



Thematic Curriculum Policy

Our Vision

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

Rights Respecting School

We are a Right Respecting School and this policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

- Article 13: freedom of expression
- Article 14: freedom of thought, belief and religion
- Article 23: children with a disability
- Article 28: right to an education
- Article 29: goals of education

Approved by:		Date:
Created on:	10 th July 2018	Author: Marion Reilly
Last reviewed on:	October 2020	By: Marion Reilly
Next review due by:	September 2021	By:

Rationale

The National Curriculum

The National Curriculum Framework document clearly states that schools should use the core content and skills as a basis for developing a broader and deeper school curriculum.

*“The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which **teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.**”* Statutory guidance: National Curriculum in England: 2014

A Thematic Approach

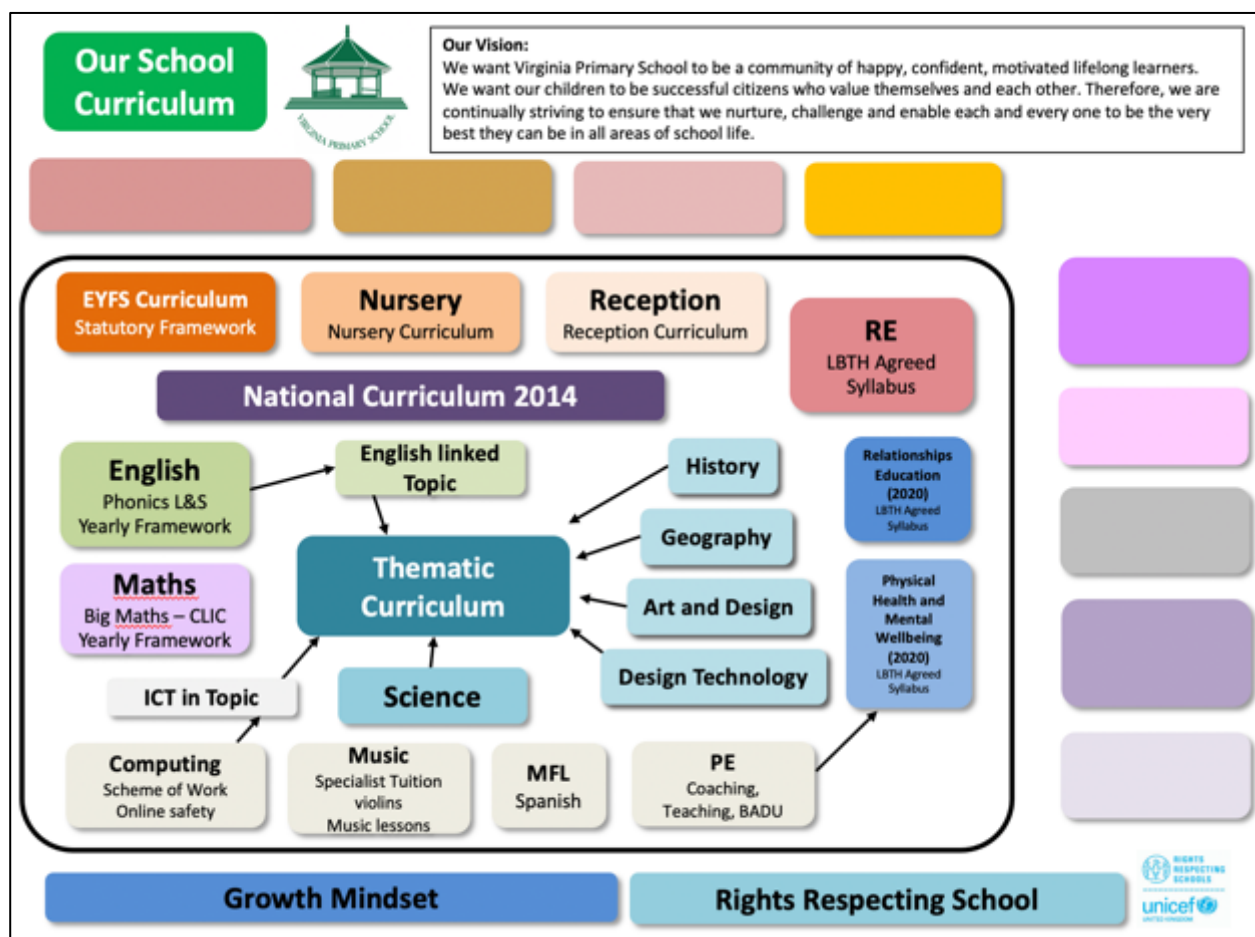
We want pupils to feel confident to make links between the knowledge they are acquiring and to be able to use their skills to develop their understanding of key concepts and ideas. To this end we have designed a curriculum based around cross-curricular topics that change each half term.

