

Parrett and Axe Curriculum Map

Chesil

Poles Apart	Flight	School Days
<p>English: Create a holiday brochure for a contrasting location. Write a fact file about where penguins live. Perform a storyboard drama based on the animation Pingu. Act in the role of weather reporters. Choice of activities from English Quests.</p> <p>Maths: Choice of activities from Maths Quests.</p> <p>Geography: Name and locate the world's continents on a map. Study of Inuit people. Understand and describe the role of a travel agent. Compare and contrast weather across the world – present ideas as a weather reporter.</p> <p>Design Technology: Design and create a role play area for a travel agent.</p> <p>Art: Use a range of painting techniques to create artwork depicting the Northern Lights.</p> <p>PSHE/Citizenship: Explore the idea of animal captivity. Is it right to keep animals in zoos? Are we protecting them or imprisoning them?</p>	<p>English: Write messages to attach to balloons. Create diary entries about a hot air balloon ride. Create fact files about topical figures. Write postcards from a holiday destination. Choice of activities from English Quests.</p> <p>Maths: Sort creatures that fly into Venn diagrams made from giant hoops. Choice of activities from Maths Quests.</p> <p>History: Research and present information based on the first ever flight. Learn about significant figures in the history of flight such as Sir Frank Whittle and The Wright Brothers.</p> <p>Geography: Learn about the migration of birds and map out migration patterns. Locate popular flight destinations a map.</p> <p>Design Technology: Use papier-mâché techniques to create and decorate their own hot air balloons. Use junk modelling to create their own rocket ships.</p> <p>Art: Recreate an impressionist painting of a hot air balloon.</p>	<p>English: Write a recount of a trip to a Victorian School Room/Museum. Describe differences between schools of the past and modern-day schools. Write a set of instructions for a playground game. Write a letter to a local museum. Choice of activities from English Quests.</p> <p>Maths: Research their favourite playground game and record in a bar chart. Choice of activities from Maths Quests.</p> <p>History: Compare modern day schools and schools in the past. Identify key similarities and differences. Find pictures from the history of their own school – sequence to create a timeline.</p> <p>Geography: Investigate the local area around the school. Identify key features of the school and its grounds. Identify own classroom on a simple plan of the school. Use the plan of the school to follow directions to another place.</p> <p>Design Technology: Children draw and design their own perfect school.</p> <p>Art: Create a pastel/painting of the school in the style of L.S. Lowry.</p>

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<p>Music: Children explore 'A'Keelie', an African song. Children make musical instrument using natural products to accompany the music.</p> <p>Homework/Independent Learning: Power Projects based on 1) Life on the Ice 2) A day in the life of a Polar animal.</p> <p>Other Subject Links:</p> <p>Science: Understand that Arctic regions have less/more hours of daylight than in the UK depending on the time of year. Identify ways that animals and humans adapt to their environments. Carry out investigations into how materials change at different temperatures. Explore contrasting habitats.</p>	<p>Music: Children compose their own flight music to create a 'flying' soundscape.</p> <p>Citizenship: Discuss job roles at an airport and the qualities needed to carry out these roles.</p> <p>ICT/Computing: Use programmes such as 'I can Animate' to explain the role of a pilot.</p> <p>Homework/Independent Learning: Power projects based on 1) Fantastic Flying Machines 2) Aeroplanes.</p> <p>Other Subject Links:</p> <p>Science: Make and test paper aeroplanes. Investigate and test how a hot air balloon works.</p>	<p>Music: Sing a range of playground songs and rhymes.</p> <p>P.E.: Children take part in a variety of playground games/School sports.</p> <p>Citizenship: Why do we need rules and routines in school? Should all children be able to go to school?</p> <p>Homework/Independent Learning: Power projects based on 1) Our School 2) Victorian School Days.</p> <p>Other Subject Links:</p> <p>Science: Identify and name plants/wildlife/trees found on the school grounds. Identify other common British garden plants, wild plants and trees.</p>
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Indian Spice	Toys	Save Our Planet: Save Our Seas!
<p>English: Write descriptions about people, experiences and places in India. Make written comparisons between places. Write instructions for cooking. Choice of activities from English Quests.</p> <p>Maths: Make simple measurements of time, capacity and weight. Collect, record and organise data about temperature. Investigate lines of symmetry in Rangoli patterns. Choice of activities from Maths Quests.</p> <p>Geography: Use maps to identify continents and countries of the world. Locate the UK and India on a world map and identify main regions and cities. Investigate the environments in India and consider how animals and communities adapt to these environments. Compare the UK to India, identifying key similarities and differences including size, climate, wildlife etc. Research food and farming in India. Compare life for a child in the UK and India.</p> <p>Design Technology: Prepare and cook Indian food. Make an Indian Drum.</p> <p>Art: Use symmetry to create traditional Rangoli patterns. Use pastels and charcoal to create a picture of an elephant.</p> <p>Music: Investigate instruments played in India. Play a range of different rhythms on a drum</p>	<p>English: Write captions for photographs from the Teddy Bear's Picnic. Re-tell traditional tales – Goldilocks and the Three Bears. Write a description of a favourite toy. Choice of activities from English Quests.</p> <p>Maths: Create a class pictogram to show favourite toys. Sort toys according to one criteria. Use time language. Choice of activities from Maths Quests.</p> <p>History: Recognise the difference between toys of the past and toys of today. Sequence toys from today and those from previous generations in a timeline.</p> <p>Geography: Compare toys from around the world.</p> <p>Design Technology: Design and make a peg doll or a sock puppet.</p> <p>Art: Teddy Bear art work based on the work of AA Milne. Create toy collages.</p> <p>Music: Compose a piece of music to represent a toy shop.</p> <p>ICT/Computing: Create pictures of toys using a paint programme/drawing app. Take photos of toys and type captions using apps such as 'Popplet.'</p>	<p>English: Children will create posters to raise awareness of the effects of plastic pollution. Children will listen to and read a range of literature to develop their understanding of the impacts of plastic pollution on our oceans. Children will write a story about the journey of a plastic bottle, sequencing events in order.</p> <p>Maths: Children will sort litter into categories and display results in a graph, table or chart. Children will carry out plastic surveys to help distinguish what is recyclable and sort results in a table.</p> <p>Science: Children will explore how to reuse materials for different purposes and different ways of recycling materials. Children will sort materials according to whether they are recyclable/reusable or not.</p> <p>Geography: Children will understand the importance of our oceans and recognise as well as raise awareness about the damage that plastic waste has on them.</p> <p>Citizenship: Children will organise a fundraising event to raise money for environmental charities. Children will take part in litter picking around school and the local area.</p> <p>Design Technology/Art: Children will create sea-storm collages in the style of J.W.M Turner. They will recycle plastic waste to make a kite and a junk</p>

