



ST JOHN'S SCHOOL

SIDMOUTH, UNITED KINGDOM

Junior School Programme

Year Group R	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Topic	Hello Autumn (All about me) Looking at different body parts, Signs of Autumn, sinking and floating objects. Harvest and hibernation.	Hello Autumn (Festivals around the World/Nativity) Remembrance Sunday, Diwali, Space, In the forest and Bonfire night.	Hello Winter (Traditional tales/Land Sea and Me!) Continents and Oceans, Signs of Winter, Traditional Tales Van Gogh, Noah's ark,	Hello Spring Year A (Rumble in the Jungle) Year B (Dinosaurs and Fossils/Farm to Fork) Oral Hygiene and Healthy Food, Signs of Spring, Exploring animals and habitats in the jungle/where food comes from/Exploring Mary Anning and Dinosaurs/ letter writing)	Hello Summer Year A (Water Cycle/Life Cycle) Year B (Under the Sea) Life in hot/cold countries. Signs of Summer. Water Cycle, Animal cycle/ Under the sea	Hello Summer (People Who Help Us/Beach Safety) Beach safety, Scientists, community, RNLI, taking care of the environment, Understanding the Past. Moving on
UtW (Early Learning Goal)	Signs of Autumn & Nature Exploration – ELG: The Natural World (observing seasonal changes, hibernation, and migration). All About Me & Our Bodies – ELG: Past and Present (talking about personal experiences and people in society). Sinking & Floating Experiment – ELG: The Natural World (exploring materials and changing states of matter). Harvest & Cultural Traditions – ELG: People, Culture, and Communities (comparing celebrations and traditions). Weather & Seasonal Changes – ELG: The Natural World (understanding how seasons affect plants, animals, and the environment).	Remembrance Sunday – ELG: Past and Present (talking about significant events and people from the past). Diwali – ELG: People, Culture, and Communities (learning about different religious and cultural celebrations). Bonfire Night – ELG: Past and Present (understanding historical events and why they are remembered). Nativity & Christmas Celebrations – ELG: People, Culture, and Communities (comparing traditions and religious festivals). Seasonal Changes in Winter – ELG: The Natural World (observing and discussing winter weather, daylight changes, and animal adaptations).	Continents and Oceans – ELG: People, Culture, and Communities (exploring different places around the world using maps and stories). Signs of Winter – ELG: The Natural World (observing seasonal changes, weather patterns, and how animals adapt). Traditional Tales – ELG: Past and Present (understanding characters, settings, and events from classic stories). Van Gogh – ELG: People, Culture, and Communities (learning about significant individuals and their impact on art and culture). Noah's Ark – ELG: People, Culture, and Communities (exploring religious stories and their meanings across cultures).	Oral Hygiene and Healthy Food – ELG: People, Culture, and Communities (understanding the importance of health and self-care in daily life). Signs of Spring – ELG: The Natural World (observing seasonal changes, plant growth, and baby animals). Exploring Animals and Habitats – ELG: The Natural World (learning about jungle animals, farm animals, and their environments). Where Food Comes From – ELG: People, Culture, and Communities (understanding farming, food production, and cultural food traditions). Mary Anning and Dinosaurs – ELG: Past and Present (learning about historical figures and the discovery of fossils). Letter Writing – ELG: Past and Present (communicating ideas and understanding different ways of recording information).	Life in Hot and Cold Countries – ELG: People, Culture, and Communities (comparing environments and lifestyles in different parts of the world). Signs of Summer – ELG: The Natural World (observing seasonal changes, weather patterns, and plant/animal adaptations). Water Cycle – ELG: The Natural World (understanding important natural processes like evaporation, condensation, and precipitation). Animal Life Cycles – ELG: The Natural World (exploring how animals grow and change, including frogs, butterflies, and sea creatures). Under the Sea – ELG: People, Culture, and Communities (learning about ocean habitats, marine life, and conservation).	Beach Safety & RNLI – ELG: People, Culture, and Communities (learning about roles in society and how people help keep us safe). Scientists & Community Helpers – ELG: Past and Present (understanding the contributions of important people in history and today). Taking Care of the Environment – ELG: The Natural World (exploring ways to protect nature, oceans, and local habitats). Understanding the Past – ELG: Past and Present (comparing past and present ways of life, including coastal communities). Moving On – ELG: People, Culture, and Communities (reflecting on personal growth, transitions, and preparing for new experiences).