Building on Prior Learning

There is good evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between subjects and different areas of learning. A thematic approach will support pupils to develop a deeper understanding of the key knowledge, concepts and skills in each subject by building on prior learning and making meaningful connections.

A curriculum for OUR school

We have carefully designed the thematic curriculum to ensure there is appropriate coverage of the National curriculum subjects, in a way that reflects our school community and supports our values and ethos as well as covering the programs of study in the National Curriculum. The Thematic Curriculum forms part of our whole school curriculum.



Progression and Sequence of Learning

Subjects and content

The Thematic Curriculum topics include the National Curriculum programs of study for **Science, History, Geography, Art and Design Technology**.

- Science** will be fully embedded in the topics and more time will be allocated over a half term to teaching science as it is still a core subject
- Where possible topics link to key texts (fiction and non-fiction) in the **English curriculum**, although key texts are chosen to support learning in English and may sometimes not link directly to the topic.
- Maths** links are made when appropriate, including data handling and measures
- Music, PE and MFL** are taught as separate subjects. **Computing** is generally taught discretely although the use of ICT to find, present, manipulate and analyse information is taught as part of topic work.
- PHSE and Citizenship** links are made where topics lend themselves to meaningful study, but links are not made 'for the sake of it'

Early Years Foundation Stage

- Nursery and Reception follow the EYFS Statutory Framework provided by the DfE and combine the areas of learning and Early Learning Goals into a thematic curriculum that links learning to a half termly theme.
- Please see the EYFS Policy for further information.

Thematic Curriculum 2019-2020									
Nursery	Autumn 1 (6.5 weeks)	Autumn 2 (6 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)	Year Group Topic Grid		
Autumn 1	Myself and I	Let's Party	Monsters	Plants and Growing	Helping Hands	Up, Up and Away			
Autumn 2	Myself and I	Let's Party	Monsters	Plants and Growing	Helping Hands	Up, Up and Away			
Autumn 3	Myself and I	Let's Party	Monsters	Plants and Growing	Helping Hands	Up, Up and Away			
Autumn 4	Myself and I	Let's Party	Monsters	Plants and Growing	Helping Hands	Up, Up and Away			
Autumn 5	Myself and I	Let's Party	Monsters	Plants and Growing	Helping Hands	Up, Up and Away			
Autumn 6	Myself and I	Let's Party	Monsters	Plants and Growing	Helping Hands	Up, Up and Away			
Autumn 7	Myself and I	Let's Party	Monsters	Plants and Growing	Helping Hands	Up, Up and Away			
Autumn 8	Myself and I	Let's Party	Monsters	Plants and Growing	Helping Hands	Up, Up and Away			
Autumn 9	Myself and I	Let's Party	Monsters	Plants and Growing	Helping Hands	Up, Up and Away			
Autumn 10	Myself and I	Let's Party	Monsters	Plants and Growing	Helping Hands	Up, Up and Away			

Skills Progression

The National Curriculum Program of Study and Attainment Targets sets out the content and skills that pupils are required to "know, apply and understand" at the end of key stage 1 and key stage 2

In order to ensure that pupils make progress in each year of their learning journey towards these endpoints, it is helpful to break down the program of study into more detailed learning objectives for each year group within a key stage