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<p>and use it to accompany Indian music and singing.</p> <p>Homework/Independent Learning: Power projects based on 1) India in our local area 2) Life in an Indian Village.</p> <p>Other Subject Links:</p> <p>PE/Dance: Learn simple Indian traditional dance moves. Take part in a yoga session. Learn the rules of Cricket and apply them in the context of a game.</p> <p>RE: Research Indian religions: Hinduism and Sikhism – compare with beliefs and values of Christianity.</p> <p>Science: Investigate different habitats and compare the different plants and animals that grow/live there. Collect climate data using thermometers and data loggers.</p>	<p>Homework/Independent Learning: Power Projects based on 1) Toys from the past 2) Toys of the future.</p> <p>Other Subject Links:</p> <p>Science: Recognise and name the variety of materials that toys are made out of. Investigate how toys move – pushes and pulls.</p> <p>PE/Dance: Create and perform a dance sequence about a magical toy shop.</p>	<p>model sea creature. They will also design a reusable water bottle.</p> <p>ICT/Computing: Children use ICT applications and devices to create a video appeal for people to save our seas.</p> <p>Homework/Independent Learning: Power Projects based on Save Our Planet.</p>
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Home Front	London's Burning	Pioneers
<p>English: Read and reply to letters from evacuees. Write non-chronological reports based on rationing, building shelters, life as an evacuee etc. Read stories such as The Lion and the Unicorn. Choice of activities from English Quests.</p> <p>Maths: Explore a ration book. Measure out and investigate ingredients. Interpret charts/graphs based on locations where children went to as evacuees. Create class pictogram based on vegetables grown in allotments. Create a street party shopping list following a budget. Choice of activities from Maths Quests.</p> <p>History: Visit museums and interview/watch video clips of WW2 veterans recounting their experiences of life during the war. Find out about the lives and experiences of children during the war.</p> <p>Geography: Use maps of the UK to identify countries and major cities. Locate areas where children were evacuated from and to. Study how the landscape of the UK changed during and after the war. Focused study of own locality and how it was affected by the war.</p> <p>PSHE/Citizenship: How would you have felt to be an evacuee? How did the role of the community help to support those who had to be evacuated or lost family within the war?</p>	<p>English: Read extracts from Samuel Pepys' diary. Compare two different versions of the Great Fire of London. Write a recount/report of the fire. Write instructions for fire safety. Create descriptive poems about fire. Choice of activities from English Quests.</p> <p>Maths: Practise and develop measurement skills when making the memorial. Choice of activities from Maths Quests.</p> <p>History: Create a timeline of events in the Great Fire of London. Compare life in London before and after the Great Fire. Understand and establish why the fire spread. Use sources to ask and answer questions about the Great Fire.</p> <p>Geography: Locate London on a map of the world/UK. Plot key locations on a map of the city to show how the fire spread.</p> <p>Design Technology: To design and make model houses in the style of those during the Great Fire. Design a monument as a memorial.</p> <p>Art: Use pastels and chalks to create a portrait of the Great Fire in the style of famous artists of the time.</p>	<p>English: Write in role as an astronaut. Information texts based on space and moon landings. Recount of a space mission. Choice of activities from English Quests.</p> <p>Maths: Compare and order dates. Use data about planets to draw graphs and tables. Use all four operations to solve problems involved with buying and selling souvenirs. Choice of activities from Maths Quests.</p> <p>History: Create a timeline of pioneers included within this unit. Find out about key people within history including: Neil Armstrong/Buzz Aldrin, Rail pioneers, Isambard Kingdom Brunel, Reformers including Dr Barnardo and Lord Shaftesbury. Research the lives of children during Victorian times.</p> <p>Geography: Research railways and bridges of the UK. Use maps to identify where Victorians went on holiday.</p> <p>Design Technology/Art: Design, make and evaluate a Victorian seaside souvenir. Create own method of transport.</p> <p>ICT/Computing: Use ICT to record space music and create a video clip to accompany the soundscape. Create a power point presentation about a pioneer.</p>

