

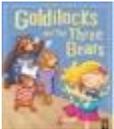
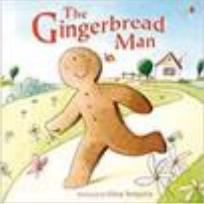
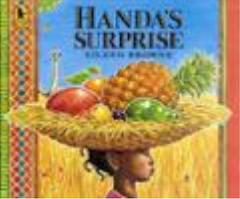
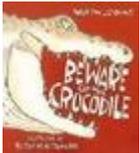
English, History, Geography and MFL Curriculum Overview 2025-2026

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|--|---|---|---|--|--|--|
| Experience, knowledge, skills and strategies | Concepts of print | Concepts of print | Concepts of print | Concepts of print | Concepts of print | Concepts of print |
| EYFS/Development Matters Communication and language 3-4 Years | <ul style="list-style-type: none"> ● Enjoy listening to longer stories and can remember much of what happens. ● Enjoy listening to longer stories and can remember much of what happens. ● Use a wider range of vocabulary. ● Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" ● Sing a large repertoire of songs. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ● Use longer sentences of four to six words ● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. | | | | | |
| Language Competency: Through reading, talk and writing | Statement and questions Describing human characteristics Expressing emotional states Language of empathy Book talk | Dialogue Exclamations and questions Instructional language, including modal verbs Book talk Matching words to print | First person voice in story Present tense in story Active verbs Book Talk | Past tense narrative Precise language using Prepositions and adverbials Book Talk | Explanation text Technical, descriptive and positional language Book Talk | Present tense narrative. Technical, descriptive and Instructional language. Explanations. |
| Physical Development | Dancing, pounding and climbing Demonstrating favourite games Action and finger Rhymes Printmaking | Dog Show enactment Tidying up mess Paper collage Mark-making involved in drawing different kinds of dogs | Action songs Riding Balance and Pedal bikes Travelling using body Unwrapping washing and rescuing naughty bus Fixing and maintaining bikes and toy vehicles Constructing a cityscape | Animal Actions Re-enacting and hatching plans around a large scale farm yard Doing a farmers work – using tools that develop gross motor skills and those that strengthen hand and finger muscle | Spider Actions Sweeping and dusting ceilings Spider web creation Finger Rhymes Performance related actions Making Wormery | Action Songs Growing Movements planting seeds Observational Drawing Preparing food (using knives safely) |
| Other Experiences & Cross Curricular Links | | School birthday | Hatching butterflies | Easter Egg hunt and Easter Bonnet Parade | Special visitors from PC/ Fire brigade | |
| History Overview | | | | | | |
| Topic: | My family | My world | Can we explore it? | Growing and changing | Who lives in the garden? | Which foods are good for us? |
| Key Skills History | Remembers and talks about significant events in their own experiences | Recognises and describes special times or events for friends or family | Can retell a simple past event in the correct order | Uses a variety of questions (e.g. what, where, who) | Can retell a simple past event in the correct order | Uses a variety of questions (e.g. what, where, who) |
| Geography Overview | | | | | | |
| Topic: | My family | My world | Can we explore it? | Growing and changing | Who lives in the garden? | What food is good for us? |

English, History, Geography and MFL Curriculum Overview 2025-2026

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| Key Skills Geography | Imitate everyday actions and events from own family and cultural backgrounds | Developing an understanding of events from own family and cultural backgrounds | Play with small-world models such as a farm, garage or train track, buses Notice detailed features and objects in their environment | Comments and asks questions about aspects of their familiar world and natural world | Minibeast hunts in forest area. Talking about what the mini beasts look like/ how they move/ where they live. | Learns that they have similarities and differences that connect them to, and distinguish them from others |
| MFL | | | | | | |
| Nursery Conceptual Application: | | | | | | |
| Skills | Focus on gross motor skills | Home corner | Can we explore it? | Growing and changing - Description | Who lives in the garden – instructions | What food is good for us? |
| Knowledge | | All about me bags: talking to small groups about your chosen special items/ reflecting on personal history | Taking part in bus driver/ train station / airport role play Where did you go? How did you get there? Act out holiday journeys using big brick planes/ boats. | Describe a farm | Instructions on how to look after the world | Recount of their morning and what they ate for breakfast |
| Nursery Now Press Play: | | | | | | |
| | We are all different | Christmas | Minibeasts | On the farm | People who Help Us | Jack and the Beanstalk |

English, History, Geography and MFL Curriculum Overview 2025-2026

| Reception | | | | | | |
|-----------------------|--|---|--|--|--|---|
| English Overview | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Text |   |  |  |  |   |   |
| | <p>1: A Great Big Cuddle by Michael Rosen and Chris Riddell 2: Goldilocks and the three bears by Mara Alperin</p> | <p>The Gingerbread Man by Mairi Mackinnon</p> | <p>Handa's Surprise by Eileen Browne</p> | <p>Beware of the Crocodile by Martin Jenkins and Satoshi Kitamura</p> | <p>1: Supertato by Paul Linnet and Sue Hendra 2: Stanley's Stick by John Hegley</p> | <p>1: Shark in the Park by Nick Sharratt 2: Please Mr Magic Fish by Jessica Souhami</p> |
| Writing Unit | <p>1: Poetry 2: Character Description</p> | <p>Instructions</p> | <p>Factfile</p> | <p>Non-fiction</p> | <p>1: Recount 2: Contemporary Fiction</p> | <p>1: Non-chronological Report 2: Traditional Tales and Twists</p> |
| Phonics | <p>*Rhythm and Rhyme: Respond with rhythm sticks; keep a steady pulse, work with the beat of the syllables. Sing a range of rhymes and songs about children and related to childhood experiences. *Voice Sounds: Investigate words (real and invented) that contain the phonemes taught.. *Instrumental Sounds: Use instruments to accompany the reading aloud. Explore which instruments best suit the sounds in the words or the rhythm, meaning or mood of the poem.</p> | <p>Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p> | <p>Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)</p> | <p>Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).</p> | <p>Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, l, no, of, my, for, he</p> | <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.</p> |
| Shared reading | <p>What can you see, Wishy washy day, Waves, I like the rain, Guinea pigs grass, Five little ducks,A cat in the tree,A closer look at plants,Cats,Crocodile tea,This is bear,The duck in the hat, Walking through the jungle,Wake up Isabell,Breakfast,Little red riding hood, My bean diary</p> | | | | | |
| Trip | Discovery Centre | | Tower Hamlets Park | | V&A Museum of Childhood | |

English, History, Geography and MFL Curriculum Overview 2025-2026

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| Link to Main EYFSP Area of Learning | Understanding the world: Family / General Life & Experiences | Understanding the world: Family / General Life & Experiences | PSED: Understanding feelings and emotions and regulation | Understanding the world: Animals | Understanding the world - Trees and sticks PSED - Empathy PD - Stick play | Understanding the world - different homes / foods / clothing PSED - Inner happiness, positivity and personal responsibility, being thankful |
| Spirituality PSED & HUMAN THEME (And Christian Value) | Feelings, Emotions, behaviour, consequences. (Celebrating Individuality / Taking Responsibility) | Feelings, imagination (Spiritual & Reflective) | Feelings, Emotions, Self-Regulation (Working Together / Spiritual & Reflective) | Understanding Danger/Awe and wonder of nature (Taking Responsibility/Caring & Respectful) | Discovery and Loss / Play & Invention (Celebrating Individuality / Life Long Learning) | Gratitude, discontent and Greed! (Spiritual & Reflective / Caring & Respectful) |
| EYFS/Development Matters Communication and language 4-5 Years | <ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important. ● Learn new vocabulary. ● Use new vocabulary throughout the day. ● Ask questions to find out more and to check they understand what has been said to them. ● Articulate their ideas and thoughts in well-formed sentences. ● Connect one idea or action to another using a range of connectives. ● Describe events in some detail. <p>Engage in storytimes.</p> <p style="text-align: center;">and to explain how things work and why they might happen.</p> <ul style="list-style-type: none"> * Listen to and talk about stories to build familiarity and understanding. * Retell the story, once they have developed a deep familiarity with the text, * Use new vocabulary in different contexts. * Engage in non-fiction books. * Listen to and talk about selected non-fiction to develop a deep familiarity * Listen carefully to rhymes and songs, paying attention to how they sound. * Learn rhymes, poems and songs. * Use talk to help work out problems and organise thinking and activities, | | | | | |
| Language Competency: Through reading, talk and writing | Rhyme Onset and Rime. Poetic language. Playing with language Compose your own rhymes and poems. | Onomatopoeia Descriptive Language, Suspense, Layers of Meaning Prediction, How and Why Questions.. instructions involving several ideas or actions. Use past, present and future forms. Develop own narratives and explanations by connecting ideas or events. | To think and talk confidently about responses to a book, using prediction, asking questions, making connections with their own experience. To think about the story meanings conveyed in the illustrations. To use language to imagine and recreate roles and experiences. Answer 'how' and 'why' questions about their experiences and in | Factual Language alongside narrative form language of comparison. Develop their own narratives and explanations by connecting ideas or events. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Question why things happen and | Present Tense Narrative Alliteration Follow instructions involving several ideas or actions; Answer 'how' and 'why' questions about their experiences and in response to stories or events; Use past, present and future forms Talking about events that have happened or are to happen in the future; | Strong narrative structure memorable tunes Patterned language repeated refrains instructions involving several ideas or actions 'how' and 'why' questions Use past, present and future forms Develop their own narratives and explanations by connecting ideas or events. |

