury, the children will be reading 'Who Let The Gods Out' by Maz Evans in their Reading sessions. In their English lessons the children will have the opportunity to read and write about a variety of Ancient Greek gods and myths, which will add to their understanding and enjoyment of the novel.	**Students will know:** ● A background Ancient Greek mythology ● Features of a myth ● How to create a wordbank ● Features of narrative poetry ● A range of Greek myths and legends ● Features of explanation texts	**Reading Skills** ● Sequence events in a story ● Listening to a story ● Identifying rhyme and rhythm in poetry **Writing Skills** ● Recapping on basic punctuation ● Plan and write own myth ● Editing skills ● Note taking ● Descriptive writing		Empathy and considering others Greek mythology

			● Writing an explanation text		
Autumn 2	**Aut 2: 'Charlie and The Choc. Factory'** While reading this book, the chn will develop their writing skills by looking at characterisation and persuasive features. In y5 Reading lessons, children have the opportunity to look at short texts and also to read the novel, where the children have VIPERS (vocabulary, inference, prediction, explanation, retrieval, sequence/summarise) questions to answer.	**Students will know:** ● Features of persuasive writing AFOREST ● How to edit a draft ● Character description. ● POV ● Poetic techniques	**Reading Skills:** ● Audience and purpose ● Identifying adventurous vocabulary ● Close analysis of language choice ● VIPERS questions **Writing Skills:** ● Modal verbs ● Structuring a persuasive text ● Writing from different perspective ● Using personification for effect	Big Write - a character description of Grandpa Joe.	Visit to the Roald Dahl museum Rainforests and the impact of growing palm oil Awareness of environmental issues Lobbying for change in big companies
Spring 1	**Spr 1: 'Beowulf'** The children will be reading Morpurgo's retelling in prose of the Anglo-Saxon epic poem. This has links with the Greek Myths and legends in Aut 1. This is part of our studies on the Vikings, so the chn develop a good understanding of Anglo Saxon/Viking life and the importance of oral story-telling.	**Students will know:** ● Historical background ● Features of a diary ● The different types of character within a saga ● How to create a setting ● How to structure a story ● Writing a non-chronological report.	**Reading Skills:** ● Decipher archaic words from context. ● Identifying kennings within the text ● To compare landscape and weather descriptions to create a setting	Big Write - a non-chronological report on the book 'Beowulf'	Anglo-saxon and viking history Understanding word derivation Migration and impact of invaders place names in the UK

			Writing Skills: ● Writing a personal recount, which includes facts and emotions. ● .Choosing effective vocabulary to create character and setting ● Creating a story map/mountain		
Spring 2	**The Lion, The Witch and the Wardrobe** We read this book during our 'Out of this World' topic. It gives the children the opportunity to study a novel in the fantasy genre.	**Students will know:** ● How to use inference and deduction when looking at front covers and blurbs to predict what might happen. ● Embedding their knowledge of AFOREST ● How to deliver a speech. ● The features of a playscript, how to adapt prose to a playscript and to perform and evaluate their performance.	**Reading Skills:** ● To decide what makes a compelling blurb ● Identifying descriptive language which adds to understanding a character ● Identifying how figurative language creates a vivid picture ● Examine features of persuasive language ● Following a playscript **Writing Skills:**	Big Write - a persuasive speech Peer assessment of their persuasive speeches. PIXL tests are done during this half term.	Christian morality Understanding playscripts Speech writing and delivery Looking beyond the surface Understanding others' motivations

		• The features of free verse.	• Using relative clauses to add to character description • Writing a persuasive speech • Using the features of a playscript • Use the features of free verse to write a poem about space.		
Summer 1	**Spy Master** This half term, the children are studying the Tudors. Spy Master is set in the court of Henry VIII. It is an exciting adventure book, and it gives the children the opportunity to learn more about this time in history. There is a close focus on the Spanish Armada to act as a stimulus for writing a newspaper report. There are opportunities for debating and performing.	**Students will know:** • How to write an instruction text • Features of a news report • How to work collaboratively to debate a topic.Chn will learn how a debate runs • Research The Globe • A short Shakespeare selection, thinking about how a Tudor/Stuart audience would be entertained.	**Reading Skills:** • Investigating bias and censorship • Differences between tabloid and broadsheets • Identifying archaic language • Reading Shakepearean language **Writing Skills:** • Using imperative verbs and time connectives • Editing skills • Direct and indirect speech • Planning, drafting and editing • Create an acrostic poem	Big Write - newspaper report	Tudor England Spanish Armada Newspapers and the media Debating skills

			● Creating rhyming couplets		
Summer 2	**Kensuke's Kingdom** This half term the children read a contemporary novel by Michael Morpurgo.	**Students will know:** ● Different genres of poetry, including the structure of poems. ● A taster of Japan's involvement in WW2	**Reading Skills:** ● Identifying features of a ship's log ● Analysing poetry features ● Comparing poems from other cultures. **Writing Skills:** ● Writing a ship's log ● Structuring a poem, to include figurative language. ● Writing a book review	Mock SATS are done this half term. Big Write - Poem about a volcano	Japan and culture WW2 Unlikely friendships Protecting the environment