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<p>Design Technology: Food technology – Make recipes using rationed ingredients. Design and make an air raid shelter.</p> <p>Art: War time posters – Dig for Victory etc. – create own. Create drawings based on landscapes/the countryside ‘a view from the train’.</p> <p>Homework/Independent Learning: Power projects based on 1) The Local Area during WW2 2) Materials.</p> <p>Other Subject Links:</p> <p>Science: Find out about the processes involved in growing plants – fruit and vegetables. Plan and plant own vegetables in the school garden, investigating the conditions where they grown best.</p>	<p>Music: Create a short piece of music to tell the story of the Great Fire.</p> <p>Citizenship: Find out about the history and role of the fire service in British society. Interview fire fighters.</p> <p>ICT/Computing: Create the story of the Great Fire through animation, music and illustrations.</p> <p>Homework/Independent Learning: Power Projects based on 1) Fire prevention and detection 2) A new London.</p> <p>Other Subject Links:</p> <p>Science: Sort materials to find out which would be the best to build with. Explore the effects of heat on different materials used for buildings during the Great Fire.</p>	<p>Homework/Independent Learning: Power projects based on 1) Take One Pioneer 2) Dragon’s Den.</p> <p>Other Subject Links:</p> <p>Music: Compose a space ‘soundscape.’</p> <p>Science: Investigate materials used for astronaut’s suits – what properties do they need to have? Investigate conditions needed to grow plants – can we grow food in space?</p>
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Kimmeridge

Meet the Flintstones!	China	Tomb Raiders
<p>English: Write a letter about everyday life in the Stone Age using historical information. Write a set of instructions about how to make a weapon. Explain and justify reasons for ranking stone age inventions. Write an adventure story based on the Stone Age. Choice of activities from English Quests.</p> <p>Maths: When making Stone Age carts, measure and mark accurately. Choice of activities from Maths Quests.</p> <p>History: Sequence events from the Stone, Bronze and Iron Age on a timeline. Understand the importance of Stone Age inventions. Understand how the introduction of farming changed Stone Age life. Study life on Skara Brae. Investigate life as a caveman.</p> <p>Design Technology: Design, make and evaluate a moving vehicle to transport rocks. Design and make a model of an early settlement.</p> <p>Art: Make drawings of the stages of early man. Reproduce cave paintings. Create a mould for an arrow head. Design and make a decorated pot.</p>	<p>English: Write a travel guide for visiting China. Write descriptions of everyday life in China. Create their own version of a Chinese myth or legend. Write recipes and instructions for preparing Chinese food. Choice of activities from English Quests.</p> <p>Maths: Calculate time differences between the UK and China. Investigate and solve Lo Shu Magic squares. Choice of activities from Maths Quests.</p> <p>History: Research the events and way of life of the Ancient Shang dynasty of China (1766BC – 1046BC). Evaluate the legacy of the Shang Dynasty.</p> <p>Geography: Use maps/atlasses/online mapping to locate continents, countries and cities of the world. Identify key geographical features of China. Compare the UK and China.</p> <p>Design Technology: Prepare and cook Chinese food.</p> <p>Art: Design and make a Chinese clay dragon.</p> <p>Citizenship: Learn about the system of education and schooling in China.</p>	<p>English: Write own version of Egyptian myths and legends. Non-Chronological reports based on different aspects of Egypt and Ancient Egyptian life. Choice of activities from English Quests.</p> <p>Maths: Solve problems based on weight and capacity linked to Ancient Egyptian ritual of weighing the heart against the feather of truth. Catalogue discoveries found in an Egyptian tomb. Create bar charts to display. Choice of activities from Maths Quests.</p> <p>History: Place the Ancient Egyptians on a timeline of world history. Find out about the beliefs of the Ancient Egyptians by looking at evidence found from the pyramids, mummies, hieroglyphics etc What do Ancient Egyptian artefacts tell us about the past?</p> <p>Geography: Use maps and atlases to locate Egypt on a map. Follow the route of the Nile. Research agriculture and farming in Ancient Egypt.</p> <p>Design Technology: Use mouldable materials to design and make an Ancient Egyptian canopic jar.</p> <p>Art: Practise drawing skills to draw accurate faces. Use to create Ancient Egyptian death masks.</p>