English, History, Geography and MFL Curriculum Overview 2025-2026

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| | | | response to stories or events | gives explanations. Ask e.g. who, what, when, how. Write simple sentences which can be read by themselves and others. | Develop their own narratives and explanations by connecting ideas or events. | To write for meaning and purpose in a variety of narrative and non-narrative forms To develop experience of storytelling and to retell stories orally To use language to imagine and recreate roles and experiences |
| Physical Development | Dancing, moving in response to poetry Pounding, beating, hitting instruments. Action and finger Rhymes. | Use large and small equipment to explore journeys and travelling. Explore prepositions like, over, under, across, above, below, around and work out ways of travelling on equipment or around a space. Use bikes to go on a journey. | Provide small- and large-scale equipment to support children in moving in different ways using their bodies. Do they like to climb, run, jump, ride etc just like Ruby does. Develop fine motor skills by encouraging children to make their own worries using pastels and snipping with scissors, sticking eyes and eyebrows. Holding a paint brush to draw their emotions. | Building Life Size Crocodiles using small and large scale equipment. Movement sessions focussed on the behaviours of the crocodiles could bring verbs such as twirling, thrashing, hunting, cruising, scraping, lurking to life; deepening children's understanding of the meanings of these words. | Build a den, make a tent, shelter Stringing sticks together to make giant picture frames or frames for an outside display or to weave through with ribbons Decorate sticks with ribbons, string, chalk and paint Drawing / Mark making with sticks Observational drawings using charcoal. | Use small and large scale equipment to support children in moving in different ways using their bodies, such as: creating an increasingly wild sea with scarves and swathes of fabric; leaping, bending and balancing like the fish; swishing a net across the midline to catch fish; dancing and twirling and turning around with arms outstretched. Develop fine motor skills by encouraging children to create their own story puppets. Children can paint on details, create collage shapes with scissors, stick on eyes and eyebrows to create specific expressions for certain parts of the story. |
| Memorable Experiences | | School birthday | | Easter Egg hunt and Easter Bonnet Parade | | Teddy bears picnic in the secret garden |

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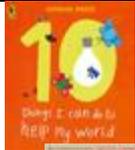
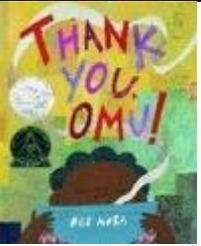
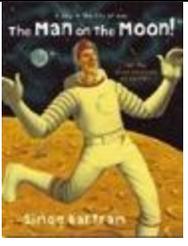
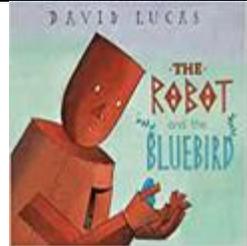
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| <p>Other Experiences & Cross Curricular Links</p> | <p>Performances</p> | <p>Role-Play Creating Monsters and homes Taking Monsters on Journeys Make own monsters. Create a monster den / cave. Send a toy monster home to spend the weekend with a child from the class.</p> | <p>Role- Play Creating worries using pastels Painting emotions. Thinking about the use of colours, and which colour reflects our emotions. Explore and discuss concepts relating to time. Explore and discuss children’s daily routines and mathematical vocabulary related to this such as first, next, then, morning, afternoon, evening, night, minute, hour, day, week, month, year. There are also opportunities to explore language related to size and capacity with words and phrases such as not very big, small, grow, bigger, enormous, barely fit, filled up, shrink, barely there Thinking about our local area and the wider world around us, and exploring different settings for e.g park, beach, garden, forest etc Explore local transport; Ruby gets a bus to school, how do we get to school?</p> | <p>Measuring Encourage children to create their own habitats, above ground and underwater, using empty boxes and a range of materials. Explore the use of inks or watercolours to create specific effects when painting river scenes on a large or small scale. Looking at homes and habitats of where different animals live.</p> | <p>Small World imaginative play Measuring with sticks Counting with sticks, count to 10 using stumping sticks Count backwards using sticks Make 2d shapes on the floor with sticks, e.g. triangle, square, etc. Trip in local Area to collect sticks Den building workshop</p> | <p>To interpret stories through creative activity including play, art, drama and drawing Explore the settings in the story through globe and map work, particularly where in the world they might find bodies of water in which a magic fish could live. Explore colour, line and texture related to emotions. Explore language related to size and capacity when comparing the couple’s increasing demands To explore and discuss concepts relating to time passing.</p> |
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History Overview

English, History, Geography and MFL Curriculum Overview 2025-2026

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|---|---|---|--|--|---|--|
| Topic: | Do you want to be friends? | Did monsters exist? | All about me | | | |
| Key Skills History | Uses language to imagine and recreate roles and experiences in play situations | Uses a variety of questions (e.g. what, where, who) | Talk about past and present events in their own lives and in the lives of their family | Questions why things happens and gives explanations | Answer 'how' and 'why' questions about their experiences Use past, present and future forms Talking about events that have happened or are to happen in the future; | Talk about past & present events in their own lives and of their family - revisited Uses language & roles to imagine, recreate experiences in play situations - revisited |
| Geography Overview | | | | | | |
| Topic: | Do you want to be friends? | Did monsters exist? | All about me | | | |
| Key Skills Geography | To recognise similarities between families, communities and traditions Knows some of the things that make them unique and talks about similarities and differences with friends and family | Comments and asks questions about aspects of their familiar world and natural world | Shows interest in different occupations and ways of life | Comments and asks questions about aspects of their familiar world such as where they live or the natural world | Looking at trees/ plants in garden, and weather conditions | |
| Reception Conceptual Application | | | | | | |
| Skills | Character Descriptions- Descriptive writing | Did monsters exist- Letter | All about me – fact file | Crocodile - information | What is a Narwhal- Explanation | |
| Knowledge | Describe a character | Letter to a historical dragon | Fact file on the local area | Non-Chronological report about a crocodile | Explanation text about a narwhal | |
| Reception Now Press Play: | | | | | | |
| | Goldilocks and the three bears | The Gingerbread man | On Safari | Spring | Summer | Jack and the Beanstalk |

English, History, Geography and MFL Curriculum Overview 2025-2026

| Year 1 | | | | | | |
|----------------------------|--|--|--|--|---|--|
| English Overview | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Text |   |  |  |  |  |  |
| | 1: 10 Things I Can Do to Help My World by Melanie Walsh 2: Little Red Riding Hood by Mara Alperin | Where the wild things are by Maurice Sendak | Katie in London by James Mayhew | Thank you, Omu! by Oge Mora | Man on the Moon by Simon Bartram | The Robot and Bluebird by David Lucas |
| Shared Reading | How to make a mask, Three Billy Goats Gruff, The Tiger Who Came to Tea, Castle Adventure, Each Peach Pear Plum, Duck in Danger, Mrs Honey's Hat, Mr Archimedes Bath, The Spring Time Rock and Roll | | | | | |
| Reading | Shared reading twice a week, daily guided reading with phonetically benchmarked, colour-coded groups. Bug Club for home learning. | | | | | |
| Themes and subjects | Hope, kindness, difference, standing out > PSHE link | Identity, friendship and difference > PSHE link | Understanding the world, friendship, taking responsibility > Geography link | Courageous advocacy environment, sustainability > History link (David Attenborough) | Perseverance, determination, goals, dreams, purpose, motivation, achievements > History link | Friendship, self-sacrifice, caring, love for others |
| Writing outcomes | Fiction: Finding tale (retell) Non-fiction: Informative poster - How to keep the school clean Poetry: Cats sleep anywhere | Fiction: Character descriptions Non-fiction: Recount – trip to Soane Centre Poetry: Nativity | Fiction: Diary entry Non-fiction: Travel brochure - London Poetry: Twinkle twinkle | Fiction: Innovate story – change the dishes and professionals Non-fiction: Recipe book – children's favourite ethnic food Poetry: There was an old man from Peru | Fiction: Finding tale (own story) Non-fiction: Instructions - How to make a moon buggy Poetry: 'Down Behind the Dustbin' by Michael Rosen | Fiction: Innovate the opening of a story Non-fiction: Advert Poetry: Bed in Summer by RL Stevenson |

