



History Overview

Phase	Year Group	Topic	Historical Enquiry Question	Main National Curriculum Focus	Historical Concepts	Key Concepts	Golden Threads
EYFS	Reception	<b>British History:</b> My Family Tree	What events happened in my past?	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling	Chronological Understanding, Cause and Consequence, Change and Continuity, Similarity and Difference, Sources and Evidence, Historical Interpretation, Recognition of Defining Characteristics.		<b>British History:</b> Monarchy & Religion <b>Black History:</b> Social Class <b>Ancient History:</b> Social Class & Settlements
		<b>British History:</b> Significant People	What events happened in the past? What did Guy Fawkes do? Why do we have remembrance day?				
Key Stage 1	Year 1	<b>British History:</b> Kings & Queens	How are all British Monarchs connected?	The lives of significant individuals from the past.		Monarchy	
		<b>Black History:</b> A Modern Role Model	Why is Marcus Rashford a modern role model?	Changes within living memory.		Social Class	
		<b>Modern History:</b> Exploration	How has technology influenced exploration?	The lives of significant people in the past who have contributed to national or international achievements.		Kingdoms & Empires Settlements	
	Year 2	<b>British History:</b> The Great Fire of London	What was the impact of the Great Fire of London?	Events beyond living memory, nationally or globally.		Social Class Economy Settlements	
		<b>Black History:</b> Historical Hero	Why is Mary Seacole a historical hero?	The lives of significant people in the past who have contributed to national or international achievements.		Social Class	
		<b>Modern History:</b> Living through a pandemic	How has daily life changed because of the Covid-19 pandemic?	Changes within living memory. Significant historical events, people and places in their own locality.		Social Class Law Democracy	
Lower Key Stage 2	Year 3	<b>British History:</b> The Roman Invasion of Britain	How did the Roman Invasion of Britain impact life today?	The Roman Empire and its impact on Britain.		Kingdoms & Empires Military Worship	
		<b>Black History:</b> Individual Liberty: People who influenced change	How have significant people in the past influenced change?	A study of a theme in British history that extends knowledge beyond 1066.		Social Class Democracy Slavery	
		<b>Ancient History:</b> Tales of the Ages	How far did society change from the Stone Age to the Iron Age?	Changes in Britain from the Stone Age to the Iron Age		Democracy Settlements	
	Year 4	<b>British History:</b> Barnsley: A Town Built on Coal	What impact did the closing of the mines in the 1980s have on our local area?	A local history study.		Social Class Economy Democracy	
		<b>Black History:</b> British Values: Diversity & National Identity	How have other cultures shared our national identity?	A study of a theme in British history that extends knowledge beyond 1066.		Social Class Kingdoms & Empires Alliance & Revolution	
		<b>Ancient History:</b> Ancient Greece	How did the Ancient Greeks influence the western world?	A study of Greek life and achievements and their influence on the western world.		Law Democracy Myths & Legends	
Upper Key Stage 2	Year 5	<b>British History:</b> The Vikings & Anglo Saxons: The Saxon Struggle	What was the relationship between the Vikings and Anglo Saxons?	The Viking and Anglo-Saxon struggle for the Kingdom of England.		Invasion Alliance & Revolution Gods Myths & Legends	
		<b>Black History:</b> Black Poppies – Walter Tull and the British West Indian Regiment	How was fairness and equality apparent for soldiers during World War I?	A study of a theme in British history that extends knowledge beyond 1066.		Social Class Slavery Military	
		<b>Ancient History:</b> Mayan Civilisation	How did the Mayan Civilization develop a society?	A non-European society that provides contrasts with British history.		Settlements Social Class Worship	
	Year 6	<b>British History:</b> WW2: Warfare & Refugees	What impact did World War Two have on life in Britain?	A study of a theme in British history that extends knowledge beyond 1066.		Military Alliance & Revolution Monarchy Settlements	
		<b>Black History:</b> Apartheid	Has Racism changed the course of history?	A study of a theme in British history that extends knowledge beyond 1066.		Social Class Democracy Law	
		<b>Ancient History:</b> Ancient Egypt	What are the differences between Ancient Egypt and other civilizations?	The achievements of the earliest civilisations: Ancient Egyptians.		Trade Social Class Settlements	