<u>Year 6 end of year goals:</u>

The English journey in year 6 builds on the children's studies in year 5. They will read a novel from widely different genres each half-term. They will be able to: identify and discuss themes and conventions in and across a wide range of writing; explore the meanings of words in context; summarise the main ideas drawn from more than one paragraph, identifying the key details and provide reasoned justifications for their own views. The children will gain confidence at planning, drafting and editing their own written compositions by developing initial ideas, using a wide range of devices to build cohesion and distinguishing between the language of speech and writing.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn 1	**Alex Rider - Stormbreaker**	Features of a book cover Knowledge of the author Features of diary Types of sentence Literary features Characters traits Features of a setting Features of a summary Devices to structure writing Features of a narrative Features of a newspaper Features of a book review	Making predictions Note taking & research Effective planning Diary writing Comprehension & inference Identify a range of sentences Write PEEL paragraphs Find evidence to support a point of view Editing Writing a character description Writing a setting description Summary writing Explanation text Comparison of two characters Narrative planning Narrative writing	Baseline assessment - recount of holiday Narrative: character and setting description; main section of narrative and conclusion Newspaper report	

			Direct/Indirect questioning Interviewing Writing effective headlines Write a newspaper report Book reviews		
Autumn 2	**Street Child**	**Students will know**: ● About Victorian England ● How to PEEL ● Editing skills ● How to make notes ● Features of persuasion ● Poetic genre ● Performance techniques	**Reading Skills**: ● Making predictions about a text. ● Finding evidence in a text ● Identifying character traits ● Features of a playscript ● Independent analysis of Victorian poetry ● A Christmas Carol (abridged) prediction **Writing Skills**: ● Using formal language ● A character description ● Writing a narrative ● An informal letter ● Writing to persuade ● Writing a playscript		Visit the Victorian School Museum
Spring 1	When Hitler Stole Pink Rabbit	This novel is under review			Trip to Duxford War Museum

Spring 2	**Harry Potter**	**Students will know**: ● Fantasy genre ● Features of persuasive writing ● Features of a recount ● Features of diary writing ● Difference between fiction and non-fiction text	**Reading Skills**: ● Comparing two characters ● Select and retrieve information ● Analyse character description **Writing Skills**: ● Formal letter writing ● Writing a leaflet to persuade ● A diary entry using different sentence forms ● Character study using PEEL	Mock SATS	Visit to Harry Potter studios. Value of humility, friendship and loyalty
Summer 1	**Floodlands**	**Students will know**: ● How meaning is enhanced through choice of words and phrases ● The terms dystopia and utopia ● How flashback can be used in a novel ● How to introduce tension to a narrative ●	**Reading Skills**: ● Predicting using inference ● Identifying phrases which describe setting and character ● Identifying features of a persuasive speech ● Explain the meaning of words in context **Writing Skills**: ● Summarise main ideas from more than one paragraph	SATS (in week 5)	

			● Writing an informal letter ● Plan and write a balanced discussion text ● Plan and write a narrative		
Summer 2	**Journey to Jo'Burg**	**Students will know**: ● Recognise when an author creates a sense of place ● What is meant by perspective ● Plan, write and editing skills ● How to identify features of persuasive language ● The terms intonation, tone, volume and action	**Reading Skills**: ● Analysing emotive language ● Annotating a text ● Compare and contrast newspaper articles ● Identify how a character comes to life **Writing Skills**: ● Plan and write a diary using emotive language ● Plan and write a balanced argument ● Plan and write a persuasive argument ● Plan and write a newspaper report ● Writing a book review		The novel explores the themes of justice, freedom, identity and discrimination. It links to history this term, looking at apartheid.

Subject: Maths

Curriculum statement:

At Etonbury we recognise that the application of mathematics is a fundamental life skill required for everyday usage as well as a vast majority of career pathways for our students. It is therefore our intention to provide a high-quality mathematical education that will ensure individuals are numerate, confident and well equipped for each stage of their learning journey. Through quality first teaching and the delivery of maths for mastery curriculum, we aim to foster both enquiry and curiosity, developing an overall experience which is accessible for all students.

We aim for all students to:

- Become fluent in the fundamentals of mathematics so that they can develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately to a variety of complex problems over time.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, developing an argument and justifications or proof using mathematical language confidently.
- Begin to solve problems by applying their mathematical knowledge to a variety of routine and non -routine problems with increasing sophistication, including breaking problems down into a series of manageable steps and links to real-life scenarios where these problems may arise.
- Have an appreciation of number operations which enables a range of both mental and written calculation procedures to be performed efficiently in order to be successful in the everyday usage of mathematics.
- Foster a positive attitude towards the learning of mathematics, recognising its creativity and the relevance encouraging individuals to reach their full potential and career goals.