English, History, Geography and MFL Curriculum Overview 2025-2026

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|------------------------------|--|---|---|---|---|--|
| Grammatical skills | Simple sentences Past tense Sequencing language Time connectives Full stops Capital letters | Past tense Using 'and' to join ideas Sequencing language Prepositions Description Full stops capital letters | Past tense Using 'and' to join ideas Suffix – ed Full stops capital letters Simple sentences Present tense Prepositions Full stops capital letters | | Different sentence functions Past tense Range of conjunctions Sequencing language Prepositions Expanded noun phrase Description ly (adverb) Punctuation apostrophe contraction Commas in a list Full stops capital letters | |
| Phonics | Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7 Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo) | Review set 2 sounds, particularly: ar, or, air, ir, ou, oy Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo Children are taught set 3 sounds: ea, oi, a-e, i-e,o-e, u-e, e-e - Read Pink storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds. | Children build the speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e,o-e, u-e, ee). Children are taught the rest of the set 3 sounds. Children are taught the rest of the set 3 sounds. - Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words. | Children build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings. - Read Yellow storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e,oe, u-e, e-e). - Read above sounds in nonsense words. | Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy. - Read Yellow storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute. | Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace. - Read Blue storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute. |
| Spellings | Concept: Common exception words Etymology: tri (Block 1) | Concept: Adding -s and -es to words (plural of nouns and the third person singular of verbs) Etymology: pre (Block 2) | Concept: Adding the ending -ing, -ed and -er to verbs where no change is needed to the root word Etymology: anti (Block 3) | Concept: Adding -er and -est to adjectives where no change is needed to the root word Etymology: cent (Block 4) | Concept: Common exception words Etymology: multi (Block 5) | Concept: Adding the prefix -un Etymology: chron (Block 6) |
| History overview | | | | | | |
| History unit | Changes within living memory | | The lives of significant people (Mary Anning and David Attenborough) | | More lives of significant people (Neil Armstrong, Mae Jamison, Bernard Harris Jr, Tim Peake) | |
| Key Historical Skills | Past and Present Talk about the lives of the people around them and their roles in society. | | Sequence events. Use a timeline to place important events. Sort events into groups (then and now). Use timelines to order events/objects. | | Explore events, recall some facts about people/events. | |

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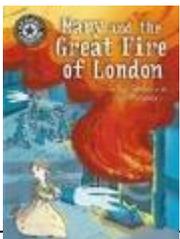
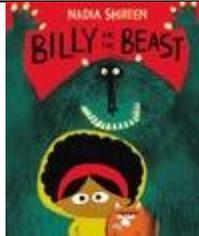
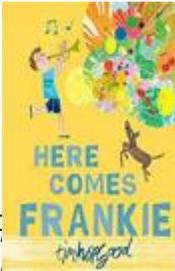
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| | <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> | <p>Talk about the lives of the people around them and their roles in society.</p> | |
| Geography overview | | | |
| Geography unit | Continents, oceans, countries and capital cities of UK and seas | Hot and cold locations | Local area map work skills |
| Key Geographical Skills | <p>Name, identify and locate the four countries of the UK</p> <p>Name the capital cities in the UK</p> <p>Name, identify and locate the UK's surrounding seas on a map</p> <p>Identify key features within the local area</p> <p>Know about the local area, name key landmarks in the local area</p> <p>Name and identify capital cities in the UK - revisited</p> <p>Locate the four countries and capital cities in the UK</p> <p>Locate the world's seven continents on a map</p> | <p>Observe and record weather eg. draw pictures of the weather at different times of the year</p> <p>Recognise a natural environment and use basic vocabulary to identify it (e.g. beach, coast, forest, mountain)</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities.</p> <p>Know and locate the UK's surrounding seas on a map</p> <p>Use basic geographical vocabulary to refer to key human features including city, town, village</p> | <p>Use aerial photos to identify physical and human features of locality</p> <p>Keep a weekly weather chart based on first-hand observations</p> <p>Locate features of the school grounds on a base map</p> <p>Be able to verbalise and write about similarities and differences between the two features of two localities (shown by pictures) - revisited</p> <p>Describe places and features using geographical vocabulary</p> |
| MFL | | | |
| | Greetings and numbers Feelings, name, greetings. Numbers 1-10. | Playground games Explore key vocabulary through games that can be played in the playground. Numbers, sea creatures, days of the week. | Minibeasts Nouns for minibeasts, numbers, colours, story about friendship, the butterfly cycle. |
| | | | Dinosaurs New and familiar language in a dinosaur theme. Nouns for dinosaurs, my name is..., colours, numbers, dinosaur habitats, story. |
| | | | Plant pot story Growing a plant story, commands, sequencing. Rhyme about sunshine, joining in, creating own rhyme. |
| | | | Mr Biscuit Body parts, actions, numbers, colours, healthy biscuit recipe. |
| Year 1 Now Press Play | | | |
| | Number bonds | Anti-bullying | Online Safety |
| | | | Seasons |
| | | | Plants |
| | | | Neil Armstrong |

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|----------------------------------|----------------------------|-----------------|------------------------------------|-------------------------------|------------------------------------|
| | Full Stops Capital letters | Oceans | Everyday materials | Seaside | |
| Year 1 trip opportunities | | | | | |
| | Soanes Centre | | Greenwich Park & Royal Observatory | | Regents Park Synagogue |
| Memorable Experiences | | | | | |
| | | School birthday | | Mini beast hunt forest school | Growing plants for the school fair |

Year 2

English Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|--|---|--|---|---|
| Key Text | Mary's Great Fire of London by Sue Graves | Coming to England by Floella Benjamin | Grandad's Island by Benji Davies | Billy and the Beast by Nadia Shireen | 1: The Secret Sky Garden by Linda Sarah 2: Jelly Boots Smelly Boots by Michael Rosen | Here Comes Frankie by Tom Hopwood |
| |  |  |  |  |  |  |
| Themes and subjects | Bravery, generosity, kindness, helping, being scared, taking responsibility, working together > History link | Family, belonging, heritage, celebrating individuality, friendship > Geography link | Inspiring, friendship, working together > Geography link | Superheroes, heroes, friends, friendship, overcoming challenges, strong female role models, positive body image > PSHE link | 1: Pers... tionships, local e... nt courage, friendship and perseverance > Science link 2: Family, belonging, heritage > PSHE link | Fam... beg..... |
| Writing outcomes | Fiction: Tale of fear Non-fiction: Non-chronological report - The Great Fire of London | Fiction: Journey tale Non-fiction: Diary entry Poetry: 'Where Do We Come From?' by Michael Rosen | Fiction: Portal tale Non-fiction: Newspaper report - Boy Discovers a Secret Island! Poetry: 'If I had wings' by Pie Corbett | Fiction: Defeating the monster tale Non-fiction: Wanted Poster - the Beast | Fiction: Finding Tale Non-fiction: Book review Poetry: 'The Garden Year' by Sara Coleridge | Fiction: Overcoming a challenge tale Non-fiction: Persuasive Letter Poetry: 'Noise Day' by Shel Silverstein |

English, History, Geography and MFL Curriculum Overview 2025-2026

| | | | | | | |
|---------------------------|--|---|---|---|--|---|
| | Poetry: 'Fire' by Shirley Hughes | | | Poetry: 'The Tale of Custard the Dragon' by Ogden Nash | | |
| Grammatical skills | <p>Past tense Progressive past tense Using 'and' to join ideas Using subordinating conjunctions Prepositions Expanded noun phrase Full stops capital letters</p> | <p>Different sentence functions Past tense Range of conjunctions Expanded noun phrases Description (inc. -ly) Commas in list Apostrophes for contractions Full stops capital letters Exclamation mark</p> | <p>Past and present tense Progressive past tense Using 'and' to join ideas Using subordinating conjunctions Prepositions Expanded noun phrase Apostrophe's singular possession Full stops capital letters</p> | | | <p>Different sentence functions Past tense Range of conjunctions Expanded noun phrases Description (inc. -ly) Commas in list Apostrophes for contractions Full stops capital letters Exclamation mark</p> |
| Phonics | <p>Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy</p> | <p>Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.</p> | <p>Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. Children on track for expected will complete the programme at the end of Spring 1</p> | | <p>Children who did not meet the Y1 phonics check continue to practise their phonics through small group intervention work. Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading. Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words.</p> | |
| Spellings | <p>Concept: Common exception words, Y1 revisited and Y2 introduced Etymology: bi (Block 1) Concept: The /d₃/ sound -ge and -dge at the end of words Etymology: oct (Block 2) Concept: The /d₃/ sound spelt g elsewhere in words before e, i, y and j before, a, u and o</p> | <p>Concept: The /s/ sound spelt c before e, i and y Etymology: hex (Block 4) Concept: The /z/ sound spelt s Etymology: quad (Block 5) Concept: Homophones and near homophones Etymology: wise (Block 6)</p> | <p>Concept: Common exception words Etymology: quart (Block 7) Concept: The /l/ or /əɫ/ sound spelt -le at the end of words, the /l/ or /əɫ/ sound spelt -el at the end of words Etymology: ward (Block 8)</p> | <p>Concept: The /l/ or /əɫ/ sound spelt -al at the end of words Words ending -il Etymology: meter/metre (Block 9) Concept: The /aɪ/ sound spelt -y at the end of words Etymology: fold (Block 10)</p> | <p>Concept: Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Etymology: vore (Block 11) Concept: ending in -e with a consonant before it Adding the endings -ing, -ed, -er, -est and -y to words of one syllable ending in a single</p> | <p>Concept: The suffixes -ment, -ness, -ful, -less and -ly Etymology: loc (Block 14) Concept: Contractions Etymology: dent (Block 15) Concept: Words ending in -tion Etymology: equi (Block 16)</p> |