ST JOHN'S SCHOOL

SIDMOUTH, UNITED KINGDOM

Junior School Programme

Year Group 1	Term 1	Term 2	Term 3
Topic and Science	Topic - What a Wonderful World! Science: Animals Including Humans - Seasonal Changes		Topic - Seeds of Inspiration Science - Plants - Seasonal Changes
Subjects taught	Geography - Locational knowledge Can I name and locate the seven continents? Can I name and locate the five oceans?		Geography - Human and physical geography <ul style="list-style-type: none"> Can I identify and name seasonal weather changes in the UK? Can I identify and name seasonal changes to weather patterns in the UK? Can I make comparisons with other places around the world? Can I identify hot and cold places around the world?
	History - Changes within Living Memory Can I talk about the toys I play with now? Can I find out what toys my parents or grandparents played with when they were little? Can I describe how old toys are different from the toys we have today? Can I explain how toys have changed because of new materials or technology? Can I ask and answer questions about toys from the past?	History - Events beyond living memory that are significant globally <ul style="list-style-type: none"> Can I explain what the Olympic Games are and why they are important around the world? Can I find out when and where the first Olympic Games took place? Can I describe some ways the Olympics have changed since they first began? Can I recognise some important symbols of the Olympics, like the torch or the rings? Can I talk about how the Olympics bring people from different countries together? Can I learn about a person or event from Olympic history that people still remember today? 	History - Significant People <ul style="list-style-type: none"> Can I learn about the life and work of the artist, Vincent van Gogh, and identify differences between life when Van Gogh was alive and life today? Can I find out who Leonardo da Vinci was and why he is remembered today? Can I talk about Frida Kahlo's life and what made her an important artist in history? Can I describe how Kandinsky's art was different and why people remember him today? Can I find out how Emily Kame Kngwarreye used art to share her culture and why she is remembered? Can I explain who Andy Warhol was and how his art helped change ideas about everyday life?
	Science - Animals, including Humans Can I name and identify a variety of common animals? Can I name and identify animals that are carnivores, herbivores and omnivores? Can I describe and compare the different structures of a variety of animals? Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?	Science - Plants Can I name different common wild and garden plants? Can I tell the difference between deciduous and evergreen trees? Can I identify and name the main parts of a flowering plant? Can I describe the basic structure of a tree, including its roots, trunk, branches, and leaves? Can I observe and talk about how plants and trees change during the seasons? Can I use my senses to explore and describe plants and trees around me?	Science - Everyday Materials Can I distinguish between an object and the material from which it is made? Can I identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock? Can I describe the simple physical properties of a variety of everyday materials? Can I compare and group together a variety of everyday materials on the basis of their simple physical properties?
	Science - Seasonal Changes Can I discuss the four seasons in the UK? Can I identify features of the four seasons? Can I talk about how and why the seasons impact our daily weather? Can I investigate what makes some days longer than others?		
	Science - Working Scientifically: asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.		