Year 5 end of year goals:

The year 5 curriculum coverage provides consistency and progression in the teaching of maths for mastery. We provide a cumulative curriculum so that once a topic is covered, it is met many times again in other related contexts. In year 5 we teach in blocks so that students begin to further their application of the key number skills to a range of complex problems, making clear links with their algebraic thinking and begin to strengthen their deeper understanding of the reasoning skills where they begin to explore proofs in geometry. The year 5 lessons are planned to provide plenty of opportunities to use concrete objects and manipulatives to assist in the progression of the concepts taught. Alongside this, students are encouraged to use pictorial representatives, particularly during their algebraic thinking stages and the application of solving complex problems.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)

Autumn	Place Value	(5N1) Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 (5N2) Read, write, order and compare numbers to at least 1,000,000 (5N3a) Determine the value of each digit in numbers up to 1,000,000 (5N3b) Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals (5N4) Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 (5N5) Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (5N6) Solve number problems and practical problems that involve 5N1 - 5N5	Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000 Step 9 Number line to 1,000,000 Step 10 Compare and order numbers to 100,000 Step 11 Compare and order numbers to 1,000,000 Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000 Step 14 Round within 1,000,000	Pre and Post Unit Assessments Assessment A Assessment B	**Spiritual** - In most Maths lessons we aim to provide opportunities for all students to develop an appreciation of the richness and power of maths and opportunities to develop deep thinking through problem solving and a safe place to question each other's methods or way of working. **Moral** - Across the school, we encourage respect including teaching the value of listening to others views and opinions on problem solving. Students know it is okay to make mistakes and know this is how we learn; we encourage students to self and peer assess work to find their specific errors and then learn from these leading to deeper learning. **Social** - In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self confidence. Collaborative learning in the classroom is encouraged in the form of listening and learning from each other which develops their mathematical voice and logical reasoning skills. We participate in team maths challenges for increased pupil involvement.

					Cultural - We explicitly teach areas of Maths in lots of different subjects across the school to show students the importance of Maths in different roles, for example: Statistics in Geography and Science; Finance in Citizenship and Chronology in History.
	Addition and Subtraction	(5C1) Add and subtract numbers mentally with increasingly large numbers (5C2) Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) (5C3) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy (5C4) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers	Pre and Post Unit Assessments Assessment A Assessment B	

	Multiplication and Division	(5C5a) Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers (5C5b) Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers (5C5c) Establish whether a number up to 100 is prime and recall prime numbers up to 19 (5C5d) Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (5C6a) Multiply and divide numbers mentally drawing upon known facts (5C6b) Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (5C7a) Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers (5C7b) Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (5C8a) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes (5C8b) Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (5C8c) Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000	Pre and Post Unit Assessments Assessment A Assessment B	

	Fractions A	(5F2a) Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5] (5F2b) Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths (5F3) Compare and order fractions whose denominators are all multiples of the same number (5F4) Add and subtract fractions with the same denominator and denominators that are multiples of the same number (5F5) Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (5F6a) Read and write decimal numbers as fractions [for example, 0.71 = 71/100] (5F6b) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (5F7) Round decimals with two decimal places to the nearest whole number and to one decimal place (5F8) Read, write, order and compare numbers with up to three decimal places (5F10) Solve problems involving number up to three decimal places (5F11) Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal (5F12) Solve problems which require knowing percentage	Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1 Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number Step 16 Subtract from a mixed number – breaking the whole	Pre and Post Unit Assessments Assessment A Assessment B End of Term Assessment - Arithmetic End of Term Assessment - Problem solving and reasoning	

		and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25	Step 17 Subtract two mixed numbers		

Spring	Multiplication and Division B	(5C5a) Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers (5C5b) Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers (5C5c) Establish whether a number up to 100 is prime and recall prime numbers up to 19 (5C5d) Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) (5C6a) Multiply and divide numbers mentally drawing upon known facts (5C6b) Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (5C7a) Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers (5C7b) Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (5C8a) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes (5C8b) Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign (5C8c) Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Step 1 Multiply up to a 4-digit number by a 1-digit number Step 2 Multiply a 2-digit number by a 2-digit number (area model) Step 3 Multiply a 2-digit number by a 2-digit number Step 4 Multiply a 3-digit number by a 2-digit number Step 5 Multiply a 4-digit number by a 2-digit number Step 6 Solve problems with multiplication Step 7 Short division Step 8 Divide a 4-digit number by a 1-digit number Step 9 Divide with remainders Step 10 Efficient division Step 11 Solve problems with multiplication and division	Pre and Post Unit Assessments Assessment A Assessment B	

	Fractions B		Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Calculate a fraction of a quantity Step 5 Fraction of an amount Step 6 Find the whole Step 7 Use fractions as operators	Pre and Post Unit Assessments Assessment A Assessment B	

	Decimals and Percentages	(5F6a) Read and write decimal numbers as fractions [for example, 0.71 = 71/100] (5F6b) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (5F7) Round decimals with two decimal places to the nearest whole number and to one decimal place (5F8) Read, write, order and compare numbers with up to three decimal places (5F10) Solve problems involving number up to three decimal places (5F11) Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal (5F12) Solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25	Step 1 Decimals up to 2 decimal places Step 2 Equivalent fractions and decimals (tenth Step 3 Equivalent fractions and decimals (hund Step 4 Equivalent fractions and decimals Step 5 Thousandths as fractions Step 6 Thousandths as decimals Step 7 Thousandths on a place value chart Step 8 Order and compare decimals (same nur decimal places) Step 9 Order and compare any decimals with u decimal places Step 10 Round to the nearest whole number Step 11 Round to 1 decimal place Step 12 Understand percentages Step 13 Percentages as fractions Step 14 Percentages as decimals Step 15 Equivalent fractions, decimals and perc	Pre and Post Unit Assessments Assessment A Assessment B	