Progression of Skills and Knowledge in Geography									
Curriculum Area		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		Key Stage	
		Beginning/Emerging	Developing/Greater Depth	Beginning/Emerging	Developing/Greater Depth	Beginning/Emerging	Developing/Greater Depth	Beginning/Emerging	Developing/Greater Depth
Use Human Geographical language and vocabulary	Use every day geographical language to describe familiar human features: road, park, farm, shops, town, city, road, forest, beach, river, weather	Use simple geographical language to describe a range of physical features: hill, field, forest, beach, river, weather	Describe a familiar journey	Use directional language: North, South, East, West, up, down	Use 4 points on a compass to describe familiar routes	Use directional language: North, South, East, West, up, down	Identify north/south/east/west on a map	Use every day geographical language to describe familiar human features: road, park, farm, shops, town, city, road, forest, beach, river, weather	Use simple geographical language to describe familiar physical features: hill, field, forest, beach, river, weather
	Follow a route around school	Use simple directional words: up, down, left, right	Describe a familiar journey	Use directional language: North, South, East, West, up, down	Use 4 points on a compass to describe familiar routes	Use directional language: North, South, East, West, up, down	Identify north/south/east/west on a map	Follow a route around school	Use simple directional words: up, down, left, right
Directional language and routes	Follow a route around school	Use simple directional words: up, down, left, right	Describe a familiar journey	Use directional language: North, South, East, West, up, down	Use 4 points on a compass to describe familiar routes	Use directional language: North, South, East, West, up, down	Identify north/south/east/west on a map	Follow a route around school	Use simple directional words: up, down, left, right
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Location and Place	Locate UK on a world map and globe with support	Locate London on a map of the UK	Locate UK on a world map and globe with support	Locate London on a map of the UK	Locate UK on a world map and globe with support	Locate London on a map of the UK	Locate UK on a world map and globe with support	Locate UK on a world map and globe with support	Locate London on a map of the UK
	Locate London on a map of the UK	Locate UK on a world map and globe with support	Locate London on a map of the UK	Locate UK on a world map and globe with support	Locate London on a map of the UK	Locate UK on a world map and globe with support	Locate London on a map of the UK	Locate UK on a world map and globe with support	Locate London on a map of the UK
Use maps, atlases, globes	Recognise school/home on online map/street view	Find a local place/feature on an online map	Recognise school/home on online map/street view	Find a local place/feature on an online map	Recognise school/home on online map/street view	Find a local place/feature on an online map	Recognise school/home on online map/street view	Recognise school/home on online map/street view	Find a local place/feature on an online map
	Recognise school/home on online map/street view	Find a local place/feature on an online map	Recognise school/home on online map/street view	Find a local place/feature on an online map	Recognise school/home on online map/street view	Find a local place/feature on an online map	Recognise school/home on online map/street view	Recognise school/home on online map/street view	Find a local place/feature on an online map
Use keys and symbols	Know basic symbols for key features – eg river, sea, land, forest, beach, river, weather	Make a simple pictorial map of familiar place eg home, school, park, etc	Know basic symbols for key features – eg river, sea, land, forest, beach, river, weather	Make a simple pictorial map of familiar place eg home, school, park, etc	Know basic symbols for key features – eg river, sea, land, forest, beach, river, weather	Make a simple pictorial map of familiar place eg home, school, park, etc	Know basic symbols for key features – eg river, sea, land, forest, beach, river, weather	Know basic symbols for key features – eg river, sea, land, forest, beach, river, weather	Make a simple pictorial map of familiar place eg home, school, park, etc
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Making maps, plans and keys	Make a simple pictorial map of familiar place eg home, school, park, etc	Know basic symbols for key features – eg river, sea, land, forest, beach, river, weather	Make a simple pictorial map of familiar place eg home, school, park, etc	Know basic symbols for key features – eg river, sea, land, forest, beach, river, weather	Make a simple pictorial map of familiar place eg home, school, park, etc	Know basic symbols for key features – eg river, sea, land, forest, beach, river, weather	Make a simple pictorial map of familiar place eg home, school, park, etc	Know basic symbols for key features – eg river, sea, land, forest, beach, river, weather	Make a simple pictorial map of familiar place eg home, school, park, etc
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The Thematic Curriculum Framework include detailed year by year progression grids for History, Geography, Art and Design Technology. The progressions have been informed by guidance from relevant professional subject associations, examples from other schools and collaboration with a range of education consultants and specialists.

