

## Heworth Primary Curriculum      The FLOURISH Curriculum



### KS2 Long Term Plan:

The KS2 long term plan operates through a 4 year rolling programme with each KS2 year group following the same topic at the same time, but with progression in skills and knowledge ensured through carefully mapped skills and knowledge progression documents.

Each term uses a class novel approach as a 'hook into learning' which develops the children's inference skills, creativity and questioning skills; and encourages the children to begin each academic year as active learners.

The class novels used are as follows:

	<b>Year A</b>	<b>Year B</b>
<b>Class 3</b>	Hurricane by David Wiesner	Tuesday by David Wiesner
<b>Class 4</b>	The Mysteries of Harris Burdick by Chris Van Allsburg	The Arrival by Shaun Tan
<b>Class 5</b>	Wonderstruck by Brian Selznick	The Invention of Hugo Cabret by Brian Selznick

KS2 class novels will continue to be used throughout the academic year and will link to class topics wherever possible.

Each termly theme will have either a geography or history focus with other subjects being delivered in a cross-curricular approach where possible or as a discrete unit where appropriate, for example, to ensure progression across key skills and knowledge. There will be discrete teaching of English, grammar and spelling/phonics, guided reading, science, RE, art and PE for this purpose. Flexible timetabling, planning and groupings will ensure coverage and progression. The medium term planning skills progression documents are a vital tool in ensuring that this is achieved. Please note \*topics may not fit neatly into half terms - could be organised as ten week in depth study plus an overview unit.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	<p><b><u>York - A Chocolate City</u></b>            Geography - knowledge and understanding of local area and South America, locational and place knowledge, human geography and fieldwork.            History - local area study and significant changes.  <u>A&amp;D</u>            Drawing and painting- Quentin Blake 3d sculpture - clay - Aztec  <u>DT</u>            Food - biscuits/choc bars  <u>Outcome - pupils design and make own chocolate bars to sell</u></p>	<p><b><u>The Story of Our School (City)</u></b>            History - a local history study covering Victorians to the present day, including coverage of the World Wars relating to our local area.  <u>A&amp;D</u>            3d sculpture/model making - Anderson shelters/changing environments- junk modelling  <u>DT</u>            Structures- photograph frames            Or Mechanisms/control - moving picture book?  <u>Outcome - a school history book</u></p>	<p><b><u>Beat that Brazil!</u></b>            Geography - Locational and place knowledge - North and South America, human and physical geography, skills using maps, atlases, globes and digital mapping.  <u>A&amp;D</u>            Textiles - Wall hanging applique/fabric printing            Carnival headdress designs  <u>DT</u>            Mechanisms -moving toys (Amazon animals)  <u>Outcome - a Brazilian carnival day</u></p>
<b>Year B</b>	<p><b><u>Maya Mystery</u></b>            History (a non-European society) a depth study            Geography - locational knowledge of South America. Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human - types of settlements and distribution of natural resources  <u>A&amp;D</u>            3d - clay - beads / tablet carving hieroglyphics/construct temple            Textiles - weaving/ appliqué /printing fabric  <u>DT</u>            Food - cornbread /Mayan recipes  <u>Outcome - pupils' horrible history episode</u></p>	<p><b><u>Going Global!</u></b>            Geography - Place knowledge- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America. Identify the position and significance of latitude, longitude, Equator, Southern Hemisphere etc  <u>A&amp;D</u> Drawing and painting- Watercolour landscape <u>DT</u>            Mechanisms/control - moving/pop up picture book (atlas type.)  <u>Outcome - link N American school</u></p>	<p><b><u>Local area Time Travel</u></b>  <u>Detectives</u>            History - Britain's settlement by Anglo-Saxons and Scots (Overview)            The Viking and Anglo-Saxon study for the Kingdom of England to the time of Edward the Confessor            Geography - human geography including types of settlement and land use. Some geographical skills and field work.  <u>A&amp;D</u>            Textiles - costume design            Stitches/embroidery  <u>DT</u>            Structures - Crazy catapults  <u>Outcome - pupils' class museum</u></p>

<p><b>Year C</b></p>	<p><b><u>What did the Romans do for York?</u></b>  <b>History</b> - the Roman Empire and its impact on Britain  <b>Geography</b> - human geography including types of settlement and land use. Some geographical skills and field work.  <u>A&amp;D</u>  <b>Drawing and painting-</b> Roman mosaic designs  <b>3d sculpture-</b> bust  <u>DT</u>  <b>Mechanisms/control</b> -Moving toys (chariots) wind up/air powered?  <b><u>Outcome</u></b> - <u>pupils produce a horrible history film about Roman York with a focus on Roman Heworth</u></p>	<p><b><u>Time Detectives - Technology and Travel</u></b>  <b>History</b> - Changes in Britain from the Stone Age to the Iron Age  <u>A&amp;D</u>  <b>Printing</b> -multi-media e.g. print/painting animals to tell a story on rocks  <b>Collage</b> - produce a story using multi-media.  <u>DT</u>  <b>Structures</b> - musical instruments (ocarinas, drums, shakers, bamboo flutes?)  <b><u>Outcome</u></b> - <u>pupils produce a Technology and Travel Timeline for school</u></p>	<p><b><u>What did we get from the Groovy Greeks?</u></b>  <b>Geography</b> - Locational Knowledge of Europe (inc Russia). Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country  <b>History</b> - Ancient Greece - a study of Greek life and achievements and their influence on the Western World - depth study.  <b>Architecture and sculpting-</b> Clay columns  <b>Printing</b> - repetitive design e.g. Greek key designs (Styrofoam)  <u>DT</u>  <b>Food and nutrition</b> - seasonal foods - Greek salad/Feta cheese  <b><u>Outcome</u></b> - <u>pupils plan and take part in a mini-Olympics</u></p>
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<p><b>Year D</b></p>	<p><b><u>The Railway Revolution</u></b>          History - a study of an aspect or theme in British history that extends pupils' knowledge beyond 1066 (A significant turning point in British history - the introduction of the railways in York)          Geography - human and physical. Geographical skills - map work, compass, ordnance survey work.  <b><u>A&amp;D</u></b>  <b>Drawing and painting</b> - Pen and ink/watercolour  <b>Collage</b> - Victorian portraiture and relevant artists  <b><u>DT</u></b>  <b>Mechanisms</b> - Wacky races  <b><u>Outcome</u></b> - plan and take a train journey - link to NRM?</p>	<p><b><u>People of the Past</u></b>          History - overview of the achievements of the earliest civilisations leading to depth study of Ancient Egypt.          Geography - Locational knowledge  <b><u>A&amp;D</u></b>  <b>3d sculpture</b>- Egyptian masks/ sarcophagus  <b>Drawing &amp; Painting</b>- Egyptian cartouche  <b><u>DT</u></b>  <b>Food</b> - typical foods/seasonality  <b><u>Outcome</u></b> - to link with school play? Horrible history film/artefact box?</p>	<p><b><u>River Explorers</u></b>          Geography - all aspects of geographical skills and fieldwork. Human and physical geography - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <b><u>A&amp;D</u></b>  <b>Collage</b> - journey of a river  <b>Drawing &amp; painting</b>- based on Sir John Everett Millais's Ophelia  <b><u>DT</u></b>  <b>Structures</b> -bridges  <b><u>Outcome</u></b> - to plan a river walk with could be used by future classes</p>
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