ST JOHN'S SCHOOL

SIDMOUTH, UNITED KINGDOM

Junior School Programme

Year Group 2		Term 1	Term 2	Term 3
Topic and Science	Topic - What a Wonderful World! Science: Living Things and their Habitats	Topic - Seeds of Inspiration Science - Plants - Animals including Humans	Topic - Let's Stay Local Science - Uses of Everyday Materials	
Subjects taught	<p>Geography - Locational knowledge (name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas)</p> <ul style="list-style-type: none"> Do I understand that the UK is made up of four countries, is part or Europe etc? Will I remember key facts about the four countries that make the UK? Can I use geographical vocabulary to describe places in the UK? Can I use a range of primary and secondary resources to talk about the UK? Can I make links to other areas / subjects I am learning about? 	<p>Locational knowledge (name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas)</p> <ul style="list-style-type: none"> Can I use a range of primary and secondary resources to talk and write about the UK? Can I discover family stories / memories of places around the UK? Can I learn about the seas that surround the UK? Can I make links to other areas / subjects I am learning about? 	<p>Locational knowledge (name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas)</p> <ul style="list-style-type: none"> Can I investigate why people might want to visit the UK, for a holiday? Will I be able to help someone plan a holiday to the UK? <p>Place knowledge (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)</p> <ul style="list-style-type: none"> Can I show where Kenya is, in relation to the UK? Can I talk about images of Kenya and explain how they are similar / different to images of the UK? Can I use a range of primary and secondary resources to talk and write about Kenya? Can I investigate and identify the human and physical geography of Kenya? Will I be able to contribute to class discussions about life in Kenya? <p>Geographical fieldwork (use simple fieldwork and observational skills to study the geography and the key human and physical features of the school's surrounding environment)</p> <ul style="list-style-type: none"> Can I use geographical vocabulary to ask people opinions about the Jurassic Coast? Can I conduct a survey to identify why people might want to visit the Jurassic Coast or live / work there? Do I know how to create maps / leaflets of the local area from fieldwork and observation? Can I explain why the Jurassic Coast is an important region of the UK? Do I know how the Seaton Wetlands was formed? Can I examine how human intervention can help improve / maintain the physical features of the Jurassic Coast? 	
	<p>Human and physical geography use basic geographical vocabulary to refer to: key physical and human features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.</p>			
	<p>Geographical skills use world maps, atlases and globes to identify the United Kingdom and its countries; use simple compass directions and locational and directional language to describe the location of features and routes on a map; 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.</p>			