Geography Overview

Phase	Year Group	Topic	Geographical Enquiry Question	Main National Curriculum Focus	Geographical Concepts	Key Concepts	Golden Threads
EYFS	Reception	<b>Understanding the World:</b> Incredible Journeys	Why do people travel to visit different places?	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different from the one in which they live	Locational Knowledge, Place Knowledge, Human & Physical Processes and Geographical Skills		<b>Understanding the UK:</b> In-depth study of the UK and building a conceptual understanding of where they live and the diverse geographical regions within our island <b>Sketching Skills:</b> Map Work and Fieldwork <b>Contrasting Locations:</b> Comparison of a contrasting region in relation to their knowledge and understanding of human & physical processes in the UK
		<b>Map Focus:</b> Brilliant Birdwell	Where is Birdwell? What can we find in Birdwell? What are houses and homes like around Birdwell?				
Key Stage 1	Year 1	<b>Understanding the UK:</b> Where's Tha From?	What are the key physical and human features of our local area?	Use basic geographical vocabulary to refer to key physical features and key human features		Human Features; Physical Features; Places and Locations; Environments and Topography; People and Settlements; Weather, Climate and Seasons; Map Work and Fieldwork	
		<b>Map Focus:</b> Continents, Oceans and the UK	What are the names of the seven continents and five oceans, and can you locate them on a map or globe?	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage			
		<b>Contrasting locations:</b> Too hot or too cold	Would you prefer to live in a hot or cold place?	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles			
	Year 2	<b>Understanding the UK:</b> Tour of the Capitals	Why do people choose to live in cities?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			
		<b>Map Focus:</b> Aerial Maps and Directions	How can we use aerial maps and directions to navigate and locate different features in our local area?	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key			
		<b>Contrasting locations:</b> Barnsley to Christchurch	What are the similarities and differences between Barnsley and Christchurch?	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country			
Lower Key Stage 2	Year 3	<b>Understanding the UK:</b> Oh I do like to be beside the seaside	What are the key features and characteristics of different British coastal towns and regions, and how do they differ from one another?	Describe and understand key aspects of physical and human geography			
		<b>Map Focus:</b> OS Maps and four-figure grid referencing	How can we use OS Maps and four-figure grid referencing to locate and describe different features in an area?	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			
		<b>Contrasting locations:</b> A Trip to the Big Apple!	What are the key characteristics and challenges of New York City as a megacity and how does it compare to cities I know?	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			
	Year 4	<b>Understanding the UK:</b> Raging Rivers (Lake District)	What are the key characteristics of rivers in British National Parks? How do they shape the landscape and influence human activities?	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics			
		<b>Map Focus:</b> The 3 Cs - Countries, Counties and Cities	How do countries, counties and cities interact and contribute to the overall geography of a region?	Locate the world's countries, using maps to focus on Europe. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere			
		<b>Contrasting locations:</b> Life in the Alps	How does the physical geography of Innsbruck impact the daily lives of its residents compared to our local area?	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.			
Upper Key Stage 2	Year 5	<b>Understanding the UK:</b> Powering the United Kingdom	What are the different types of land use in the UK and how can they be harnessed to support the development of renewable energy sources?	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			
		<b>Map Focus:</b> Exploring North & South America and the Tropics	How does the location of countries and cities in North and South America relate to the Tropics?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
		<b>Contrasting locations:</b> Natural Disasters around the World	What are the causes and impacts of different natural disasters in different regions of the world?	Describe and understand key aspects of physical and human geography			
	Year 6	<b>Understanding the UK:</b> Wish you were here!	What factors influence the popularity of different tourist destinations in the UK, and how does tourism impact the local economy and environment?	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time			
		<b>Map Focus:</b> OS Maps and six-figure grid referencing	How can we use OS Maps and six-figure grid referencing to accurately locate and navigate an area?	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			
		<b>Contrasting locations:</b> Trade (Felixstowe to Mumbai)	What are the similarities and differences in the patterns and impacts of trade between the port of Felixstowe in the UK and the port of Mumbai in India?	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			