	Perimeter and Area	(5M4) Solve problems involving converting between units of time (5M5) Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) (5M6) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints (5M7a) Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (5M7b) Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes (5M8) Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] (5M9a) Use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling (5M9b) Use all four operations to solve problems involving measure [for example, length] using decimal notation, including scaling (5M9c) Use all four operations to solve problems involving measure [for example, mass] using decimal notation, including scaling (5M9d) Use all four operations to solve problems involving measure [for example, volume] using decimal notation, including scaling	Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes Step 6 Estimate area	Pre and Post Unit Assessments Assessment A Assessment B	

	Statistics	(5S1) Complete, read and interpret information in tables, including timetables (5S2) Solve comparison, sum and difference problems using information presented in a line graph	Step 1 Draw line graphs Step 2 Read and interpret line graphs Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables	Pre and Post Unit Assessments Assessment A Assessment B End of Term Assessment - Arithmetic End of Term Assessment - Problem solving and reasoning	

Summer	Shape	(5G2a) Use the properties of rectangles to deduce related facts and find missing lengths and angles (5G2b) Distinguish between regular and irregular polygons based on reasoning about equal sides and angles (5G3b) Identify 3-D shapes, including cubes and other cuboids, from 2-D representations (5G4a) Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles (5G4b) Identify angles at a point and one whole turn (total 360), angles at a point on a straight line and 1/2 a turn (total 180) and other multiples of 90 (5G4c) Draw given angles, and measure them in degrees	Step 1 Understand and use degrees Step 2 Classify angles Step 3 Estimate angles Step 4 Measure angles up to 180° Step 5 Draw lines and angles accurately Step 6 Calculate angles around a point Step 7 Calculate angles on a straight line Step 8 Lengths and angles in shapes Step 9 Step 9 Regular and irregular polygons Step 10 3-D shapes	Pre and Post Unit Assessments Assessment A Assessment B	
	Position and direction	(5P2) Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	Step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation Step 4 Translation with coordinates Step 5 Lines of symmetry Step 6 Reflection in horizontal and vertical lines	Pre and Post Unit Assessments Assessment A Assessment B	

	Decimals	(5F6a) Read and write decimal numbers as fractions [for example, 0.71 = 71/100] (5F6b) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (5F7) Round decimals with two decimal places to the nearest whole number and to one decimal place (5F8) Read, write, order and compare numbers with up to three decimal places (5F10) Solve problems involving numbers up to three decimal places	Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places Step 6 Add decimals with different numbers of decimal places Step 7 Subtract decimals with different numbers of decimal places Step 8 Efficient strategies for adding and subtracting decimals Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply and divide decimals – missing values	Pre and Post Unit Assessments Assessment A Assessment B	

	Negative Numbers	(5N5) Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (5N6) Solve number problems and practical problems that involve 5N1 - 5N5	Step 1 Understand negative numbers Step 2 Count through zero in 1s Step 3 Count through zero in multiples Step 4 Compare and order negative numbers Step 5 Find the difference	Pre and Post Unit Assessments Assessment A Assessment B	
	Converting Units	(5M4) Solve problems involving converting between units of time (5M5) Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) (5M6) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Convert between metric and imperial units Step 5 Convert units of time Step 6 Calculate with timetables	Pre and Post Unit Assessments Assessment A Assessment B	

	Volume	(5M5) Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) (5M8) Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] (5M9d) Use all four operations to solve problems involving measure [for example, volume] using decimal notation, including scaling	Step 1 Cubic centimetres Step 2 Compare volume Step 3 Estimate volume Step 4 Estimate capacity	Pre and Post Unit Assessments Assessment A Assessment B End of Term Assessment - Arithmetic End of Term Assessment - Problem solving and reasoning	

Year 6 end of year goals:

The year 6 curriculum coverage provides consistency and progression in the teaching of maths for mastery. We provide a cumulative curriculum so that once a topic is covered, it is met many times again in other related contexts. In year 6 we develop and strengthen key calculator skills throughout the whole year. The teaching blocks consist of depth and understanding in proportional reasoning and a variation of representations, both algebraically and graphically. Students will build core understanding of their algebraic thinking and will further deepen their techniques by solving a range of complex equations. The year 6 students will continue to practise developing their number and geometric skills which will enable them to draw upon a range of reasoning skills when asked to make justifications . Throughout year 6, students will continue to be given opportunities to use concrete objects and manipulatives to assist in the progression of the concepts taught.