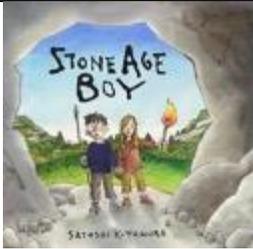
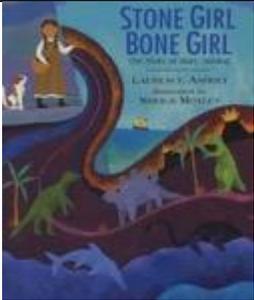
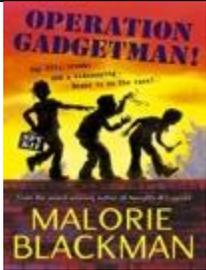
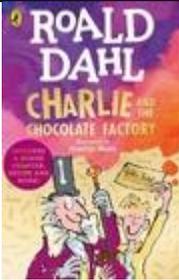
English, History, Geography and MFL Curriculum Overview 2025-2026

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|------------------------------|---|--|--------------------------------|---|--|--|
| | Etymology: pent (Block 3) | | | | consonant letter after a single vowel letter Etymology: semi/hemi (Block 12) Concept: The / 3:/ sound spelt or after w The / ɔ:/ sound spelt ar after w The /ɑ/ sound spelt a after w and qu Etymology: trans (Block 13) | |
| Shared reading | Mary's Great Fire of London by Sue Graves | A Bear Called Paddington by Michael Bond | Meet the Maliks by Zainab Mian | Fantastic Mr Fox by Roald Dahl | The Enchanted Woods by Enid Blyton | |
| Reading | Shared reading twice a week, daily guided reading with phonetically benchmarked, colour-coded groups. Bug Club for home learning and some students using Accelerated Reader Star Reading assessments. Reading as writers, writing as readers following key texts. | | | | | |
| History overview | | | | | | |
| History unit | Study Events Beyond Living Memory – Great Fire of London | Significant historical events, people and places in our locality (Poplar) | | Revisit events beyond living memory | | |
| Key Historical Skills | <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time • Recall specific dates in history. • Place dates, events and artefacts on a timeline. • Ask questions such as - what was it like for people? What happened? How long ago? • Use primary sources (such as Samuel Pepys' diary, artefacts, pictures, stories) and online resources to find out about the past • Identify differences and similarities between the ways of life today and the people of 1666. • Describe the sequence of events and the impact of significant historical events. • Recognise reasons why people from the past acted the way they did. • Describe how events in history have shaped our lives | <ul style="list-style-type: none"> • Compare past and present features of the local area. • Use sources and artefacts to focus on the changes in technology within homes. • Use words and phrases like before I was born, when I was younger, before, after, past, present, then and now • Use the words past and present accurately • Use a range of appropriate words and phrases to describe the past • Explain how their local area was different in the past • Give examples of things that are different in their life from that of their grandparents when they were young. • Answer questions by using a specific sources such as an information book • Enquire about Poplar's past by talking to an older person | | <ul style="list-style-type: none"> • Recall, reinforce and discuss previous historical learning. • Use historical sources to reinforce understanding of past events. • Rephrase and retrieve learnt information • Identify features and sequence of the fire • Annotate images • Identify and select the effects that were both physical (destruction of houses and significant buildings) as well as longer term outcomes (such as thatch being replaced by tiles, stone houses being built) • Organise information/effects using an explanatory diagram (consolidation of Autumn unit) | | |
| Geography overview | | | | | | |

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|----------------------------------|---|--|--|--|--|---|
| Geography unit | Local area study | | 1: Comparison of a non-European location with small area of UK (London and Nairobi) | | Compare an alternative non-European locality (Village in a rainforest) | |
| Key Geographical Skills | <ul style="list-style-type: none"> Identify and locate their school and locality Make a simple map using basic symbols in a key Know and explain larger and smaller scale maps, including OS maps Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | | 2: Local area map work skills and introduction to scale 1: <ul style="list-style-type: none"> Identify and locate the location of a non-European countries Explain details of the tribe living in the Amazon rainforest Identify and explain the importance of rainforests 2: <ul style="list-style-type: none"> Compare representations of the same place on different types of maps Identify and explain how one type of map is more beneficial in a situation Identify human and physical features on a map Use symbols to represent places on a map Use the compass points to give and follow directions | | <ul style="list-style-type: none"> Identify and explain the similarities and differences of these two places Use geographical vocabulary to refer to physical features (beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal) Use geographical vocabulary to refer to human features (city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum) Use aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features | |
| MFL | | | | | | |
| | At the Farm Nouns for farm animals, rhyme, numbers, 'more than one' (plural nouns), farm song | Autumn Walk and Harvest Colours, numbers, Autumn Walk story, fruits and vegetables, 'Giant Pumpkin' story. | Birthday Party New vocabulary themed around a story about a birthday. Nouns for woodland animals, birthday story, numbers and age, birthday gifts, birthday month, instructions. | Me and my puppy New and familiar vocabulary in the context of a puppy. Ask and answer name, favourite things, numbers, commands, what a puppy likes doing/where a puppy likes to go. | Over the rainbow Colours, rainbow song, weather phrases, weather song. | Pirate Personalities Vocabulary associated with pirates, pirate themed story and board game, numbers, body parts, pirate song |
| Year 2 Now Press Play | | | | | | |
| | Oceans and seas | Great Fire of London | Seasons | Habitats | Plants | Animals |
| Year 2 trip opportunities | | | | | | |
| | The Monument | | Tate Modern | | Kew Gardens | |
| Memorable Experiences | | | | | | |
| | RNLI visits into school | School birthday | Watch a drumming band | | Gardening sessions with the gardener | |

English, History, Geography and MFL Curriculum Overview 2025-2026

| Year 3 | | | | | | |
|----------------------------|---|---|--|--|--|---|
| English Overview | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Text | Stone Age Boy by Satoshi Kitamura | Stone Girl Bone Girl by Laurence Anholt | *Operation Gadgetman by Malorie Blackman | 1: Journey by Aaron Becker 2: *Charlotte's Web by E B White | *Charlie and the Chocolate Factory by Roald Dahl | *The Light Thieves by Helena Duggan |
| |  |  |  |  |  |  |
| Themes and subjects | <i>Time travel, destiny, archaeology, working together, reflective > History link</i> | <i>Resilience, obstacles, dreams, aspirations > History link</i> | <i>Determination, creativity, experimentation, adventure > Science link</i> | <i>Wonder, adventure, nature, longing > Geography link</i> | <i>Making good decisions, celebrating Individuality, care, respect, judgements, stereotypes > PSHE link</i> | <i>Environment, control, media influence, privacy, technology, trust, courage, resistance</i> |
| Writing outcomes | Fiction: Journey tale Non-fiction: Fact file - How the Stone Age people lived Poetry: 'The Cave' by Ted Hughes | Fiction: Finding tale Non-fiction: Biography of Mary Anning Poetry: 'Fossils' by Colin West | Fiction: Adventure narrative (suspense) Non-fiction: Explanation Text - How Gadgets Work! Poetry: 'The Sound Collector' by Roger McGough | Fiction: Journey tale narrative Non-fiction: Non-chronological report on the Romans Poetry: 'The Road Not Taken' by Robert Frost | Fiction: Wishing tale Non-fiction: Instructional writing (how chocolate is made) Poetry: 'Chocolate Cake' by Michael Rosen | Fiction: Warning tale (suspense) Non-fiction: Formal letter writing Poetry: 'The Magic Box' by Kit Wright |
| Grammatical skills | Range of sentences Past tense Range of conjunctions Paragraphs Commas in a list Apostrophe for possession | Range of sentences Past tense Range of conjunctions Paragraphs Commas in a list Suffix ly ed Expanded noun phrase | Range of sentences Past tense Range of conjunctions Paragraphs Commas in a list Expanded noun phrase Adverbs | Different sentence functions Past tense Range of conjunctions Sequencing language Prepositions Expanded noun phrase | Different sentence functions Past tense Range of conjunctions Sequencing language Expanded noun phrases | Different sentence functions Past tense Range of conjunctions Sequencing language Expanded noun phrases |