Year Group 2	Term 1	Term 2	Term 3
	<p>Changes within Living Memory</p> <ul style="list-style-type: none"> Can I develop my understanding of the past and use words and phrases relating to the passing of time? Can I sequence events in chronological order? Do I know how we find out about the past, especially changes within living memory? Do I know the difference between a primary and secondary source? Can I explain what a decade is? <p>-----</p> <p><i>1950s onwards: Changes in the Family Home</i></p> <p>Events beyond living memory that are significant nationally or globally (UK events)</p> <ul style="list-style-type: none"> Can I organise and discuss a British Timeline? Can I show what I have learned about ...? Do I know why this event is significant nationally or globally? Do I understand how this event might have changed the world in the past or be influencing today? <p>-----</p> <p><i>Tudors & Stuarts: Gunpowder Plot</i> <i>Modern Britain: Armistice Day</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements (UK citizens)</p> <ul style="list-style-type: none"> Can I explain what I have learned about the life of ...? Can I create a timeline about their life? Do I know what might have inspired them? Can I explain why having a positive mindset would have been important to these individuals? Can I discuss why they are considered important and worth remembering? Do I know how they contributed to national/international achievements? Do I understand how they might have changed the world in the past or be influencing today? Can I compare the lives of individuals across the different periods? Will I use my knowledge to find out about an individual of my choosing? <p>-----</p> <p><i>Early Britain: Alfred the Great (King)</i> <i>Middle Ages: William Caxton (Communication, printing) - compare with Tim Berners-Lee</i> <i>Georgians: Mary Seacole (Medicine) - compare with Edith Cavell</i> <i>Modern Britain: David Attenborough (Nature, broadcasting)</i></p> <p>Events beyond living memory that are significant nationally or globally (UK events)</p> <ul style="list-style-type: none"> Can I explain why objects are important to historians? Can I explain why different periods allow us to use different sources? Can I show what I have learned about ...? Do I know why this event is significant nationally or globally? Do I understand how this event might have changed the world in the past or be influencing today? Can I identify and research a national event that I would like to know more about? <p>-----</p> <p><i>Early Britain: Domesday Book</i> <i>Middle Ages: The Magna Carter</i></p>	<p>Significant historical people and places in their own locality</p> <ul style="list-style-type: none"> Can I explain what I have learned about the life of ...? Can I create a timeline about their life? Can I discuss why they are considered important and worth remembering? Do I know how they contributed to local/national achievements? <p>-----</p> <p><i>Main focus - R. W. Sampson (20th Century architecture)</i> <i>Short study - Marcia Lane Foster (21st Century artist)</i></p> <p>Events beyond living memory that are significant nationally or globally (UK events)</p> <ul style="list-style-type: none"> Can I discuss what historians can find out from looking at paintings and pictures? Can I show what I have learned about ...? Do I know why this event is significant nationally or globally? Do I understand how this event might have changed the world in the past or be influencing today? <p>-----</p> <p><i>Georgians: The Rail Revolution</i> <i>Victorian Era: Votes for Women</i></p>
	<p>Science - Living Things and their Habitats</p> <ul style="list-style-type: none"> Can I recognise whether things are alive, dead or have never lived and explain how I know? Can I identify different plants and animals and discuss why they are suited to their different habitats? Can I explain how different habitats provide for the basic needs of animals and plants? Do I understand that animals get their food from other animals and/or from plants? Can I create and use a food chain to explain how energy is transferred from one organism to another via food? 	<p>Science - Plants</p> <ul style="list-style-type: none"> Can I understand and describe the main changes as seeds and bulbs grow into mature plants? Can I understand and explain the basic needs of plants for water, light and a suitable temperature to grow and stay healthy? <p>Science - Animals including humans</p> <ul style="list-style-type: none"> Do I know about the basic needs of animals, including humans, for survival? Can I describe the importance of exercise, balanced diet and hygiene for humans? Can I explain the main changes as young animals, including humans, grow into adults? 	<p>Science - Uses of Everyday Materials</p> <ul style="list-style-type: none"> Do I understand how everyday materials can be used for more than one thing? Do I know how different everyday materials can be used for the same thing? Can I explain why the properties of materials make them suitable or unsuitable for particular purposes? Can I show that squashing, bending, twisting and stretching can change the shapes of solid objects made from some everyday materials?
<p>Science - Working Scientifically: asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.</p>			