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Place value	(6N2) Read, write, order and compare numbers up to 10 000 000 (6N3) Determine the value of each digit in numbers up to 10 000 000 (6N4) Round any whole number to a required degree of accuracy (6N5) Use negative numbers in context, and calculate intervals across zero (6N6) Solve number and practical problems that involve 6N2 - 6N5	Step 1 Numbers to 1,000,000 Step 2 Numbers to 10,000,000 Step 3 Read and write numbers to 10,000,000 Step 4 Powers of 10 Step 5 Number line to 10,000,000 Step 6 Compare and order any integers Step 7 Round any integer Step 8 Negative numbers	Pre and Post Unit Assessments Assessment A Assessment B	**Spiritual** - In most Maths lessons we aim to provide opportunities for all students to develop an appreciation of the richness and power of maths and opportunities to develop deep thinking through problem solving and a safe place to question each other's methods or way of working. **Moral** - Across the school, we encourage respect including teaching the value of listening to others views and opinions on problem solving. Students know it is okay to make mistakes and know this is how we learn; we encourage students to self and peer assess work to find their specific errors and then learn from these leading to deeper learning. **Social** - In classrooms, we look for opportunities for pupils to use mini-whiteboards to
	Addition, subtraction, multiplication and division	(6C3) Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy (6C4) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (6C5) Identify common factors, common multiples and prime numbers (6C6) Perform mental calculations, including with mixed operations and large numbers (6C7a) Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication (6C7b) Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division,	Step 1 Add and subtract integers Step 2 Common factors Step 3 Common multiples Step 4 Rules of divisibility Step 5 Primes to 100 Step 6 Square and cube numbers Step 7 Multiply up to a 4-digit number by a 2-digit number	Pre and Post Unit Assessments Assessment A Assessment B	

		and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context (6C3) Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy (6C4) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why (6C5) Identify common factors, common multiples and prime numbers (6C6) Perform mental calculations, including with mixed operations and large numbers (6C7a) Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication (6C7b) Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context (6C7c) Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context (6C8) Solve problems involving addition, subtraction, multiplication and division (6C9) Use their knowledge of the order of operations to carry out calculations involving the four operations interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context (6C7c) Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context (6C8) Solve problems involving addition, subtraction, multiplication and division (6C9) Use their knowledge of the order of operations to carry out calculations involving the four operations	Step 8 Solve problems with multiplication Step 9 Short division Step 10 Division using factors Step 11 Introduction to long division Step 12 Long division with remainders Step 13 Solve problems with division Step 14 Solve multi-step problems Step 15 Order of operations Step 16 Mental calculations and estimation Step 17 Reason from known facts		promote self-esteem and build self confidence. Collaborative learning in the classroom is encouraged in the form of listening and learning from each other which develops their mathematical voice and logical reasoning skills. We participate in team maths challenges for increased pupil involvement. **Cultural** - We explicitly teach areas of Maths in lots of different subjects across the school to show students the importance of Maths in different roles, for example: Statistics in Geography and Science; Finance in Citizenship and Chronology in History.

	Fractions A + B	(6F2) Use common factors to simplify fractions; use common multiples to express fractions in the same denomination (6F3) Compare and order fractions, including fractions > 1 (6F4) Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (6F5a) Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] (6F5b) Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] (6F6) Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]	Step 1 Equivalent fractions and simplifying Step 2 Equivalent fractions on a number line Step 3 Compare and order (denominator) Step 4 Compare and order (numerator) Step 5 Add and subtract simple fractions Step 6 Add and subtract any two fractions Step 7 Add mixed numbers Step 8 Subtract mixed numbers Step 9 Multi-step problems Step 1 Multiply fractions by integers Step 2 Multiply fractions by fractions Step 3 Divide a fraction by an integer Step 4 Divide any fraction by an integer Step 5 Mixed questions with fractions Step 6 Fraction of an amount Step 7 Fraction of an amount – find the whole	Pre and Post Unit Assessments Assessment A Assessment B	

	Converting units	(6M5) Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places (6M6) Convert between miles and kilometres (6M7a) Recognise that shapes with the same areas can have different perimeters and vice versa (6M7b) Calculate the area of parallelograms and triangles (6M7c) Recognise when it is possible to use formulae for the area of shapes (6M8a) Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3] (6M8b) Recognise when it is possible to use formulae for the volume of shapes (6M9) Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	Step 1 Metric measures Step 2 Convert metric measures Step 3 Calculate with metric measures Step 4 Miles and kilometres Step 5 Imperial measures	Pre and Post Unit Assessments Assessment A Assessment B End of Term Assessment - Arithmetic End of Term Assessment - Problem solving and reasoning	
Spring	Ratio	(6R1) Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts (6R2) Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison (6R3) Solve problems involving similar shapes where the scale factor is known or can be found (6R4) Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Step 1 Add or multiply? Step 2 Use ratio language Step 3 Introduction to the ratio symbol Step 4 Ratio and fractions Step 5 Scale drawing Step 6 Use scale factors Step 7 Similar shapes	Pre and Post Unit Assessments Assessment A Assessment B	

			Step 8 Ratio problems Step 9 Proportion problems Step 10 Recipes		
	Algebra	(6A1) Express missing number problems algebraically (6A2) Use simple formulae (6A3) Generate and describe linear number sequences (6A4) Find pairs of numbers that satisfy an equation with two unknowns (6A5) Enumerate possibilities of combinations of two variables	Step 1 1-step function machines Step 2 2-step function machines Step 3 Form expressions Step 4 Substitution Step 5 Formulae Step 6 Form equations Step 7 Solve 1-step equations Step 8 Solve 2-step equations Step 9 Find pairs of values Step 10 Solve problems with two unknowns	Pre and Post Unit Assessments Assessment A Assessment B	
	Decimals	(6F9a) Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places (6F9b) Multiply one-digit numbers with up to two-decimal places by whole numbers (6F9c) Use written division methods in cases where the answer has up to two decimal places	Step 1 Place value within 1 Step 2 Place value – integers and decimals Step 3 Round decimals Step 4 Add and subtract decimals Step 5 Multiply by 10, 100 and 1,000	Pre and Post Unit Assessments Assessment A Assessment B	