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<p>ICT/Computing: Use the internet to research life in the Stone Age – particularly life on Skara Brae.</p> <p>Homework/Independent Learning: Power Projects based on 1) Cave art 2) Cave dwellers</p> <p>Other Subject Links: Science: Investigate and compare the properties of rocks and other materials. Find out about fossils and create own 'Stone-Age' fossils.</p>	<p>Homework/Independent Learning: Power projects based on 1) Life in China 2) Chinese New Year.</p> <p>Other Subject Links: Languages: Compare the Chinese 'pictorial' system of language and writing to English.</p> <p>Music: Compose and perform music to accompany a Chinese Lion dance.</p> <p>PE/Dance: Learn the Chinese Lion dance or some Tai Chi moves.</p>	<p>Citizenship: Compare the hierarchical system of government in Ancient Egypt with other hierarchical systems e.g. school, government etc.</p> <p>ICT/Computing: In role as explorers write blogs detailing their archaeological discoveries about Ancient Egypt.</p> <p>Homework/Independent Learning: Power projects based on 1) Ancient Egyptian times 2) be an archaeologist!</p> <p>Other Subject Links: Music: Using musical instruments, children compose and perform a soundscape of the final journey to the underworld.</p> <p>Science: Investigate different materials to make mud bricks as used by the ancient Egyptians. Investigate the best soils for growing plants to understand why people settled by the Nile.</p>
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Transport	Extreme Survival	Roman Rule
<p>English: Recount a trip to a local airport. Write instructions for a road safety leaflet for younger children. Write a non-chronological report about the features of an airport. Choice of activities from English Quests.</p> <p>Maths: Road traffic survey – using tally charts and pictograms/bar charts. Children calculate costs of different transport. Read and interpret bus and train timetables. Choice of activities from Maths Quests.</p> <p>History: Research key historical figures involved in the development of transport. Research James Starley and the invention of bicycles. Sequence the development of a product's design over time e.g. cars or bicycles.</p> <p>Geography: To use map skills to identify key locations and transport routes, focusing on the local area. Look at the location of international airports around the world and their key features. Investigate and compare the most popular types of transport in a certain locality.</p> <p>Design Technology: Design and build a model airport.</p> <p>Art: Create a road safety poster. Design a topic book cover using different types of wheels and tracks.</p>	<p>English: Create survival guides based on different habitats and environments. Write information texts based on different animals and people who survive in extreme environments. Choice of activities from English Quests.</p> <p>Maths: Calculate differences between temperatures. Choice of activities from Maths Quests.</p> <p>History: Research key explorers from history – Scott of the Antarctic etc.</p> <p>Geography: Use maps and atlases to locate continents and countries around the world. Identify key geographical features e.g. deserts, rainforests, polar regions etc. Study of people and place – compare Bedouin and Aboriginal life with our own lives. How do they adapt their way of life in order to survive? Compare Inuit and Dolgan way of life to our own. Find out about environmental issues threatening plants and wildlife in different regions.</p> <p>Design Technology: Design and make a healthy survival snack. Design and make an outfit to keep a teddy bear warm in the Arctic. Design and make a shelter in the school grounds.</p>	<p>English: Write a recount of a battle from the point of view of a Roman soldier. Create an information page about Roman weaponry. Write a play about a Roman battle. Choice of activities from English Quests.</p> <p>Maths: Make a catapult and measure the distances travelled using different materials. Convert units of measurement. Order and compare dates within and beyond the Roman Empire. Choice of activities from Maths Quests.</p> <p>History: Research Caesar's attempted invasion in 55-54BC, Augustus, the successful invasion by Claudius and the Roman Empire. Trace Britain's role within the Roman Empire. Use evidence to understand the decline and fall of the Western Roman Empire and its impact on Britain.</p> <p>Geography: Use maps and atlases to locate where Romans travelled from and where they settled.</p> <p>Design Technology: Analyse, design and create a catapult.</p> <p>Art: Design and create a Roman mosaic. Design and create a poster to advertise a new museum attraction.</p>

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<p>Citizenship: Compare laws and rules within different religions/cultures. What rules do we have to keep people/children safe – research traffic laws and rules – the green cross code etc.</p> <p>ICT/Computing: Use tablets and computers to research different modes of transport and key figures. Use programmes such as ‘tagxedo’ and ‘tag galaxy.’</p> <p>Homework/Independent Learning: Power Projects based on 1) Design a Vehicle 2) Flight.</p> <p>Other Subject Links: Science: Investigate the forces involved in flight and in moving vehicles. Find out about the impact of friction.</p>	<p>Art: Design and use modelling techniques to create an Arctic habitat in a shoebox.</p> <p>Citizenship: Consider how communities adapt to hot or cold environments. Investigate differences in housing, food, and clothing and say why these are influenced by where they live.</p> <p>ICT/Computing: Use computer-based mapping programmes (Google Earth etc.) to explore world environments.</p> <p>Homework/Independent Learning: Power Projects based on 1) My Survival Guide 2) 50 things to do before you are 11 ¾</p> <p>Other Subject Links: Science: Research different habitats and environments and identify a range of organisms that live in them. Create food chains for different hot and cold environments. Find out what our bodies need in order to survive. Find out about insulating materials – how could we keep warm in a cold environment?</p>	<p>Citizenship: To look at how the Roman Empire was led and discuss the effects of democracy within an empire.</p> <p>ICT/Computing: Use programming to create invasion art linked to a Roman battle.</p> <p>Homework/Independent Learning: Power Projects based on 1) Invasion and Battle 2) Roman Life.</p> <p>Other Subject Links: Science: Use catapults to investigate forces and friction.</p> <p>Music: Compose a piece of warrior music.</p> <p>RE: Research Roman gods and impact of early Christianity.</p>
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The World's Kitchen	Save Our Planet: Save Our Trees!	
<p>English: Read and write stories from other cultures. Write instructions for recipes. Persuasive writing linked to food charities. Choice of activities from English Quests.</p> <p>Maths: Collect, record and present information based on favourite foods in a range of different ways. Calculate distances to different countries – food miles. Plot and read co-ordinates on maps. Choice of activities from Maths Quests.</p> <p>History: Research changing food habits over the last 100 years in Britain. Experience foods from different time periods.</p> <p>Geography: Use maps to locate continents, countries and oceans. Research food and farming around the world.</p> <p>Design Technology: Taste, evaluate and cook a range of international cuisines. Design a healthy – Spanish-inspired recipe.</p> <p>Art: Use a range of sketching and drawing techniques to draw fruits and vegetables. Use sketches to create faces in the style of Arcimboldo.</p> <p>PSHE/Citizenship: Discuss issues linked to food poverty and fair trade – investigate issues of famine. Research the role of different charities in providing food aid.</p>	<p>English: Write a diary entry o the day in the life of a Chachi Indian child. Give opposing views as part of a debate- for and against Deforestation. Write a persuasive letter to Brazilian President to persuade them to take action to help save the Amazon Rainforest.</p> <p>Science: Identify animals that exist in rainforests and how they are adapted to survive in the environment they live in. Develop understandings of why species are endangered. Categorise animals according to the layers of the rainforest that they live in.</p> <p>Geography: Locate the world's rainforests on a map. Compare and contrast their own life with those from other cultures. Carry out research into fair trade products, what they are and where they come from. Investigate the destruction of the rainforest and the effect on its animal species. Understand the relationship between deforestation and climate change and both he long and short-term effects on the environment.</p> <p>Art: Create abstract rainforest artwork in the style of Henri Rousseau.</p> <p>Design Technology: Make insect and animal homes, bird feeders and plant own mini forests and gardens around school.</p>	