DT Overview

Phase	Year Group	Topic	Product Design Enquiry Question	Main National Curriculum Focus	DT Concepts	Key Concepts	Golden Threads
EYFS	Reception	<b>Product Design:</b> That’s Not My Reindeer!	What materials can we use to create different textures?	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	Design, Make, Evaluate, Technical Knowledge, Cooking and Nutrition	Textiles	Product Design: Design, Evaluate and Technical Knowledge Mastering the Maker: Make Food Technology: Cooking and Nutrition
		<b>Food Technology:</b> Melting Snowmen	What cooking methods will be used to create biscuits? How do we stay safe when baking?			Food Technology	
Key Stage 1	Year 1	<b>Product Design:</b> Design it, Make it, Sell it!	How can we design our decorations to make them unique and special?	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Explore and evaluate a range of existing products		Textiles	
		<b>Mastering the Maker:</b> Bridge Building	What shapes and designs can we use to make our bridge sturdy and stable?	Select from and use a range of tools and equipment to perform practical tasks. Build structures, exploring how they can be made stronger, stiffer and more stable		Resistant Materials	
		<b>Food Technology:</b> Christmas Cookies	How do we make a uniform batch of cookies?	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.		Food Technology	
	Year 2	<b>Product Design:</b> Freestanding Christmas Tree	How can we design a structure to make it stand up by itself?	Evaluate their ideas and products against design criteria . Explore and use mechanisms in their products .		Resistant Materials	
		<b>Mastering the Maker:</b> Textile Collage	What techniques do we need to master to ensure our textile collage is securely sewn together?	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		Textiles	
		<b>Food Technology:</b> Mince Pies	How can we combine the ingredients together to create mince pies with different flavours?	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.		Food Technology	
Lower Key Stage 2	Year 3	<b>Product Design:</b> Put a Gonk on It	How do we ensure that our 'Gonk' captures the essence of Scandinavian design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.		Textiles	
		<b>Mastering the Maker:</b> Picture Perfect (Frames)	How can we add decorative finishes to our picture frames to make them unique and eye-catching?	Select from and use a wider range of tools and equipment to perform practical tasks accurately		Resistant Materials	
		<b>Food Technology:</b> Rudolph’s Energy Bar	How can we choose ingredients based on their nutritional value to make our energy bars healthy and beneficial for our bodies?	Understand and apply the principles of a healthy and varied diet		Food Technology	
	Year 4	<b>Product Design:</b> Santa’s Sleigh	How will mechanisms we incorporate into our sleigh make it move?	Understand and use electrical systems in their products. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.		Resistant Materials	
		<b>Mastering the Maker:</b> Fabric Friendship Bracelets	How can we use braiding, plaiting, and weaving techniques to craft our textile friendship bracelets?	Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities		Textiles	
		<b>Food Technology:</b> Christmas Bake Off: Bread Week	How can we experiment with different techniques, flavours and fillings to make our bread unique	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		Food Technology	
Upper Key Stage 2	Year 5	<b>Product Design:</b> Festive Shoppers	How can a variety of techniques be employed to produce aesthetically pleasing designs on a product?	Understand how key events and individuals in design and technology have helped shape the world. Investigate and analyse a range of existing products .		Textiles	
		<b>Mastering the Maker:</b> Weather the Storm: Shelters	What design elements can we incorporate into our shelter to enhance its resilience against harsh weather?	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		Resistant Materials	
		<b>Food Technology:</b> Hot Chocolate and Waffles	How do different ingredients impact the texture and consistency of hot chocolate and waffles?	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		Food Technology	
	Year 6	<b>Product Design:</b> Pop-Up Christmas Toy	How does a cam and follower mechanism make our automaton move in a desired pattern or motion?	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and use mechanical systems in their products		Resistant Materials	
		<b>Mastering the Maker:</b> Textile Memory Tapestry	How can we select appropriate fabrics and materials to create a durable and visually appealing memory tapestry?	Select from and use a wider range of tools and equipment to perform practical tasks accurately		Textiles	
		<b>Food Technology:</b> The Great British Starter	How does seasonality influence the choice of ingredients within a dish?	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed		Food Technology	