			Step 6 Divide by 10, 100 and 1,000 Step 7 Multiply decimals by integers Step 8 Divide decimals by integers Step 9 Multiply and divide decimals in context		
	Fractions, decimals and percentages	(6F2) Use common factors to simplify fractions; use common multiples to express fractions in the same denomination (6F3) Compare and order fractions, including fractions > 1 (6F4) Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (6F5a) Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] (6F5b) Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] (6F6) Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] (6F10) Solve problems which require answers to be rounded to specified degrees of accuracy (6F11) Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts (6R2) Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	Step 1 Decimal and fraction equivalents Step 2 Fractions as division Step 3 Understand percentages Step 4 Fractions to percentages Step 5 Equivalent fractions, decimals and percentages Step 6 Order fractions, decimals and percentages Step 7 Percentage of an amount – one step Step 8 Percentage of an amount – multi-step Step 9 Percentages – missing values	Pre and Post Unit Assessments Assessment A Assessment B	
	Area, perimeter and volume	(6M7a) Recognise that shapes with the same areas can have different perimeters and vice versa	Step 1 Shapes – same area	Pre and Post Unit Assessments	

		(6M7b) Calculate the area of parallelograms and triangles (6M7c) Recognise when it is possible to use formulae for the area of shapes (6M8a) Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3] (6M8b) Recognise when it is possible to use formulae for the volume of shapes (6M9) Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	Step 2 Area and perimeter Step 3 Area of a triangle – counting squares Step 4 Area of a right-angled triangle Step 5 Area of any triangle Step 6 Area of a parallelogram Step 7 Volume – counting cubes Step 8 Volume of a cuboid	Assessment A Assessment B	
	Statistics	(6S1) Interpret and construct pie charts and line graphs and use these to solve problems (6S3) Calculate and interpret the mean as an average	Step 1 Line graphs Step 2 Dual bar charts Step 3 Read and interpret pie charts Step 4 Pie charts with percentages Step 5 Draw pie charts Step 6 The mean	Pre and Post Unit Assessments Assessment A Assessment B End of Term Assessment - Arithmetic End of Term Assessment - Problem solving and reasoning	
Summer	Shape	(6G2a) Compare and classify geometric shapes based on their properties and sizes (6G2b) Describe simple 3-D shapes (6G3a) Draw 2-D shapes using given dimensions and angles	Step 1 Measure and classify angles Step 2 Calculate angles Step 3 Vertically opposite angles	Pre and Post Unit Assessments Assessment A	

		(6G3b) Recognise and build simple 3-D shapes, including making nets (6G4a) Find unknown angles in any triangles, quadrilaterals, and regular polygons (6G4b) Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles (6G5) Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	Step 4 Angles in a triangle Step 5 Angles in a triangle – special cases Step 6 Angles in a triangle – missing angles Step 7 Angles in a quadrilateral Step 8 Angles in polygons Step 9 Circles Step 10 Draw shapes accurately Step 11 Nets of 3-D shapes	Assessment B	
	Position and direction	(6P2) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes (6P3) Describe positions on the full coordinate grid (all four quadrants)	Step 1 The first quadrant Step 2 Read and plot points in four quadrants Step 3 Solve problems with coordinates Step 4 Translations Step 5 Reflections	Pre and Post Unit Assessments Pre and Post Unit Assessments Assessment A Assessment B	

Subject: Science

Curriculum statement:

At Etonbury the Science faculty aims to equip students with the scientific knowledge required to understand the uses and implications of science, today and for the future. We aim to develop understanding of the nature, processes and methods of science through different types of enquiries that help students to answer scientific questions about the world around them.

Our learner's develop scientific knowledge and conceptual understanding through the specific disciplines of;

- Biology- microbial, plant and animal processes and systems , their interactions with each other and their environment.
- Chemistry - foundations in chemistry, physical, analysis, inorganic and organic chemistry.
- Physics - foundations of physics, the universe, mechanics, electricity, waves, fields, particles and nuclear physics.

Learning is carefully sequenced to enable students to build on existing knowledge, deepen their understanding of scientific processes and develop critical evaluation and application skills. Teaching aims to promote enthusiasm for science by incorporating a range of practical skills**.** This gives students hands-on experience to test theories, make observations, collect and analyse data and practise using laboratory resources safely.

The Science faculty has an ambitious and varied KS3, KS4 curriculum.

1. Provide substantive and disciplinary knowledge which will enable pupils to be informed about how science underpins their everyday lives.
2. Emphasises academic core knowledge and skills, with accompanying breadth of opportunity.
3. The faculty uses varied, engaging and accessible resources to promote curiosity and involvement in learning.
4. Homework is purposeful and enables pupils to reinforce understanding enabling staff to identify and address misconceptions.
5. Day and residential trips have a direct link to learning and enhances pupils' science capital, enthusiasm for science and promotes STEM careers.
6. There is a strong emphasis on the wider curriculum, developing 'cultural capital' and skills.
7. Provide opportunities for pupils to complete hands-on practical activities in lessons to deepen their scientific understanding, develop team working and transferable skills.