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<p>ICT/Computing: Use programmes e.g. Tagxedo to present key ideas. Use media apps to create and record a food advert.</p> <p>Homework/Independent Learning: Power Projects based on 1) Food around the World 2) Global Food Issues.</p> <p>Other Subject Links: Science: Insulators and conductors – how could we stop chocolate from melting?</p> <p>Music: Create soundtrack linked to food advert.</p> <p>PE/Dance: Create a Latin-inspired dance routine.</p>	<p>Citizenship: Explore ways that humans can act to reduce the problem of deforestation and climate change. Visit a local supermarket to find out how they can reduce their carbon footprint. Explore the work of rainforest charities.</p> <p>ICT/Computing: Create a digital film about deforestation and climate change. Use digital media to create an advert appealing for donations to a rainforest charity.</p> <p>Homework/Independent Learning: Power Projects based on Save Our Planet.</p>	
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Durdledoor

Invaders	Wild Waters	Save Our Planet: Take Action!
<p>English: Write a newspaper report about the Anglo-Saxon invasion of Roman Britain. Children write diary entries for a day in the life of an Anglo-Saxon child. Children write instructions for building an Anglo-Saxon house and for playing a Saxon game – Taefl. Choice of activities from English Quests.</p> <p>Maths: Measuring dimensions for the shield and the house. Read scales on measuring equipment when measuring quantities for the recipes. Choice of activities from Maths Quests.</p> <p>History: To look at historical reasons for invasion. Find out historical facts about the end of the Roman Empire and key historical events in the Anglo-Saxon period. Research life in Saxon times.</p> <p>Geography: Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced showing an understanding of causes and consequences of the end of the Roman occupation in Britain.</p>	<p>English: Choice of activities from English Quests.</p> <p>Maths: Choice of activities from Maths Quests.</p> <p>History: Investigate why settlers throughout history have chosen to live near rivers. Investigate historical significance of certain rivers e.g. Nile.</p> <p>Geography: Locate rivers around the world and in the UK – naming cities/counties, countries, continents where they are found. Look at the physical features of rivers linked to the water cycle. Conduct fieldwork in the local environment. Study of people and place – why do people live near rivers.</p> <p>Design Technology: Competition to design and build a bridge – selecting, joining and combining materials to make the strongest structure possible.</p> <p>Art: Artist study on the work of Monet and his piece ‘Water Lillies.’</p>	<p>English: Make posters that include facts that demonstrate knowledge and understanding of Climate Change. Create a non-chronological report to raise awareness of the impact of climate change on communities. Take part in hot-seating role-play activity to explore the lives of those affected by climate change. Write a climate Change Campaign Letter to local MP.</p> <p>Science: Carry out a scientific experiment, comparing temperature, to show the greenhouse effect.</p> <p>Geography: Describe some ways in which communities around the world are being affected by climate change. Identify how people and countries contribute to climate change through daily activities, through supply chains and through CO2 emissions. List some possible actions that could be taken against climate change.</p> <p>Art: Explore artists that create pieces that campaign against climate change. Create climate change artwork posters.</p> <p>PSHE/Citizenship: Explore ways that humans can act to reduce the problem of climate change. Visit a local supermarket to find out how they can reduce their carbon footprint. Explore the work of</p>