Art & Design Overview



Phase	Year Group	Topic	Artistic Enquiry Question	Main National Curriculum Focus	Art Concepts	Key Concepts	Golden Threads
EYFS	Reception	<b>Masterpieces in Motion:</b> Ice Sculptures	How can we use natural materials found in our environment to create sculptures inspired by Andy Goldsworthy's work?	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories	All Media, Drawing, Painting, 3D Sculpture	Painting 3D Sculpture Drawing	Masterpieces in Motion: Practical and Disciplinary Sketching Skills: Practical Legends of Creativity: Theoretical
		<b>Sketching Skills:</b> Little Faces, Big Expressions	How can we use lines and shapes to create different facial features and expressions?				
Key Stage 1	Year 1	<b>Masterpieces in Motion:</b> Picture Portraits	How can we experiment with different colours, brush sizes and tools to enhance our understanding of creating depth and texture in our artwork?	To use a range of materials creatively to design and make products		Painting	
		<b>Sketching Skills:</b> Shadows & Shapes: Still Life Adventures	How can we use shading to enhance the depth and three-dimensional quality of our still life sketches?	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Drawing	
		<b>Legends of Creativity:</b> Exploring Artistic Themes	In what ways do artworks by Claude Monet, Pablo Picasso, and Elizabeth Peyton reflect their different views on portraying portraits?	The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Theoretical	
	Year 2	<b>Masterpieces in Motion:</b> School of Sculpture	How do different sculptors use techniques like rolling, pinching, and pressing to create their sculptures?	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		3D Sculpture	
		<b>Sketching Skills:</b> Nature's Canvas: Capturing Landscapes	How can we explore different methods to represent foreground, middle ground, and background elements in our artwork?	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Drawing	
		<b>Legends of Creativity:</b> Artistic Connections Through Time	What common themes can we identify by comparing and contrasting artworks from artists like Michelangelo, Rembrandt and Salvador Dali?	The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Theoretical	
Lower Key Stage 2	Year 3	<b>Masterpieces in Motion:</b> Express Yourself!	How does the choice of brush strokes and media affect the mood or atmosphere of a painting, as seen in Basquiat's work?	To create sketch books to record their observations and use them to review and revisit ideas		Painting	
		<b>Sketching Skills:</b> Portraits in Proportion	How can we study and understand the proportions and features of the face through portrait sketches?	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Drawing	
		<b>Legends of Creativity:</b> Understanding the ideas of Art	How can we investigate diverse art forms beyond drawing and painting, like performance art and installations?	Great artists, architects and designers in history.		Theoretical	
	Year 4	<b>Masterpieces in Motion:</b> The Great Pottery Showdown	How does the historical and cultural significance of pottery influence the way we create pottery today?	To create sketch books to record their observations and use them to review and revisit ideas		3D Sculpture	
		<b>Sketching Skills:</b> Textures within Still Life	What techniques can we use to effectively incorporate patterns and textures into our still life drawings, adding depth to our compositions?	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Drawing	
		<b>Legends of Creativity:</b> Exploring Artistic Expressions	How do artists challenge traditional art forms?	Great artists, architects and designers in history.		Theoretical	
Upper Key Stage 2	Year 5	<b>Masterpieces in Motion:</b> Palette Knife Portraits	In what ways can we experiment with different painting techniques, such as blocking in colour, washes, and thickened paint, to create textural effects?	To create sketch books to record their observations and use them to review and revisit ideas		Painting	
		<b>Sketching Skills:</b> Perspectives Unveiled	How can you explore and manipulate different perspectives and viewpoints to create dynamic and engaging landscape sketch?	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Drawing	
		<b>Legends of Creativity:</b> Analysing Artistic Evolution	In what ways did artists like Jackson Pollock, Andy Warhol and Barbara Hepworth contribute to the revolution of art through their approaches to materials and techniques?	Great artists, architects and designers in history.		Theoretical	
	Year 6	<b>Masterpieces in Motion:</b> Monumental Sculptures	How does the process of pinching, slabbing, and coiling clay contribute to the development of my sculpture, and how can I ensure stability and structure throughout the process?	To create sketch books to record their observations and use them to review and revisit ideas		3D Sculpture	
		<b>Sketching Skills:</b> Masterful Portraits	What challenges and successes have you experienced in using shading to create form and volume in your portrait drawings?	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Drawing	
		<b>Legends of Creativity:</b> Reflecting on Artistic Diversity	How do contemporary artists from diverse backgrounds and cultures inspire us to reflect on the power of art to communicate topical themes and provoke meaningful discussions?	Great artists, architects and designers in history.		Theoretical	