ST JOHN'S SCHOOL

SIDMOUTH, UNITED KINGDOM

Junior School Programme

Year Group 3 Term 1

Term 2

Term 3

Topic and Science	Topic: Stone Age to Bronze Age Science: Animals including humans	Topic: Local Land Use Science: Rocks	Topic: Anglo Saxons and Vikings Science: Forces and Magnets	Topic: Volcanoes and Earthquakes Science: Plants	Topic: Ancient Egypt Science: Light	Topic: Regional Study and European Comparison - Italy - Sicily Region Science- Scientists and inventors
Subjects taught	<p><u>The Stone Age to Iron Age</u> History:</p> <ul style="list-style-type: none"> How Did People Survive During the Stone Age? What Changed For People Living in Stone Age Britain? How Do We Know About Life in the Stone Age? How Did Life Change in the Bronze Age? What Do We Know About Britain's Prehistoric Tombs and Monuments? Who Were the Celts and How Did They Make Iron in the Iron Age? <p>English: Stone Age Boy</p> <p>Cave paintings, Iron Age decorative work culminating in metal sheet designs, Biscuit Henge</p> <p>Finding out about palaeolithic bone flutes and pipes, phalangeal whistles, bullroarers and rasps.</p> <p><u>Animals including humans</u> Science</p> <ul style="list-style-type: none"> Nutrition Food Labels Skeletons Human Skeletons Muscles 	<p><u>Local Land Use</u> Geography:</p> <ul style="list-style-type: none"> What are the different types of land use? How can we use Ordnance Survey maps to identify land use? What can we find out about the land use in our area? How can we use maps to present land use data? How do you wish land was used in our area? Is the land use in our area similar to other parts of the UK? <p><u>Rocks</u> Science</p> <ul style="list-style-type: none"> What are rocks? Properties of Rocks Weathering and Erosion How are fossils formed? What is Soil? Investigating the permeability of soils 	<p><u>Vikings and Anglo-Saxons</u> History:</p> <ul style="list-style-type: none"> Viking Raiders and Invaders Anglo-Saxon Kings Danegeld Viking Life Laws and Justice The last Anglo Saxon Kings <p>Viking Long boats, Design and create figureheads based on Norse Mythology</p> <p><u>Forces and Magnets</u> Science</p> <ul style="list-style-type: none"> Pushes and Pulls Exploring Surfaces Testing Surfaces Magnetic Materials Magnet Strength <p><u>Plants</u> Science</p> <ul style="list-style-type: none"> Parts of Plants What do plants need to grow well Moving water To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Life cycles 	<p><u>Volcanoes and Earthquakes</u> Geography:</p> <ul style="list-style-type: none"> What is inside the earth? How are volcanoes structured? What causes different types of volcanoes? What effects do volcanic eruptions have on people and the environment? Why do earthquakes happen? How do people manage the effects of earthquakes? Why do people live near tectonic hazards? <p><u>Plants</u> Science</p> <ul style="list-style-type: none"> Parts of Plants What do plants need to grow well Moving water To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Life cycles 	<p><u>Ancient Egypt</u> History:</p> <ul style="list-style-type: none"> Who Were the Ancient Egyptians and When Did They Live? What Can Sources of Evidence Tell Us About Daily Life in Ancient Egypt? What Did the Ancient Egyptians Believe About Their Gods and Their Pharaohs? What Did the Ancient Egyptians Believe About the Afterlife? Why Was the Discovery of Tutankhamun's Tomb Important and What Did Its Contents Reveal about Ancient Egypt? What Was the Most Significant Achievement of the Ancient Egyptian Civilisation? <p>Designing Egyptian outfits, Egyptian bread, Egyptian board games, How to age paper to make it look like papyrus and make final pieces using our names in hieroglyphics and depictions of Egyptian Gods.</p> <p><u>Light</u> Science</p> <ul style="list-style-type: none"> Light and Dark Reflective Surfaces Marvellous Mirrors Sun safety Making Shadows Changing Shadows 	<p><u>Regional Study and European Comparison - Italy - Sicily Region</u> Geography:</p> <ul style="list-style-type: none"> Where is Europe and what is it like? Where is Sicily and what is it like? What is our local region like? How does land use compare in our region and Sicily? How does the climate compare in our region and Sicily? How does life compare in our region and Sicily? <p><u>Scientists and Inventors</u> Science</p> <ul style="list-style-type: none"> Plant hunters Marie Curie George Washington Carver Fossil hunters including Mary Anning and William Smith, Inge Lehmann <p>Trip to Lyme Regis Museum to learn more about Mary Anning and fossils.</p>