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<p>Design Technology: Research skills to develop an understanding of life in an Anglo-Saxon village. Develop knowledge of nets and structures to plan. Design and reproduce an Anglo Saxon settlement.</p> <p>Art: Design and make an Anglo-Saxon shield. Use observational skills and a range of artistic techniques to draw houses and artefacts.</p> <p>Citizenship: Discuss issues around immigration. How has the culture of the UK been enriched by invasion/immigration? Give examples of this. How can different cultures live together harmoniously?</p> <p>ICT/Computing: Use computing techniques to create final multi-media presentations based on learning.</p> <p>Homework/Independent Learning: Power Projects based on 1) Saxon Invasion 2) Life in Anglo-Saxon times.</p> <p>Other Subject Links: Languages: Use knowledge of other languages to identify the origin and support the translation of Anglo-Saxon place names.</p>	<p>PSHE/Citizenship: Consider issues of floods and other natural disasters caused by water – what is the impact of flooding on people and communities.</p> <p>ICT/Computing: Use spreadsheets to organise and present data linked to the bridge challenge.</p> <p>Homework/Independent Learning: Power Projects based on 1) Water all around us 2) Watercolours.</p> <p>Other Subject Links: Science: Study of the Water Cycle and its importance – changing state – solids/liquids and gases.</p> <p>Music: Create a soundscape to describe the journey of a river.</p> <p>RE: Explore the religious significance of rivers e.g. Ganges.</p>	<p>environmental charities.</p> <p>ICT/Computing: Use reliable Internet search engines and website sources for research purposes.</p> <p>Homework/Independent Learning: Power Projects based on Save Our Planet.</p>
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Mexico and the Mayans	Britain at Play	Walls and Barricades
<p>English: Write a historical diary entry based on 'A day in the life of'. Write their own version of a Mayan myth or legend. Write a newspaper article on Mayan sacrifice. Write a travel guide on visiting Mexico. Choice of activities from English Quests.</p> <p>Maths: Children solve problems linked to budgeting and money linked to holidaying in Mexico. Calculate distances to and within Mexico. Solve problems involving time zones. Choice of activities from Maths Quests.</p> <p>History: Research the ancient civilization of the Mayans, including lifestyle and key beliefs. Offer historical opinions as to why the Mayans 'disappeared'.</p> <p>Geography: Use map skills to locate cities and countries of the world and identify lines of latitude and longitude. Compare geographical features of Mexico and the UK including climate, size, land use etc.</p> <p>Art/Design Technology: Design and make a Mayan inspired mask using mouldable materials. Prepare and cook healthy Mexican food.</p> <p>Citizenship: Learn about the systems and forms of government in Mexico.</p>	<p>English: Create a leaflet about leisure centre facilities. Write blogs based on major sporting events. Create an information text on the history of Wimbledon. Choice of activities from English Quests.</p> <p>Maths: Represent data about how children spend their leisure time in a number of ways. Create a plan of a new gym/leisure centre. Calculate areas and perimeters/cost of equipment etc. Choice of activities from Maths Quests.</p> <p>History: Find out about the history of key sporting events e.g. Wimbledon. Create a timeline of key sporting events. Find out about famous sporting heroes.</p> <p>Geography: Explore Ordnance Survey Maps of the local area – identify places for leisure activities. Look at land use – locate parks and other recreation areas.</p> <p>Design Technology: Create a plan/design of a new leisure centre. Choose materials to furnish.</p> <p>Art: Create a 3D sculpture based on a chosen sport. Create sketches of people in motion.</p>	<p>English: Create newspaper report on the fall of the Berlin Wall. Take part in debates about justifying building walls and barricades. Use role play to explore feelings and emotions linked to apartheid. Choice of activities from English Quests.</p> <p>Maths: Choice of activities from Maths Quests.</p> <p>History: Investigate castles as a form of defence. Use a variety of sources to find out about the history of a number of famous walls e.g. Hadrian's Wall, The Berlin Wall etc. Create timelines of key events linked to apartheid. Research life of Nelson Mandela.</p> <p>Geography: Use OS maps/Google Earth and keys to locate famous walls around the world. Discuss these wall's geographical significance.</p> <p>Design Technology: Design and make a model of a castle and its defence system.</p> <p>Art: Explore graffiti art – create a piece of graffiti art. Children create a layered piece of textile art.</p> <p>PSHE/Citizenship: Explore the feelings and emotions involved with separation.</p> <p>ICT/Computing: Use and search the internet effectively and safely.</p>

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<p>ICT/Computing: Use and search the internet effectively and safely.</p> <p>Homework/Independent Learning: Power Projects based on 1) Modern day Mexico 2) The Mayans.</p> <p>Other Subject Links: Languages: Learn a range of key phrases in Spanish – links to MFL.</p> <p>Science: Investigate how we could keep people cool in warm countries.</p> <p>Music: Compose and perform music to accompany a Mayan ritual.</p> <p>PE: Compose, rehearse and perform their own Mayan dance.</p>	<p>ICT/Computing: ESafety – Discuss issues of privacy and safety with regards to online gaming. Introduce blogging as a means of communicating. Create web blogs of sporting events.</p> <p>Homework/Independent Learning: Power Projects based on: 1) My leisure Journal 2) A History of Sport.</p> <p>Other Subject Links: Science: Gardening teams set up small plots within local grounds – find out about how plants grow. Look at the composition of a healthy meal.</p> <p>Music: Explore types of popular music– create a new rap.</p>	<p>Homework/Independent Learning: Power Projects based on 1) Castle defences 2) Famous walls.</p> <p>Other Subject Links: Science: Conduct a forces investigation linked to moving the large stones used to create great walls. Investigate properties of different rocks.</p>
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Reign Over Us	The World's Kitchen	
<p>English: Choice of activities from English Quests.</p> <p>Maths: Choice of activities from Maths Quests.</p> <p>History: To develop an overview of key ruling houses throughout British History since 1066 including the Normans, the House of Anjou (Magna Carta/Robin Hood), Plantagenets, War of Roses/Tudors, Charles I/Puritans, Regency Period, Victorians, Windsors. Create a timeline of the period.</p> <p>Geography: Use maps to identify British colonies around the world and countries that formed the British Empire and the Commonwealth.</p> <p>Design Technology/Art: Research Regency buildings designed by the architect John Nash – create 3D models using junk/clay in the Regency style.</p> <p>Citizenship: Explore and understand abstract terms such as ‘empire’, ‘civilisation’ and ‘parliament.’</p>	<p>English: Read and write stories from other cultures. Write instructions for recipes. Persuasive writing linked to food charities. Choice of activities from English Quests.</p> <p>Maths: Collect, record and present information based on favourite foods in a range of different ways. Calculate distances to different countries – food miles. Plot and read co-ordinates on maps. Choice of activities from Maths Quests.</p> <p>History: Research changing food habits over the last 100 years in Britain. Experience foods from different time periods.</p> <p>Geography: Use maps to locate continents, countries and oceans. Research food and farming around the world.</p> <p>Design Technology: Taste, evaluate and cook a range of international cuisines. Design a healthy – Spanish-inspired recipe.</p> <p>Art: Use a range of sketching and drawing techniques to draw fruits and vegetables. Use sketches to create faces in the style of Arcimboldo.</p> <p>PSHE/Citizenship: Discuss issues linked to food poverty and fair trade – investigate issues of famine. Research the role of different charities in providing food aid.</p>	