English, History, Geography and MFL Curriculum Overview 2025-2026

| | | | | | | |
|-----------------------|---|--|--|---|--|---|
| | Expanded noun phrase Progressive verb form Inverted commas | Adverbials Progressive verb form | Progressive verb form | Grouping information (intro to paragraphing) a/an Commas in a list Full stops capital letters | Grouping information (intro to paragraphing) Inverted commas Punctuation apostrophe singular possession Full stops capital letters Exclamation mark | Grouping information (intro to paragraphing) Inverted commas Punctuation apostrophe singular possession Full stops capital letters Exclamation mark |
| Shared reading | Mr Stink by David Walliams | Planet Omar, Accidental Trouble Magnet by Zanib Mian | Operation Gadgetman by Malorie Blackman | Charlotte's Web by E B White | Charlie and the Chocolate Factory by Roald Dahl | The Light Thieves by Helena Duggan |
| Reading | Shared reading of books twice a week, daily guided reading with benchmarked, colour-coded groups. Additional phonics and reading using decodable books for children who did not meet the end of KS1 reading expectations. Bug Club for home learning. Accelerated Reader Star Reading assessments. Reading as writers, writing as readers following key texts. | | | | | |
| Spellings | Concept: Common exception words KS1 revisited Etymology: deck (Block 1) Concept: Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it Y2 revisited Etymology: tele (Block 2) Concept: Adding endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it and to words of one syllable ending in a single vowel letter Y2 revisited Etymology: mill(e) (Block 3) | Concept: Homophones and near-homophones Y2 revisited Etymology: de (Block 4) Concept: The suffixes -ment, -ness, -ful, -less and -ly Y2 revisited Etymology: uni (Block 5) Concept: Contractions Y2 revisited Etymology: kilo (Block 6) | Concept: Rare GPCs Y2 revisited Etymology: mill(e) (Block 7) Concept: Words ending in -tion Y2 revisited Etymology: fract (Block 8) | Concept: Y3/4 statutory word list Etymology: peri (Block 9) Concept: Adding suffixes beginning with vowel letters to words of more than one syllable Etymology: graph (Block 10) | Concept: The /l/ sound spelt y elsewhere than at the end of words Etymology: scribe (Block 11) Concept: Homophones Etymology: aqua (Block 12) Concept: Prefixes -un- (revisited), dis-, mis-, in-, il-, im-, ir- Etymology: mech (Block 13) | Concept: The suffix -ation Etymology: para (Block 14) Concept: The suffix -ly Etymology: dict (Block 15) Concept: The /^/ sound spelt ou Etymology: phon(o) (Block 16) |

English, History, Geography and MFL Curriculum Overview 2025-2026

| History overview | | | |
|--------------------------------|---|--|---|
| History unit | Changes in Britain from the Stone Age to the Iron Age begin | Changes in Britain from the Stone Age to the Iron Age finish | The Roman Empire and its impact on Britain finish |
| Key Historical Skills | <ul style="list-style-type: none"> Place the Stone Age to Iron Age on a timeline and compare with other periods of history taught in KS1 Refer back to other significant events that they have learnt about, i.e. 'The Great Fire of London' Define key words (such as 'Mesolithic' and 'Neolithic') Understand the chronology and order of different periods (Stone Age - end of British prehistory) Identify, explain and compare the similarities and differences between the Stone/ Bronze/ Iron Ages Use evidence to describe past events and periods. | <ul style="list-style-type: none"> Describe events/ periods using words (BC, AD, century, ancient), dates Order dates along a timeline in chronological order Use mathematical knowledge to work out how long ago the events would have happened Recognise/quantify different time periods that exist between the Romans and other groups that invaded Britain Recognise and explain the part that archaeologists have had in helping us understand more about what happened in Roman Britain. Use sources of evidence to answer questions Research a specific event from the past Through research, identify similarities and differences between Roman Britain and the modern world Identify key figures and events in Roman history. | <ul style="list-style-type: none"> Analyse sources to learn about the past Select, retrieve and present knowledge from previous learning |
| Geography overview | | | |
| Geography unit | Map and fieldwork skills using human and physical geography | Counties and regions of the United Kingdom - UK Study | 1. Revisit UK Study - human and physical features 2. OS Map skills and Fieldwork |
| Key Geographical Skills | <ul style="list-style-type: none"> Explain the similarities and differences between places across the world Describe and identify key physical geography features (topography, climate zones, vegetation belts, mountains, rivers, and the water cycle) Describe key human geography features (region, county, capital city, city, settlement, recreation, harbour) Explain how places are shaped by human and physical features Explain how physical features shape a place and the reason that human features are there | <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features Identify land-use patterns and know how some of these aspects have changed over time Explain what regions, counties and cities are like in the United Kingdom | <ol style="list-style-type: none"> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools. Compare the physical landscape of Scotland and England, identifying similarities and differences between them Identify ports on a map, and explain why they are located in certain places Draw a simple map of the school, identifying |

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| | | | |
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| | <ul style="list-style-type: none"> • Use 8 points of a compass to locate human and physical features in the locality. • Identify and compare physical features of the U.K. • Use digital mapping software and satellite images to compare terrain. • Contrast localities, such as East Anglia and Cumbria. | | <p>human and physical features with symbols</p> <p>2.</p> <ul style="list-style-type: none"> • Make choices when using maps, atlases, globes and digital/ computer mapping through Digimap for Schools to locate countries and describe features studied • Skilfully use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Locate the physical and human features on a map of the local area • Describe the location of features using cardinal (NSEW) and intercardinal (NE NW SE SW) points • Identify symbols and features of an OS map • Describe a location's landscape |
|--|--|--|---|

MFL

| | | | | | | |
|--|---|---|--|---|---|--|
| | A new start - (Greetings, feelings, numbers, colours) | Calendar and celebrations (Bonfire colours, commands, days and months, Christmas) | Animals I like and don't like (Animal nouns, singular and plural, opinions, story) | Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter) | Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game) | Going on a picnic (Picnic story, food items, polite request) Aliens in France (Explore France, ask and answer 'where do you live?') Language Puzzle* |
|--|---|---|--|---|---|--|

Year 3 Now Press Play

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|--|-------|----------------|-----------|--------|---|--|
| | Rocks | Ancient Greece | Stone Age | Plants | Healthy relationships Story Starters | |
|--|-------|----------------|-----------|--------|---|--|

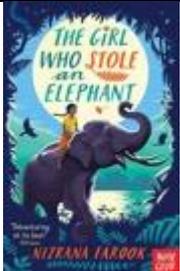
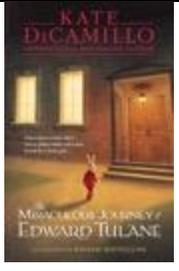
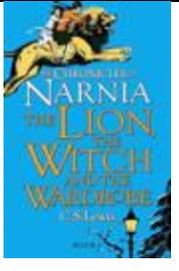
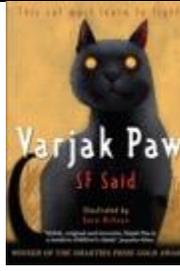
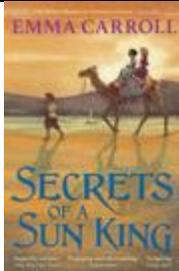
Year 3 trip opportunities

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| | Horniman Museum | London Zoo | Tate Britain Hindu temple - Neasden |
|--|-----------------|------------|--|

Memorable Opportunities

| | | | | | |
|--|-------------------------------|----------------------------------|--------------|-----------------------------------|---------------------------|
| | Volcano eruption with parents | School birthday Mini Olympics | Bread making | Singing At St Paul's Cathedral | Chocolate making workshop |
|--|-------------------------------|----------------------------------|--------------|-----------------------------------|---------------------------|