ST JOHN'S SCHOOL

SIDMOUTH, UNITED KINGDOM

Junior School Programme

Year Group 4 Term 1

Term 2

Term 3

Topic and Science	Topic: The Ancient Romans Science: Living Things and Their Habitats	Topic: The Ancient Romans Science: Animals Including Humans	Topic: South America Science: States of Matter	Topic: South America Science: Sound	Topic: Tudor Times Science: Electricity	Topic: Tudor Times Science: Consolidation of objectives & review of working scientifically
	<p>The Roman Empire</p> <ul style="list-style-type: none"> How did the Roman empire begin? What was life like in Britain before the Romans? Why did the Romans come to Britain? How did the Romans change Britain? What was Boudicca's legacy? <p>Creating maps of the Roman Empire, comparing life in Britain before, during and after the Romans, making Roman shields and looking at Boudicca's story and her legacy.</p> <p>Living things and Their Habitats Working Scientifically skills and processes + *recognise that living things can be grouped in a variety of ways *explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment *recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>The Roman Empire</p> <ul style="list-style-type: none"> What did the Romans do for entertainment? What were buildings like in Ancient Rome? What was life like for an Ancient Roman? What happened to the Roman empire? <p>Building Roman chariots, designing Roman gladiators, and looking at daily life for Romans.</p> <p>Animals Including Humans Working Scientifically skills and processes + *describe the simple functions of the basic parts of the digestive system in humans *identify the different types of teeth in humans and their simple functions *construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>South America</p> <ul style="list-style-type: none"> What are the Andes Mountains? What is Machu Picchu? What is the Amazon River? Why is the Amazon Rainforest important? What are the threats to the Amazon rainforest? <p>Mapping the topography of South America, exploring the Amazon river and rainforest and the threats they face.</p> <p>States of Matter Working Scientifically skills and processes + *compare and group materials together, according to whether they are solids, liquids or gases *observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) *identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>South America</p> <ul style="list-style-type: none"> What are the main cities of South America? How is South America similar to Sidmouth? Who were the Maya people? What was Maya culture like? What happened to the Maya people? <p>Mapping the human geography of South America, a comparison between Sidmouth and an area of South America, Researching the Mayan culture and exploring their technology and fate.</p> <p>Sound Working Scientifically skills and processes + *identify how sounds are made, associating some of them with something vibrating *recognise that vibrations from sounds travel through a medium to the ear *find patterns between the pitch of a sound and features of the object that produced it *find patterns between the volume of a sound and the strength of the vibrations that produced it *recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Tudor Times</p> <ul style="list-style-type: none"> What was 'the war of the roses'? Who were the Tudors? What was life like in Tudor times? Who was Henry the VIII? What was Henry VIII's legacy? <p>Creating a timeline of Tudor events, detailing what life was like during Tudor times, Exploring the life of Henry VIII and the consequences of his reign.</p> <p>Electricity Working Scientifically skills and processes + *identify common appliances that run on electricity *construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers *identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery *recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit *recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>Tudor Times</p> <ul style="list-style-type: none"> What towns and cities did the Tudors have? How did the Tudors use the land? How does Tudor Britain compare to modern? What did the Tudors give us? <p>Mapping the towns and cities of Tudor times, comparing Tudor and modern times, and exploring what we have today thanks to advances during Tudor times.</p> <p>Consolidation of objectives & review of working scientifically</p>