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<p>ICT/Computing: Use apps and media programmes to create a news report showing what life was like during the United Kingdom's short time as a republic.</p> <p>Homework/Independent Learning: Power projects based on 1) The Elizabethan Era 2) Life in a Tudor House.</p> <p>Other Subject Links: PSHE/RE: Children will consider whether choices made in the past influence us in the present day. They will consider how the power of the 'Church' had a major effect on people's lives.</p>	<p>ICT/Computing: Use programmes e.g. Tagxedo to present key ideas. Use media apps to create and record a food advert.</p> <p>Homework/Independent Learning: Power Projects based on 1) Food around the World 2) Global Food Issues.</p> <p>Other Subject Links: Science: Insulators and conductors – how could we stop chocolate from melting?</p> <p>Music: Create soundtrack linked to food advert.</p> <p>PE/Dance: Create a Latin-inspired dance routine.</p>	
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Lulworth

Rule Britannia	Disaster!	Greece Lightning
<p>English: Create contrasting diary entries comparing a day in the life of a Viking Child/Present day child. Drama activity – freeze frame events of Battle of Hastings. Debate regarding Viking crime and punishments. Choice of activities from English Quests.</p> <p>Maths: Choice of activities from Maths Quests.</p> <p>History: Use artefacts to find out about the Viking way of life. Research famous Viking raids e.g. Lindisfarne and significant historical figures of the time period. Research Viking settlements. Find out about the Battle of Hastings. Create a timeline of events throughout the period.</p> <p>Geography: Use maps and atlases to locate Viking homelands and areas of Britain where Vikings invaded and settled.</p> <p>Design Technology: Food – use research to design and create a Viking meal. Design and make a Viking shield.</p> <p>Art: Drawing – Creating an image of a Viking longboat. Textiles – create cross-stitch pattern of a scene from the Bayeux tapestry.</p>	<p>English: Create newspaper reports based on Vesuvius erupting in Pompeii. Choice of activities from English Quests.</p> <p>Maths: Create spreadsheets and databases linked to Earthquake data. Choice of activities from Maths Quests.</p> <p>History: Research famous earthquakes/ volcanic eruptions from the past.</p> <p>Geography: Identify fault lines and tectonic plates on a world map. Identify the cause of earthquakes and volcanic eruptions. Research the impact on people and places.</p> <p>Design Technology: Design and make models of volcanoes using a range of materials.</p> <p>Art: Artwork based on Pompeii figures using chalk/charcoal and modroc.</p> <p>Citizenship: Researching the role of charities in providing aid for victims of natural disasters</p> <p>ICT/Computing: Use 'Morpho' or another app to create a virtual volcano expert.</p>	<p>English: Use information from research to debate which is best – Athens or Sparta. Write a newspaper report about the battle of Marathon. Read and write Greek Myths choice of activities from English Quests.</p> <p>Maths: Investigate the work of Pythagoras and other key Greek mathematicians. Choice of activities from Maths Quests.</p> <p>History: Plot timeline of Ancient Greek civilization. Use artefacts e.g. Greek pottery to find out about life in the era. Research everyday life in Ancient Greece using a variety of sources. Find out about the Ancient Greek Olympics.</p> <p>Geography: Locate Greece on a map of Europe. Identify key geographical features of Greece – locate mountains, Islands, neighbouring countries and seas.</p> <p>Art: Draw/sketch Ancient Greek pots using observational drawing skills. Construct and decorate a clay pot using coils or a thumb pot.</p> <p>Homework/Independent Learning: Power Projects based on 1) Greek myths 2) Modern day Greece.</p>

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<p>Citizenship: Explore the qualities of an explorer. Explore the concept of tax – is taxing fair?</p> <p>ICT/Computing: Create ebooks based on famous Viking figures. Use apps to create a tour around a Viking settlement.</p> <p>Homework/Independent Learning: Power Projects based on 1) The Vikings and 2) The events of 1066.</p> <p>Other Subject Links: Languages – compare Viking alphabet and English alphabet.</p>	<p>Homework/Independent Learning: Power Projects based on 1) Volcanoes and Earthquakes 2) Destruction caused by disasters.</p> <p>Other Subject Links: Music: Creating a musical composition based on images of a volcano erupting.</p> <p>PSHE: Considering what constitutes a disaster. Why do people choose to live in the shadow of a volcano or in an earthquake zone?</p>	<p>Other Subject Links: Languages: Investigate and understand Greek origins of words within the English language.</p> <p>P.E. Explore dance to enact a fight between the Greeks and the Trojans. Explore the different sports that made up the Ancient Greek Olympics.</p> <p>Science: Look at the factors that have caused Greek temples to erode. Conduct an experiment to find out the impact of erosion on different types of rocks.</p>
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Out of this World	Yes Minister!	Save Our Planet: Take Action!
<p>English: Write play scripts based on an alien landing. Interview an astronaut. Write diary entries about life in space. Write balanced arguments about Space exploration. Choice of activities from English Quests.</p> <p>Maths: Scale down measurements to make scale models of planets within the solar system. Calculate distances to different planets. Choice of activities from Maths Quests.</p> <p>History: Find out about key historical space events e.g. Moon landing, Space race. Research key figures related to space e.g. Yuri Gagarin, Neil Armstrong. Find out about historical space disasters.</p> <p>Geography: Plot launch sites on world maps. Research countries with space programmes.</p> <p>Design Technology: Children design and make their own space rocket to a design brief. Work in groups to create a model solar system.</p> <p>Art: Use coloured chalks and shading/texture to create the atmospheric landscape of different planets.</p> <p>Citizenship: What nationalities are there within the International Space Centre? How are they able to interact/live in harmony?</p>	<p>English: Write letters to an MP about a national or local issue. Evaluate a manifesto as a source of persuasive writing. Recount a trip to the Houses of Parliament. Choice of activities from English Quests.</p> <p>Maths: Children solve problems linked to budgeting and money management. Analyse data from statistics – e.g. voting patterns. Choice of activities from Maths Quests.</p> <p>History: Trace the origins of the parliamentary system. Find out about the Gunpowder plot. Find out about the battle for the vote – suffragettes etc.</p> <p>Geography: Use map skills to locate different forms of government across the world. Look at the location of constituencies in the UK. Look at the political party map from the general election – Why are some parties more popular in different areas of the country?</p> <p>Design Technology: Design and make a 'guy' of a famous figure within popular culture.</p> <p>Art: Create a poster campaign for a political party – designing a logo. Use paints to create a painting based on Houses of Parliament by Claude Monet.</p>	<p>English: Make posters that include facts that demonstrate knowledge and understanding of Climate Change. Create a non-chronological report to raise awareness of the impact of climate change on communities. Take part in hot-seating role-play activity to explore the lives of those affected by climate change. Write a climate Change Campaign Letter to local MP.</p> <p>Science: Carry out a scientific experiment, comparing temperature, to show the greenhouse effect.</p> <p>Geography: Describe some ways in which communities around the world are being affected by climate change. Identify how people and countries contribute to climate change through daily activities, through supply chains and through CO2 emissions. List some possible actions that could be taken against climate change.</p> <p>Art: Explore artists that create pieces that campaign against climate change. Create climate change artwork posters.</p> <p>PSHE/Citizenship: Explore ways that humans can act to reduce the problem of climate change. Visit a local supermarket to find out how they can reduce their carbon footprint. Explore the work of environmental charities.</p>