Retrieval Practice Overview

W/C		Autumn Term 1		W/C		Spring Term 1		W/C		Summer Term 1	
1		History	Previous Year Key Knowledge (British History)	1		History	Previous Year Key Knowledge (Modern/Ancient History)	1		Geography	Autumn 1 Key Knowledge (Rotation of recall foci)
2		Geography	Previous Year Key Knowledge (Contrasting locations)	2		Art	Autumn 1 Key Knowledge (Rotation of recall foci)	2		History	Black History Key Knowledge (Rotation of recall foci)
3		DT	Previous Year Key Knowledge (Resistant Materials/Textiles)	3		Science	Autumn 2 Key Knowledge	3		Art	Spring 2 Key Knowledge (Painting/Sculpting)
4		Art	Previous Year Key Knowledge (Painting/Sculpting)	4		Geography	Location & Places Key Knowledge (Rotation of recall foci)	4		Science	Spring 2 Key Knowledge
5		Science	Prior Year Summer 2 Key Knowledge	5		DT	Autumn 2 Key Knowledge (Rotation of recall foci)	5		DT	WISK Week Key Knowledge (Resistant Materials/Textiles)
6		Music	Prior Year Genre Summer 2 Focus on Key Knowledge	6		Music	Prior Year Genre Autumn 2 Focus on Key Knowledge				
7		DT	Previous Year Key Knowledge (Food Technology)								
8		History	Chronology Recap Current Coverage								
W/C		Autumn Term 2		W/C		Spring Term 2		W/C		Summer Term 2	
1		Geography	Autumn 1 Key Knowledge	1		History	Spring Term 1 Key Knowledge (British History)	1		DT	Autumn 2 Key Knowledge (Rotation of recall foci)
2		History	Black History Key Knowledge	2		DT	Autumn 2 Key Knowledge (Food Tech - Rotation of recall foci)	2		Science	Summer 1 Key Knowledge
3		Art	Drawing Week Key Knowledge	3		Geography	Atlas and Map Skills Key Knowledge (Rotation of recall foci)	3		Music	Prior Year Genre Summer 1 Focus on Key Knowledge
4		Science	Autumn 1 Key Knowledge	4		Art	Drawing Week Key Knowledge (Rotation of recall foci)	4		Art	Whole Year Theoretical Key Knowledge (Knowledge of Focus Artists)
5		Music	Autumn 1 Genre Specific Key Knowledge	5		Science	Spring Term 1 Key Knowledge	5		Geography	Summer 1 Key Knowledge (Contrasting locations)
6		RE	Autumn Term Key Knowledge	6		RE	Spring Term Key Knowledge	6		RE	Summer Term Key Knowledge
7		DT	Product Planning and Evaluation Key Knowledge					7		History	Summer 2 Key Knowledge (Modern/Ancient History)



Science Overview

Biology	Chemistry	Physics
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	Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Animals including humans	Seasonal Changes: Revisited each half term	Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans
Autumn 2	Animals including humans		Animals including humans & Plants	Forces & Magnets (Forces)	Electricity	Forces & Magnets	Electricity
Spring 1	Plants		Plants	Plants	Materials: States of matter (Properties & Comparison)	Earth & Space	Plants
Spring 2	Plants		Living things and habitats	Force & Magnets (Magnets)	Living Things and habitats	Plants	Living things and habitats
Summer 1	Materials: properties and changes		Living things and habitats	Light	Sound	Materials: Properties and changes	Light
Summer 2	Materials: properties and changes		Use of everyday materials	Rocks Evolution & inheritance	Materials (Changes)	Materials: Properties and changes	Evolution and inheritance



Religious Education Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Question 1: <i>Why are these words special?</i>	Autumn 1: Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism					
Question 2: <i>Why are some places special?</i>	Autumn 2: Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism					
Question 4: <i>Why are some times special?</i>	Spring 1: Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism					
Question 5: <i>What can be learned from the lives of significant people of faith?</i>	Spring 2: Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism					
Question 3: <i>How can faith contribute to community cohesion?</i>	Summer 1: Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism					
Question 6: <i>How do I and others feel about life and the universe around us?</i>	Summer 2: Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism					



Computing Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Computing Systems & Networks			Creating Media A		
Autumn 2	Creating Media A			Data & Information		
Spring 1	Programming A			Computing Systems & Networks		
Spring 2	Programming B			Creating Media B		
Summer 1	Data & Information			Programming B		
Summer 2	Creating Media B			Programming A		





PD & RSHE Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Health &amp; Wellbeing:</b> Healthy Lifestyles (Physical Wellbeing): Ourselves, Growing and Changing, Drugs, Alcohol and Tobacco.					
Autumn 2	<b>Relationships:</b> Families and Close Positive Relationships, Friendships, Respecting Self and Others					
Spring 1	<b>Living in the Wider World:</b> Shared Responsibilities, Communities, Media Literacy and Digital Resilience.					
Spring 2	<b>Health &amp; Wellbeing:</b> Mental Health & Keeping Safe					
Summer 1	<b>Relationships:</b> Safe Relationships, Managing Hurtful Behaviour and Bullying, Respecting Self and Others					
Summer 2	<b>Living in the Wider World:</b> Economic Wellbeing: Money, Aspiration, Work and Career.					