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| Year 4 | | | | | | |
|----------------------------|---|--|--|--|--|--|
| English Overview | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Text | *Beowulf by Michael Morpurgo | The Girl who Stole an Elephant by Nizrana Farook | The Miraculous Journey of Edward Tulane by Kate DiCamillo | *The Lion, the Witch, and the Wardrobe by C. S. Lewis | Varjak Paw by S F Said | Secrets of A Sun King by Emma Carroll |
| |  |  |  |  |  |  |
| Themes and subjects | <i>Reputation, good versus evil, generosity, revenge, courage, loyalty</i> > History link | <i>Friendship, loyalty, risk, reward, heroism</i> | <i>Perseverance, luck, relationships, empathy</i> > History link | <i>Christian allegory, war, the wisdom of children, courage, good vs. evil, betrayal, forgiveness</i> > RE link | <i>Identity, belonging, independence, growth, wisdom, courage, self-belief</i> > PSHE link | <i>Friendship, loyalty, courage, resilience, history, mystery, adventure</i> > History link |
| Writing outcomes | Fiction: Conquering the monster story Non-fiction: Newspaper report Poetry: 'The Kraken' by Alfred, Lord Tennyson | Fiction: Finding tale Non-fiction: Non-chronological report - Sri Lanka Poetry: 'Escape at Bedtime' by Robert Louis Stevenson | Fiction: Warning tale Non-fiction: Persuasive letter - Vikings persuading family to join them in England Poetry: 'Hope is the Thing with Feathers' by Emily Dickinson | Fiction: Portal tale Non-fiction: Non-chronological report - Who Deserved the Throne of England? Poetry: 'The Door' by Miroslav Holub | Fiction: Journey tale Non-fiction: Non-chronological report - the River Nile Poetry: 'If' by Rudyard Kipling | Fiction: Quest tale Non-fiction: Newspaper report - Finding Tutankhamun's tomb Poetry: 'The Song of the Wandering Aengus' by W.B. Yeats |
| Grammatical skills | Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas Paragraphs Description Range of punctuation | Range of sentences – verb openers Past tense Range of conjunctions Fronted adverbials Paragraphs Expanded noun phrase Adverbs Progressive verb form | Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas and rest of speech punctuation Paragraphs | Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas and rest of speech punctuation Paragraphs | Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas and rest of speech punctuation Paragraphs | Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Inverted commas and rest of speech punctuation Paragraphs |

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| | | | | | | |
|------------------------------|---|--|---|---|--|--|
| | | Use of heading and sub-heading Paragraphing to organise ideas Determiners Sentence of 3 for description Range of conjunctions Vary sentence starter | Noun phrases expanded with adjectives and prepositions Range of punctuation | Noun phrases expanded with adjectives and prepositions Range of punctuation | Noun phrases expanded with adjectives and prepositions Range of punctuation | Noun phrases expanded with adjectives and prepositions Range of punctuation |
| Shared reading | Beowulf by Michael Morpurgo | Kick by Mitch Johnson | The Miraculous Journey of Edward Tulane by Kate DiCamillo | The Lion, the Witch, and the Wardrobe by C. S. Lewis | Varjak Paw by S F Said | The Firework Maker's Daughter by Philip Pullman |
| Reading | Shared reading of books twice a week, daily guided reading with benchmarked, colour-coded groups. Additional phonics and reading using decodable books for children who did not meet the end of KS1 reading expectations. Bug Club for home learning. Accelerated Reader Star Reading assessments. Reading as writers, writing as readers following key texts. | | | | | |
| Spelling | Concept: Homophones, revisited Etymology: div (Block 1) Concept: The suffix -ly revisited Etymology: mono (Block 2) Concept: Statutory word list Etymology: poly (Block 3) | Concept: Prefixes dis-, mis-, in-, il-, im-, ir-, revisited re-, sub-, inter-, super-, anti-, auto- Etymology: pro (Block 4) Concept: Adding suffixes revisited Etymology: sign (Block 5) Concept: Statutory word list Etymology: nym (Block 6) | Concept: Words with endings sounding like /zə/ or /tʃə/ Etymology: circ(um) (Block 7) Concept: Words with endings like /zən/ Etymology: arch (Block 8) | Concept: Homophones Etymology: struct (Block 9) Concept: Words with endings sounding like /ʃən/ spelt -tion, -sion, -ssion, -cian Etymology: port (Block 10) | Concept: The suffix -ous Etymology: vert (Block 11) Concept: Statutory word list Etymology: lat (Block 12) Concept: Words with the /k/ sound spelt ch Words with the /j/ sound spelt ch Etymology: aero (Block 13) | Concept: Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que Etymology: hydr (Block 14) Concept: Words with the /s/ sound spelt sc Etymology: aud (Block 15) Concept: Words with the /et/ sound spelt ei, eigh or ey Etymology: ex (Block 16) |
| History overview | | | | | | |
| History unit | Britain's settlement by Anglo-Saxons and Scots | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | Achievements of an ancient civilisation Egypt | | |
| Key Historical Skills | <ul style="list-style-type: none"> Place the Anglo Saxons and Vikings on a timeline and compare with other periods of history taught Refer back to and build upon the knowledge learnt in Y3/4 about the Anglo Saxons with relation to the changes in culture they brought about post Roman Britain Refer back to the concepts of invasion, war, battle, conflict, settlers, opposition during the | <ul style="list-style-type: none"> Place the Anglo Saxons and Vikings on a timeline and compare with other periods of history taught Refer back to and build upon the knowledge learnt in Y3/4 about the Anglo Saxons with relation to the changes in culture they brought about post Roman Britain Refer back to the concepts of invasion, war battle, conflict, settlers, opposition during the Roman | | <ul style="list-style-type: none"> Use a timeline within the Ancient Egyptian period to set out the order things may have happened Place periods of history on a timeline chronologically showing periods of time Use mathematical knowledge to work out how long ago the events would have happened Communicate knowledge and understanding orally and in writing, and offer/discuss points of | | |

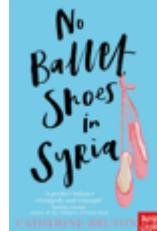
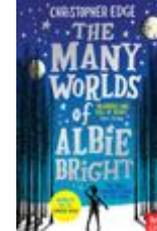
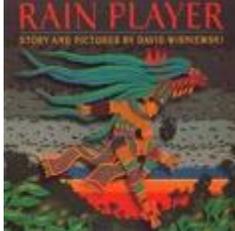
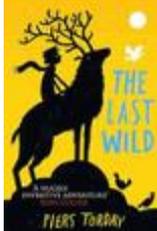
English, History, Geography and MFL Curriculum Overview 2025-2026

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| | <p>Roman Britain topic (Y3) and compare with the Viking Invasion</p> <ul style="list-style-type: none"> • Use dates and historical language in their work • Draw a timeline with different time periods outlined which show different information such as periods of history • Identify reasons for historical events and changes • Describe and summarise historical events from the Anglo Saxon/Viking period. • Compare this period of history with Roman Britain. • Explain things that have changed and things that have remained the same • Describe the key events in the life of Alfred the Great using a range of evidence from different sources. | <p>Britain topic and compare with the Viking Invasion</p> <ul style="list-style-type: none"> • Use dates and historical language in their work • Explain the impact of invasions and conflicts on societies. • Describe and summarise historical events from the Anglo Saxon/Viking period. • Compare this period of history with Roman Britain. • Explain things that have changed and things that have remained the same • Describe the struggle for power between different groups. • Describe the key events in the life of Alfred the Great using a range of evidence from different sources | view |
| Geography overview | | | |
| Geography unit | <p>1: Rivers</p> <p>2: Latitude and longitude begin</p> | <p>Latitude and longitude finish</p> <p>Water cycle</p> | <p>1: Map skills – environmental regions</p> <p>2: Revisit Rivers if time</p> |
| Key Geographical Skills | <p>1:</p> <ul style="list-style-type: none"> • Identify and explain 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) • Know and explain about places that are built around rivers • Know and explain how physical features shape a place and the reason that human features are there <p>2:</p> <ul style="list-style-type: none"> • 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) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <ul style="list-style-type: none"> • Describe key physical geography features (topography, climate zones, vegetation belts, mountains, rivers, and the water cycle) • Describe key human geography features of (region, county, capital city, city, settlement, recreation, harbour) • Explain how places are shaped by human and physical features • Identify and explain the process of evaporation - condensation - precipitation - percolation - runoff • How to complete a flow diagram | <p>1:</p> <ul style="list-style-type: none"> • Make choices when using maps, atlases, globes and digital/ computer mapping through Digimap for Schools to locate countries and describe features studied • Know about significant individuals, such as Wladimir Köppen, who first identified major climate types • Skilfully use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools. • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America |

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|----------------------------------|--|--|--|--|--|---|
| | <ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | <ul style="list-style-type: none"> Know and locate environmental regions, key physical and human characteristics, countries and major cities Know and explain the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar <p>2:</p> <ul style="list-style-type: none"> Identify and explain 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) Know and explain about places that are built around rivers Know and explain how physical features shape a place and the reason that human features are there | | |
| MFL | | | | | | |
| | Welcome to school (Recap core language, rooms in a school, classroom objects) | My town, your town (Commands, shops, asking and giving directions) | Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours) | Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation) | Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story) | The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle* |
| Year 4 Now Press Play | | | | | | |
| | Rivers | Anglo Saxons | Water Cycle | The Vikings | | Ancient Egypt |
| Year 4 trip opportunities | | | | | | |
| | Tower of London | | Thames Barrier Royal Academy of Arts | | British Museum National Portrait Gallery | |
| Memorable Experiences | | | | | | |
| | | School Birthday | Bow Arts Barbican singing | Singing at St Paul's Cathedral | Buddhist Centre Visiting | Cricket Festival |