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<p>PSHE: Consider moral implications of funding space programmes at the expense of third world countries. Consider issues of Science vs Religion.</p> <p>ICT/Computing: Use movie programme to create live report of alien landing.</p> <p>Homework/Independent Learning: Power Projects based on 1) The Space race and 2) Alien life.</p> <p>Other Subject Links: Science: Research an astronaut's diet. Create aliens that are adapted to the environment of different planets. Research environmental conditions of different planets to draw conclusions about which would best support life. Research different time zones around the world.</p> <p>Music: Compose a soundtrack to a video of a shuttle launch.</p> <p>PE: Create an alien dance to 'Sci-fi' music.</p>	<p>Citizenship: Understand the political voting system of the UK – including first-past-the-post voting. Evaluate alternative systems e.g. proportional representation.</p> <p>PSHE: Discuss the importance of rules in society.</p> <p>ICT/Computing: Use ICT to research facts and publish/present work in a variety of ways.</p> <p>Homework/Independent Learning: Power projects based on 1) My political party 2) The Gunpowder Plot.</p> <p>Other Subject Links: Music: Compose a new song based around the song 'If I ruled the world.' Science: Investigate properties of different materials through work on creating 'A bonfire Guy.'</p>	<p>ICT/Computing: Use reliable Internet search engines and website sources for research purposes.</p> <p>Homework/Independent Learning: Power Projects based on Save Our Planet.</p>
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RE Overview Years F1/2 to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1/2	Theme: Special People Key Question: What makes people special? Religion: Christianity, Judaism	UC Concept: Incarnation Key Question: Why do Christians perform Nativity plays at Christmas? Religion: Christianity UC	Theme: Celebrations Key Question: How do people celebrate? Religions: Islam, Judaism	UC Concept: Salvation Key Question: Why do Christians put a cross in an Easter garden? Religion: Christianity UC	Theme: Stories Key Question: What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
1	UC Concept: Creation Key Question: Who made the world? Religion: Christianity UC	UC Concept: Incarnation Key Question: Why does Christmas matter to Christians? Religion: Christianity UC	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	UC Concept: Salvation Key Question: Why does Easter matter to Christians? Religion: Christianity UC	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	UC Concept: Gospel Key Question: What is the good news that Jesus brings? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	UC Concept: God Key Question: What do Christians believe God is like? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism

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		Religion: Christianity UC	Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam	Religion: Christianity UC	Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
3	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	UC Concept: Incarnation Key Question: What is Trinity? Religion: Christianity UC	UC Concept: Creation/Fall Key Question: What do Christians learn from the creation story? Religion: Christianity UC	UC Concept: Salvation Key Question: Why do Christians call the day Jesus died 'Good Friday'? Religion: Christianity UC	*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	*Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
	*Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism				*Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism	*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism

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4	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	UC Concept: People of God Key Question: What is it like (for Christians) to follow God? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	UC Concept: Easter Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	UC Concept: Kingdom of God Key Question: When Jesus left, what was the impact of Pentecost? Religion: Christianity
	Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism	UC	Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism	UC	Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism	UC
5	*Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism	UC Concept: Incarnation Key Question: Was Jesus the Messiah? Religion: Christianity	*Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism	UC Concept: Salvation Key Question: What do Christians believe (What did) Jesus do to save Human Beings? Religion: Christianity	*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	UC Concept: God Key Question: What does it mean (for Christians) if God is holy and loving? Religion: Christianity
	*Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism	UC	*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	UC	*Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism	UC

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6	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Religion: Christianity</p>	<p>UC Concept: Creation</p> <p>Key Question: Creation and science: conflicting or complementary?</p> <p>Religion: Christianity</p>	<p>UC Concept: Salvation</p> <p>Key Question: What difference does the resurrection make for Christians?</p> <p>Religion: Christianity</p> <p style="text-align: right;">UC</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam <i>NB: This enquiry is taught in 2 sections over the term</i></p>
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