ST JOHN'S SCHOOL

SIDMOUTH, UNITED KINGDOM

Junior School Programme

Year Group 5 Term 1

Term 2

Term 3

Topic and Science	Topic: Greece Science: Earth, Sun and Moon	Topic: Mountains Science: Keeping Healthy	Topic: The Victorian Era Science: Gases	Topic: Latitude, Longitude and Time Zones Science: Sounds	Topic: The Kingdom of Benin Science: Changing States	Topic: Food Distribution and Climate Science: Life Cycles
Subjects taught	<p>History: Ancient Greece Who were the Ancient Greeks and where do they fit into world history? What can I learn about Ancient Greeks from myths and legends? Who were the scientists, mathematicians and philosophers of the age and how have they influenced modern thinking? How do I use secondary sources to increase my understanding and knowledge of the Greek achievements? What do I know about the origins of The Olympics and Democracy?</p> <p>Through English: Aesop's Fables</p> <p>Science: Earth, Sun and Moon</p> <ul style="list-style-type: none"> The shape of the Earth The size of the Earth Investigating sunrise and sunset Years Seasons The Moon 	<p>Geography: Mountains Where do mountains come from? How do mountains affect life? How do we show mountains on maps? What are the Eryri (Snowdonia) Region like? What are the Rocky Mountains like? How are the Rocky Mountains and the Eryri affected by tourism?</p> <p>Science: Keeping Healthy</p> <ul style="list-style-type: none"> Keeping healthy - lifestyle, diet & exercise Pulse rate The heart and the circulatory system 	<p>History: British History (Victorians)</p> <ul style="list-style-type: none"> Why is it called the Victorian Era? Who were the inventors and scientists and how have they impacted modern day? How was Education reformed? What developments happened around horticulture? (Kew Gardens) Why was literature / publishing important for the Victorians? How did transatlantic travel and communication advance? How do I use primary sources to increase my understanding and knowledge about the Victorians? (local study) <p>Through English: Just So Stories</p> <p>Science: Gases around us</p> <ul style="list-style-type: none"> Solids, liquids and gases Air is real Air spaces, different gases Evaporation Smelly gases 	<p>Geography: Latitude, Longitude and Time Zones</p> <ul style="list-style-type: none"> What Is a Cartographer and What Do They Do? How can latitude and longitude be used to locate places? Why is latitude so important? Why is longitude so important? How do longitude and latitude affect how people live? Where would you travel and why? <p>Science: Changing Sounds</p> <ul style="list-style-type: none"> Making sounds Animal sounds Moving sounds Ears Soundproofing Air sounds 	<p>History: The Kingdom of Benin</p> <ul style="list-style-type: none"> When Was the Kingdom of Benin and Who Lived There? How Can Historians Learn About the Kingdom of Benin's Society? What Beliefs Did the Kingdom of Benin Society Hold? What Was Life like in the Golden Age and How Did the Kingdom Become So Powerful? What Can We Learn by Comparing the Kingdom of Benin and Anglo-Saxon Britain About How People Lived? Why Are the Benin Bronzes So Important? <p>Science: Changing States</p> <ul style="list-style-type: none"> Investigating Evaporation Condensation Changing state The water cycle Climate change 	<p>Geography: Food Distribution and Climate</p> <ul style="list-style-type: none"> Where does our food come from? What is climate change and how does it affect our food supply? Are food miles important? Fieldwork enquiry- What do we want to find out? Fieldwork enquiry- What does our date show? Fieldwork enquiry- What is the outcome of our enquiry? <p>Science: Life Cycles</p> <ul style="list-style-type: none"> Investigating germination Making seeds Plant life cycles Asexual reproduction Animal life cycles Extinction



ST JOHN'S SCHOOL

SIDMOUTH, UNITED KINGDOM

Junior School Programme

Year Group 6

Term 1

Term 2

Term 3

Topic and Science	World War 2 Science: Separation Techniques in Term 1a Science: Humans and Animals in term 1b		Year 6 Personal Projects - projects led by the Year 6 children's personal choice. This is followed by a mini geography topic on Africa. Science: Material Changes Forces and Motion	St John's - a local geography and history study Science: Living things in the environment	
Subjects taught	<u>History - World War 2</u> <ul style="list-style-type: none"> • The build-up to World War 2 • Neville Chamberlain and Appeasement • Winston Churchill • Dunkirk • the Battle of Britain • The Blitz • Children in WW2 • Interrogating sources of evidence • the role of men and women • rationing of food and clothes. 	<u>History - World War 2</u> <ul style="list-style-type: none"> • Kindertransport • Anne Frank • The Holocaust • The Ghettos and 'Jewish laws' • How are the D-Day Landings significant? • Which events brought an end to World War 2? • Street Party Celebrations. 		<u>Geography - St John's School</u> <ul style="list-style-type: none"> • the geography of Sidmouth • coastal erosion • St John's School • 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. • Use simple fieldwork and observational skills to study the geography of St John's and its grounds • and the key human and physical features of its surrounding environment. 	<u>History - St John's School</u> <ul style="list-style-type: none"> • the history of St John's School • St John's as a Convent • Sidmouth and significant inhabitants in history • key events in local history.