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| Year 5 | | | | | | |
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| English Overview | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Text | *Percy Jackson and the Lightning Thief by Rick Riordan  | No Ballet Shoes in Syria by Catherine Bruton  | *The Many Worlds of Albie Bright by Christopher Edge  | Rain Player by David Wisniewski  | *The Last Wild by Piers Torday  | Children of the Benin Kingdom by Dinah Orji  |
| Themes and subjects | <i>Identity, heroism, friendship, belonging, quests</i> | <i>Difference, hope, bravery, resilience, compassion, empathy</i> | <i>Relationships, motivations, family dilemmas, grief, responsibility</i> | <i>Adventure, friendship, mythology, loyalty, adventure</i> | <i>Environmentalism, dystopia, climate change, hope, friendship</i> | <i>Identity, heritage, belonging, discovery, travel, faith, courage</i> |
| Writing outcomes | Fiction: Conquering the monster tale (myth) Non-fiction: Non-chronological report - mythical beast Poetry: 'Jabberwocky' by Lewis Carroll (nonsense) | Fiction: Flashback tale (emotive) Non-fiction: Persuasive letter - Show refugees kindness Poetry: 'Refugees' by Brian Bilston (palindromes) | Fiction: Portal tale (sci-fi) Non-fiction: Newspaper report - 1969 moon landing Poetry: 'The Moon' by Robert Louis Stevenson | Fiction: Journey tale (action) Non-fiction: Persuasive essay - What have the Maya done for us? Poetry: 'The Hero Twins' myth (narrative) | Fiction: Finding tale (dystopian) Non-fiction: Non-chronological report - endangered animal Poetry: Kenning/ Haiku on the theme of nature and climate change | Fiction: Quest tale (journey of discovery) Non-fiction: Travel Guide – Visit the Benin Kingdom! Poetry: 'The Bronze Legacy' by Effie Lee Newsome |
| Grammatical skills | Range of sentences Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs | Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs Noun phrases expanded with adjectives and prepositions | Range of sentences Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs | Range of sentences Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs | Use a range of devices to build cohesion within and across paragraphs Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning | Fronted adverbials Relative clause Modal verbs Apostrophes Expanded noun phrases Devices to build cohesion Use a range of devices to build cohesion |

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| | Noun phrases expanded with adjectives and prepositions Range of punctuation | Relative clause Range of punctuation | Noun phrases expanded with adjectives and prepositions Modal verbs Parenthesis Range of punctuation | Noun phrases expanded with adjectives and prepositions Range of punctuation | | within and across paragraphs Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning |
| Shared reading | Percy Jackson and the Lightning Thief by Rick Riordan | The Boy at the Back of the Class by Onjali Q Rauf | The Many Worlds of Albie Bright by Christopher Edge | Oh Maya Gods! by Maz Evans | The Last Wild by Piers Torday | Harry Potter and the Philosopher's Stone by J K Rowling |
| Reading | Shared reading of books twice a week, daily guided reading for first 20% with benchmarked, colour-coded groups. Accelerated Reader Star Reading assessments. Reading as writers, writing as readers following key texts. | | | | | |
| Spelling | Concept: Y3/4 statutory word list revisited Etymology: co/ con/ com (Block 1) Concept: Prefixes revisited Etymology: min (Block 2) Concept: Suffixes revisited Etymology: sect (Block 3) | Concept: Homophones revisited Etymology: var (Block 4) Concept: Words with the endings sounding like /ʃən/, spelt -tion, -sion, -ssion, -cian revisited Etymology: mari(ne) (Block 5) Concept: Words with the endings sounding like /zə/ or /tʃə/ or /zən/ revisited Etymology: tract (Block 6) | Concept: Statutory word list Etymology: micro (Block 7) Concept: Words with endings sounding like /ʃəl/ spelt -cial or -tial Etymology: ject (Block 8) | Concept: Endings which sound like /ʃəs/ spelt -cious or -tious Etymology: vac (Block 9) Concept: Statutory word list Etymology: ambi/amphi (Block 10) | Concept: Homophones Etymology: vis/vid (Block 11) Concept: Words ending in -ant, -ance, /-ancy, -ent, -ence/-ency Etymology: sol(alone) (Block 12) Concept: Statutory word list Etymology: sol/lun (Block 13) | Concept: Homophones Etymology: form (Block 14) Concept: Words ending in -able and -ible Words ending in -ably and -ibly Etymology: term (Block 15) Concept: Homophones Etymology: solv/solu (Block 16) |
| History overview | | | | | | |
| History unit | Ancient Greece – a study of Greek life and achievements and their influence | | Compare a non-European society (The Maya) with the Anglo-Saxons | | Compare non-European society (Kingdom of Benin) with the Anglo-Saxons | |
| Key Historical Skills | <ul style="list-style-type: none"> • Use dates and historical language in their work • Know where to place the Ancient Greek civilisation on a timeline of different periods of history • Describe historical events from Ancient Greece, such as the Battle of Marathon. • Understand that decisions have been made through a Parliament for some time, and that the | | <ul style="list-style-type: none"> • Use dates and historical language in their work • Know where to place the Ancient Maya civilisation on a timeline of different periods of history • Use mathematical skills to work out exact time scales and differences • Make comparisons between the Ancient Maya and the Anglo Saxons • Recognise and describe differences and | | <ul style="list-style-type: none"> • Use a timeline to identify what was happening in the world at this time (c. AD 900 – 1300) • Describe the history and culture of the Kingdom of Benin. • Analyse the impact of the Kingdom of Benin on its region and beyond. • Study the art, religion, and societal structure of Benin. | |

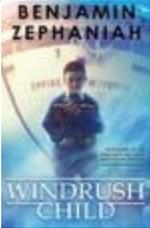
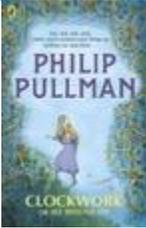
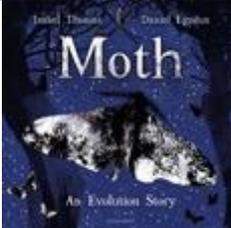
English, History, Geography and MFL Curriculum Overview 2025-2026

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| | <p>Ancient Greeks invented this system;</p> <ul style="list-style-type: none"> • Explain the ways in which Ancient Greek inventions have helped shape our modern world; • Summarise what Britain may have learnt from the Ancient Greek civilization; • Recognise differences and similarities/changes and continuity/ influence between Ancient Greece and Ancient Rome. • Test out a hypothesis in order to answer a question; • Identify and explain how historical artefacts (especially pottery) have helped us to understand more about the Ancient Greek civilization | <p>similarities</p> <ul style="list-style-type: none"> • Describe features of the Ancient Maya civilisation • Appreciate how historical artefacts/ primary and secondary sources have helped us to understand more about the Ancient Maya civilization • Pose and answer historical questions about the Ancient Maya. • Research and provide some of their own ideas about the significance of corn and chocolate in the Maya civilisation. • Analyse evidence to question whether the Maya were an advanced civilization | <ul style="list-style-type: none"> • Understand the impact of European contact and trade on Benin. |
| Geography overview | | | |
| Geography unit | World cities, biomes and environmental regions | 4 and 6 figure grid references | <p>1: OS maps and fieldwork 2: Revisit World cities, biomes and environmental regions if time</p> |
| Key Geographical Skills | <ul style="list-style-type: none"> • Locate countries and cities of the world • Identify and explain world biomes by building on prior knowledge of environmental regions • Locate the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities • Explain that places are shaped by their location, physical and human features • Explain why the features of places are defined by their human and physical features, such as trade or tourism • Describe key physical geography features and processes of climate zones, vegetation belts, earthquakes, mountains and volcanoes • Describe key human geography features of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Analyse a population density map • Compare and contrast biomes, identifying their similarities and differences, and how they change across the world | <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools. | <p>1:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools. • Explain how OS maps are important in warfare • Identify and explain when is best to use a 4 or a 6-figure grid reference <p>2:</p> <ul style="list-style-type: none"> • Locate countries and cities of the world • Identify and explain world biomes by building on prior knowledge of environmental regions • Locate the world's countries, using maps to explain |