Upper KS2 end of year goals:

During years 5 and 6, pupils will develop basic practical scientific methods, processes and skills building on prior learning in year 4 and below. These will include:
Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary;
Taking measurements and using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate;
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;
Using test results to make predictions to set up further comparative and fair tests;
Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations;
Identifying scientific evidence that has been used to support or refute ideas or arguments.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	Properties of materials	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to	Identify, group and select materials using properties and behaviours that can be tested, and identify and group living things using observable features and other characteristics Investigate what happens when materials are mixed, and whether and how they can be separated again	Teacher assessments End of unit tests	

	Changes of materials	recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	Explore, explain and use reversible and non-reversible changes that occur in the world around them and how changes can be used to create new and useful materials		
Spring	Forces	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Investigate the effects of different forces and how they can use these to move mechanical parts or objects in specific ways Investigate and explain the effect of changes in electrical circuits	Teacher assessments End of unit tests	

	Earth and Space	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Investigate combinations of forces Explore and explain how time measurement relates to day and night and the Earth's place in the solar system		
Summer	Living things and their habitats	Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.	Apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy Investigate the physical characteristics of the local environment and the living things in it, comparing them with those from another locality Investigate the structure, function, life cycle and growth of flowering plants and how	Teacher assessments End of unit tests	

	Animals including humans	Describe the changes as humans develop to old age	these grow and are used around the world Investigate, identify and explain the benefits of micro-organisms and the harm they can cause Investigate and explain how plants and animals are interdependent and are diverse and adapted to their environment as a result of evolution Apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy Apply knowledge and understanding to describe and explain the structure and function of key human body systems including reproduction Investigate, identify and explain the benefits of micro-organisms and the harm they can cause		

Year 6

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Electricity Light	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light	Systematically identifying the effect of changing one component at a time in a circuit. Designing and making a set of traffic lights, a burglar alarm or other useful circuits. Deciding where to place rear-view mirrors on cars. Designing and making a periscope and using ideas on how light travels to explain how it works. Investigate the relationship between light sources,	Teacher assessments End of unit tests	Multiple opportunities for discussion and use of language, revisited frequently, to aid understanding.

		sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	objects and shadows by using shadow puppets. Research a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.		
Spring	Living things and their habitats Evolution and inheritance	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. Can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their	Use classification systems and keys to identify some animals and plants in the immediate environment. Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. Observe and ask questions about local animals and how they are adapted to their environment. Compare how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels. Analyse the advantages and disadvantages of specific	Teacher assessments End of unit tests	Multiple opportunities for discussion and use of language, revisited frequently, to aid understanding. Use of nature walks and access to wider school grounds. School visits to The Imperial War Museum School visits to The Warner Brothers Studios

		environment in different ways and that adaptation may lead to evolution. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	adaptations, fro example being on two feet rather than four, having a long or short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.		
Summer	Animals including humans	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	Teacher assessments End of unit tests	Multiple opportunities for discussion and use of language, revisited frequently, to aid understanding. Use of the wider school grounds to investigate the impact of exercise.

	KS3 preparation unit Scientists and Inventors	Research a number of Key Scientists, both male and female	Explore the work of key scientists both in areas of study at UKS2 and the wider world. Including Libbie Hyman (classification of invertebrates) Alexander Flemming (penicillin) and Stephen Hawking (astrophysicist).		Revisiting aspects of Science, giving multiple opportunities for discussion and use of language, revisited frequently, to aid understanding.

Subject: Geography

Curriculum statement:

In Geography, our intent is for the curriculum to promote a curiosity about the world for our learners - we aim to create the very best geographers. We study Geography because it is a multifaceted discipline that combines the analysis of social questions, environmental issues, and modern real-world solutions. Geographers investigate interactions between the human and physical environments such as the causes and impacts of climate change. We equip learners with empathy for other cultures through the study of real-world examples. Using practical fieldwork and research skills, we investigate problems on a variety of scales from local (food banks) to global (water shortages). We challenge students to think, act and speak like those working in the field would. We do this by quality first teaching which ensures students understand geographical principles and can apply them in a variety of familiar and unfamiliar contexts from around the world. We teach content in its totality and constantly vary topics between human and physical geography to provide a varied and balanced appreciation of the ideas, skills and topics in this discipline.

Geography seeks to develop a sense of place and helps students make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the Earth's surface. The subject extends students' interest and knowledge beyond their immediate experiences, using images and information to help them interpret the people and concepts that they acquire from media, internet and textbooks. Geography develops major skill areas: Map and fieldwork skills; cross-curricular skills such as ICT, Literacy and Numeracy; as well as an increasing awareness of the world around us and the idea of sustainability. We want students to become global citizens and show a keen awareness of the geography around them. Geography is everywhere and students at ETA develop a keen awareness and appreciation of the geography around them.