## Music Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Listening & Appraising: Wide Variety of Musical Styles as an introduction  <b>'Me!'</b>	Listening & Appraising: Hip Hop  <b>'Hip Hop'</b>	Listening & Appraising: Afro-Pop  <b>'Afro-Pop'</b>	Listening & Appraising: R&B Decades  <b>'Rhythm and Bass (R&amp;B)'</b>	Listening & Appraising: Authentic African Music  <b>'African Drumming and South African Choral Music'</b>	Listening & Appraising: Rock  <b>'Rock Music'</b>	Listening & Appraising: Pop/Neo Soul  <b>'Pop-Neo Soul'</b>
Autumn 2	Listening & Appraising: Wide Variety of Musical Styles as an introduction  <b>'My Songs &amp; Rhythms'</b>	Listening & Appraising: Christmas 2000s Soundtrack  <b>'Christmas through the Decades: 2000s'</b>	Listening & Appraising: Christmas 1990s Soundtrack  <b>'Christmas through the Decades: 1990s'</b>	Listening & Appraising: Christmas 1980s Soundtrack  <b>'Christmas through the Decades: 1980s'</b>	Listening & Appraising: Christmas 1970s Soundtrack  <b>'Christmas through the Decades: 1970s'</b>	Listening & Appraising: Christmas 1960s Soundtrack  <b>'Christmas through the Decades: 1960s'</b>	Listening & Appraising: Christmas 1950s Soundtrack  <b>'Christmas through the Decades: 1950s'</b>
Spring 1	Listening & Appraising: Wide Variety of Musical Styles as an introduction  <b>'Action Songs &amp; Rhymes'</b>	Listening & Appraising: Reggae  <b>'Reggae'</b>	Listening & Appraising: Legends of Rock  <b>'Rock Music'</b>	Listening & Appraising: Caribbean Reggae  <b>'Reggae Origins'</b>	Listening & Appraising: Gospel  <b>'Gospel'</b>	Listening & Appraising: Pop Love Ballads  <b>'Pop Ballads'</b>	Listening & Appraising: Urban Gospel  <b>'Urban Gospel'</b>
Spring 2	Listening & Appraising: Wide Variety of Musical Styles as an introduction  <b>'Move to the Music'</b>	Listening & Appraising: Bosso Nova & Samba  <b>'Latin'</b>	Listening & Appraising: 1950s Rock n Roll  <b>'Rock &amp; Roll'</b>	Listening & Appraising: Disco  <b>'Disco'</b>	Listening & Appraising: Calypso & Grime  <b>'Calypso'</b>	Listening & Appraising: Hip Hop through the Decades  <b>'Old School Hip Hop'</b>	Listening & Appraising: 70s Power Ballads  <b>'70s Power Ballads'</b>
Sum 1	Listening & Appraising: Funk  <b>'Big Bear Funk'</b>	Listening & Appraising: Pop Music  <b>'Theatre and Musicals'</b>	Listening & Appraising: Pop Music  <b>'Pop Music'</b>	Listening & Appraising: Blues  <b>'Blues'</b>	Listening & Appraising: Early Pop Artists  <b>'Early Decades of Pop Music (50s, 60s &amp; 70s)'</b>	Listening & Appraising: Motown  <b>'Motown'</b>	Listening & Appraising: Jazz  <b>'Jazz'</b>
Sum 2	Listening & Appraising: Classical Music  <b>'Composition – Bear Hunt'</b>	Listening & Appraising: Contemporary Classical  <b>'Composition – Soundscapes'</b>	Listening & Appraising: Romantic Classical  <b>'Composition – Rain &amp; Weather Raps'</b>	Listening & Appraising: Classical  <b>'Composition – Stomp'</b>	Listening & Appraising: Baroque Classical  <b>'Composition – Retro Gaming Soundtracks'</b>	Listening & Appraising: Early Classical  <b>'Composition – Night at the Movies'</b>	Listening & Appraising: History of Classical Music  <b>'Composition – Leavers Song and Performance'</b>