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| | | | | | <p>how the key physical and human characteristics define countries and major cities</p> <ul style="list-style-type: none"> • Explain that places are shaped by their location, physical and human features • Explain why the features of places are defined by their human and physical features, such as trade or tourism • Describe key physical geography features and processes of climate zones, vegetation belts, earthquakes, mountains and volcanoes • Describe key human geography features of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | |
| MFL | | | | | | |
| | Me and my friends at school (Extended feelings, recap personal information, introduce a friend, subjects and opinions) | Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper) | Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe) | Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write) | Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations) | Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle* |
| Year 5 Now Press Play | | | | | | |
| | French Animals Materials and Changing States | Ancient Greece | The Maya Mission to Mars | The Easter Story Forces | The Ten Plagues | Rainforests |
| Year 5 trip opportunities | | | | | | |
| | Science Museum Gurdwara Temple | | Anish Kapoor at Stratford Royal Observatory - planetarium | | British Museum London Zoo | |
| Memorable Experiences | | | | | | |
| | Bow Arts workshop | School birthday St Saviour's Choir Carol Singing | Poetry Slam TH book awards | Pizza-making workshop Wonder Maths | | |

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| Year 6 | | | | | | |
|---------------------|--|---|--|--|---|---|
| English Overview | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Text | Rose Blanche by Christophe Gallaz and Roberto Innocenti | *Pig Heart Boy by Malorie Blackman | Windrush Child by Benjamin Zephaniah | *Clockwork by Philip Pullman | *Wonder by R.J. Palacio | Moth: An Evolution Story by Isabel Thomas |
| |  |  |  |  |  |  |
| Themes and subjects | <i>War, empathy, conflict, innocence, hatred, history</i> | <i>Genetic engineering, animal experimentation, communication, ill-health, empathy, kindness</i> | <i>Family, friendship, loss, resilience, history, colonialism, injustice, racism</i> | <i>Love, loss, forgiveness, hope, redemption, resilience, the impact of war</i> | <i>Kindness, difference, inclusion, family, courage, friendship, popularity</i> | <i>Evolution, adaptation, nature, environment, survival, camouflage, human impact on nature</i> |
| Writing outcomes | Fiction: Warning tale Non-fiction: Balanced discussion Poetry: 'Dulce et Decorum Est' by Wilfred Owen | Fiction: Overcoming the monster Non-fiction: Newspaper report Poetry: 'A Broken Heart' by John Donne | Fiction: Journey tale Non-fiction: Persuasive speech - local council Poetry: 'Mother to Son' by Langston Hughes | Fiction: Warning tale Non-fiction: Letter writing Poetry: 'The Listeners' by Walter de la Mare | Fiction: Overcoming the monster tale Non-fiction: Factual information leaflet Poetry: 'Still I Rise' by Maya Angelou | Fiction: Finding/journey tale Non-fiction: Explanation text - "How Animals Adapt to Their Environment" Poetry: 'Ozymandias' by Percy Bysshe Shelley |
| Grammatical skills | Indicating degrees of possibility using adverbs Devices to build cohesion Linking ideas across paragraphs How words are related by meaning as synonyms and antonyms | Indicating degrees of possibility using adverbs Devices to build cohesion Linking ideas across paragraphs How words are related by meaning as synonyms and antonyms Formal and informal | Linking ideas across paragraphs How words are related by meaning as synonyms and antonyms Formal and informal structures | | Cohesion – across and within paragraphs Writing in role Punctuation for effect Range of sentences Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue | |

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| | Formal and informal structures | structures | | | Noun phrases expanded with adjectives and prepositions Range of punctuation Paragraphs for organisation Passive voice Indicating degrees of possibility using adverbs Devices to build cohesion Linking ideas across paragraphs How words are related by meaning as synonyms and antonyms Formal and informal structures |
| Shared Reading | The Mozart Question by Michael Morpurgo | Pig Heart Boy by Malorie Blackman | Holes by Louis Sachar | Clockwork by Philip Pullman | Wonder by R.J. Palacio The Final Year by Matt Goodfellow |
| Reading | Shared reading of books twice a week, daily guided reading for first 20% with benchmarked, colour-coded groups. Accelerated Reader Star Reading assessments. Reading as writers, writing as readers following key texts. | | | | |
| Spelling | <p>Concept: Homophones revisited</p> <p>Etymology: bio (Block 1)</p> <p>Concept: Prefixes and suffixes revisited</p> <p>Etymology: scend (Block 2)</p> <p>Concept: Statutory word list</p> <p>Etymology: quin (Block 3)</p> <p>Concept: Endings which sound like /ʃəs/ spelt -cious or -tious and /ʃəl/ spelt -cial or -tial revisited</p> <p>Etymology: hept/sept (Block 4)</p> | <p>Concept: Words ending in -ant, -ance/ -ancy, -ent, -ence/ -ency revisited</p> <p>Etymology: cred (Block 5)</p> <p>Concept: Words ending in -able, -ible</p> <p>Words ending in -ably, -ibly</p> <p>Etymology: grad (Block 6)</p> <p>Concept: Statutory word list revisited</p> <p>Etymology: spec (Block 7)</p> <p>Concept: Words with the /i:/ sound spelt ei after c</p> <p>Etymology: contra (Block 8)</p> | <p>Concept: Homophones revisited</p> <p>Etymology: hem/haem (Block 9)</p> <p>Concept: Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Etymology: ann(us)(Block 10)</p> <p>Concept: Words containing the letter-string ough</p> <p>Etymology: iso (Block 11)</p> | <p>Concept: Words with 'silent' letters</p> <p>Etymology: cav (Block 12)</p> <p>Concept: Statutory word list revisited</p> <p>Etymology: dur (Block 13)</p> <p>SATS revision based on spelling assessments</p> | Year 7 Statutory spelling list |
| History Overview | | | | | |
| History unit | Local History Study: How did conflict change our local area in WW2 | | The Windrush Generation | | Monarchs through time |

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| Key Historical Skills | <ul style="list-style-type: none"> Describe the impact of historical events on the local area Use a variety of sources to study historical events and their effects Study the role of local airbases and the contributions of the local population during WWII Identify and explain which sources are the most useful to help us learn about World War Two | <ul style="list-style-type: none"> Describe the experiences and contributions of different groups to British society Use historical sources to understand the impact of migration and cultural change | <ul style="list-style-type: none"> Analyse the impact of key historical figures on society Compare the reigns and legacies of different monarchs Study significant British monarchs such as William I, Henry VIII, Elizabeth I, Charles II, and Queen Victoria Order the monarchs chronologically Identify patterns between length of reign and success for Britain |
| Geography Overview | | | |
| Geography unit | Physical processes Earthquakes, mountains and volcanoes | 1: Settlements and relationships 2: Comparison study of North America, Europe and UK | Maps and orienteering |
| Key Geographical Skills | <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes knowing and locating countries and cities of the world Explain that places are shaped by their location, physical and human features Explain why the features of places are defined by their human and physical features, such as trade or tourism Describe key physical geography features and processes: climate zones, vegetation belts, earthquakes, mountains and volcanoes Describe key human geography features: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water List the different layers of the Earth (and order them from coolest to hottest) Explain how the contents developed over millions of years Explain the chain of events that are triggered by the movement of the Earth's tectonic plates Identify types of volcano (fissure, shield, stratovolcano/composite, and caldera) | <p>1:</p> <ul style="list-style-type: none"> Know and explain that places are shaped by their location, physical and human features Know and explain why the features of places are defined by their human and physical features, such as trade or tourism Know and describe key physical geography features and processes of climate zones, vegetation belts, earthquakes, mountains and volcanoes Know and describe key human geography features of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>2:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities Explain and understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America Interpret graphs Explain the formation of the Lake District | <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools Use geographical vocabulary to describe the school grounds Identify and explain how orienteering could help you understand more about how the space in a place is used Orienteer a map Draw a simple map, including human and physical features Navigate an orienteering course Choose an attack point (a large, easily found feature near to the control point) and move swiftly to the chosen control point as a team Identify the advantages and disadvantages of navigating an orienteering course as part of a team |

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| | | | <ul style="list-style-type: none"> • Calculate population density of a location using a given formula • Consider advantages and disadvantages of having a mountainous border between two countries • Rank information • Use a map to identify the terrain of a location • Identify physical/human features, locations, and climatic features of a location | | | |
| MFL | | | | | | |
| | This is me! (Personal info recap, adjectives to describe personality and appearance, aspirations and professions) | Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf) | Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions) | Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition) | Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay) | Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle* |
| Year 6 Now Press Play | | | | | | |
| | WW2 | Electricity | SATs | Climate Crisis Natural disasters | The Five Pillars | Evolution |
| Year 6 trip opportunities | | | | | | |
| | Residential or trip to Gorsfield Imperial War museum. | | Sir John Soane Museum Docklands Museum for Windrush | | London Eye Natural History Museum | |
| Memorable Experiences | | | | | | |
| | Heart Dissection Citizenship training | School birthday St Saviour's Choir Carol Singing | BEE project | | People of faith | Workshop - Life After Death - Islam |