Year 5 end of year goals:

Year 5 introduces the students to a range of real world geographical issues. Students being to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Students will be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Students will also be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Finally, students will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a Russia, and a region within South America.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	Rainforests The Water Cycle Climate Zones Biomes Rivers Mountains Earthquakes and Volcanoes	Geographical processes at different scales and in different places. How humans impact upon natural processes in a positive and negative way e.g. water cycle	Physical processes Mapping geographical information and the physical landscape Describe and explain Case study examples	No formal assessment	Global Issues and challenges Current Affairs Global Development
Spring	Communities Types of settlement and land use Economic activity including trade links The distribution on natural resources including food, water and energy	How societies are organised and governed and changes over time Distinguish between facts and information using online sources Continue to develop understanding of how humans impacts upon natural processes	Describe and explain Case study examples Using sources Research Push and pull factors	No formal assessment	Globalisation Homogenisation Human Rights Equality and Diversity Global Issues and challenges Global Development
Summer	Coasts What happens when the land meets the sea Coastal landforms and processes Human impacts on coastal environments	Geographical processes at different scales and in different places.	Physical processes Landform formation	No formal assessment	Learning outside the classroom

		How humans impact upon natural processes in a positive and negative way e.g. how can we speed up or slow down erosion	Modelling Sketching and annotating Case Study examples		Current Affairs and Issues Sustainability

Year 6 end of year goals:

Year 6 continues to explore a range of real world geographical issues. Students will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Students will be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Students will also be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Finally, students will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a Russia, and a region within South America.

Term	**Topic title(s) and overview**	**Knowledge**	**Skills**	**Assessment**	**Wider learning (Equality and diversity, SMSC, cultural capital)**
Autumn	UK Geography Locate counties and cities in the UK Identify human and physical characteristics Topographical features including hills, mountains and coastlines Land use patterns and changes over time	Locations on a variety of scales Great British landmarks (human and physical)	Location knowledge and mapping Land use mapping Computer mapping	No formal assessment	Geopolitics Global Development

		Urbanisation and land use change including population distribution. Historical changes over time	Describing geographical landscapes Use of compass directions Use of grid references		
Spring	Where in the world? Equator - Northern and Southern Hemispheres Tropics of Cancer and Capricorn Arctic and Antarctic Circle Greenwich Meridian and time zones Key features of major cities and regions around the world focusing on Russia and South America.	Importance of longitude and latitude in determining climate and time zones Position and significance of the equator, tropics, Arctic and Antarctic circles Locating world countries using a map Key characteristics of environmental regions including human and physical features	Location knowledge and mapping - continents Case study examples Lines of latitude and longitude Atlas skills Data Presentation Research Climate graphs and data interpretation Oral presentation Scale and land area - maths skills	No formal assessment	Local and global scales Geographical location
Summer	Rivers The water cycle The journey of the river from source to mouth Features of the river along it's course e.g. waterfalls and meanders	Processes of water movement The long and cross profiles Erosion and transportation	Physical processes Landform formation	No formal assessment	Learning outside the classroom

	River management e.g. dams	Formation of features Management of rivers and prevention of flooding	Modelling Using a legend on a map Sketching and annotating Case Study examples Describe, explain, compare		

Subject: History

Curriculum statement:

History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. Pupils should be encouraged to develop a chronological framework of British history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We want pupils to realise that the past is gone and history is constructed and contested. History's unique concepts help pupils to construct arguments and support them to become analytical, global citizens who can question human motivation and society with skill and confidence.

Year 5

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Ancient Greece. A study of Greek life and achievements and their influence on the western world.	Spartans and Athenians Everyday life in ancient Greece Legacy of the Greeks Democracy Persian Empire	Source analysis Different types of sources Cause and consequence Similarities and differences Chronology Develop the appropriate use historical terms	No formal assessment	Democracy Greek and Persian life
Spring	Vikings. Pupils should be taught about the Viking and AngloSaxon struggle for the Kingdom of England	Who were the vikings and anglo saxons?	Similarities and differences	No formal assessment	Norse mythology

	to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld.	Key terminology ‘invaders’ and ‘settlers’ Fighting ships and trade ships Crime punishment Key features of viking society	Judgement making Debate skills Develop the appropriate use historical terms		
Summer	Tudors. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.	Tudor 'everyday life’ The reign of Henry VIII Elizabeth 1st Portraits Black Tudors	Chronology Source analysis Decoding Similarities and differences	No formal assessment	Black Tudors

Year 6

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Victorians. Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies such as John, Anne and Victoria.	Victoria England's relationship with India Industrial revolution Case study: Cholera Victorians 'everyday life' Case study: Dr. Barnado Crime punishment	Judgement making Problem solving Similarities and differences Develop the appropriate use historical terms Construct informed responses	No formal assessment	Democracy Social responsibilities British Empire
Spring	World War 2. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Start of World War 2 Case study: Battle of Britain Evacuation and rationing Role of women Propaganda	Cause and consequence Similarities and differences Chronology	No formal assessment	Democracy British values
Summer	South Africa/Apartheid	Apartheid laws	Cause and consequence	No formal assessment	Democracy

		Propaganda Everyday life in apartheid south africa Case study: Soweto youth uprising Role of women Case study: Nelson Mandela & Desmund Tutu	Research skills Similarities and differences Judgement making		Civil rights Diversity Equality