Knowledge and conceptual understanding

The knowledge and content for each subject area within each topic is carefully mapped and planned across all year groups and topics, to ensure the following:

- Accumulation of key knowledge and cultural capital
- Avoidance of repetition and duplication
- Coverage of key content at the right stage of learning

This content is part of the half termly topic plan (Medium Term Plan) that teachers use to plan their weekly lessons and activities.

Key Knowledge content	
At the end of this topic we will know/understand that:	
Prior Learning V1 Seasonal Changes: day length, seasons light and dark topic V3 Forces: Everyday push and pull forces, friction – Rivers of Time topic	
<ul style="list-style-type: none"> • The Sun is a star. It is at the centre of our solar system. • There are 8 planets. These travel around the sun in fixed orbits. • Earth takes 365 1/4 days to complete its orbit around the Sun. • The earth rotates (spins) on its axis every 24 hours. • As earth rotates half faces the sun (day) and half is facing away from the sun (night). • As the Earth rotates, the sun appears to move across the sky. • The moon orbits the Earth. It takes about 28 days to complete its orbit. • The Sun, Earth and Moon are approximately spherical. • A force causes an object to start/stop moving, speed up/slow down or change direction. • Gravity is a force that acts at a distance. Everything is pulled to the earth by gravity. This causes unsupported objects to fall. 	
Prior Learning: Y4: Terrible Technology HISTORY THEME: TECHNOLOGY & INNOVATION	
<ul style="list-style-type: none"> • The USA and the USSR were two superpowers after WWII • The Cold War was a war without soldiers or battle – it was between politicians • The space race started because both sides wanted to have better weapons and technology than the other • President Kennedy's "We choose the moon" speech in 1961 made it very important for the USA to win the race, so that they could appear more powerful than USSR • Huge amounts of money were spent on both sides by developing new rockets • When tension eased between the USSR and the USA in the 1970s, they began to work in space together, developing and sharing a Space Station • The race to develop new technologies led to other inventions that we still use today 	
TIMELINE: key events/people in space exploration from 1950s-80s – see links	

Big Ideas

In some subject areas the content is organised into **broad themes or big ideas** that are revisited in each year group to develop a deeper understanding of these themes at different stages of learning and in different contexts.

History Themes across year groups						
Theme	Empires and Civilisations	Everyday Life	London	Invasion & Struggle	Technology & Invention	Exploration and Migration
ENHS						
Year 1		Clothes and Shoes Flowers and Homes	Guy Fawkes		Florence Nightingale	
Year 2		Transport Recorded Music	Great Fire of London		Recorded Music Mary Seacole	
Year 3	Ancient Egypt	Food and Farming Lights and Lighting		Roman Invasion of Britain Boudicca	Lights and Lighting Sound/Bronze Tools Iron Farming Tools	Migration and diversity in the East End
Year 4	Ancient Rome The Mayans	Viking Shoes	Roman London	Angles Saxons & Viking Invasion and settlement of the British Isles	Explorer Equipment Communication Robots & Computers Chocolate	Polar Exploration
Year 5	British Empire	Victorian rich and poor	Victorian London Immigration to London – Brick Lane	Apartheid in South Africa – Nelson Mandela	Space Exploration Roman Central Heating	Space Exploration Migration to local area
Year 6	Ancient Greece	20 th Century Leisure		World War 2	Industrial revolution Code Breaking	

Evaluating and updating the Thematic Curriculum

The Curriculum Framework is reviewed annually in July by staff and pupils. It is then updated ready for the new school year in September in the light of feedback, new initiatives, curriculum changes and key events and projects taken on by the school

The Curriculum Framework

Long Term Plans: Year Group Topic Maps

- For each year group there is a detailed outline map showing each half termly topic and the areas of learning covered.
- This map shows Key English texts, Maths links, possible trips, key school events, links to other school projects, art workshops etc
- The map also shows coverage of other subjects and learning areas such as PHSE, Music, Computing and PE

St Mary's Lewisham CE Primary School Thematic Curriculum 2019-2021 DRAFT 2 Half-Termly Themes Year Group Maps											
KS1 A	Autumn 1 (7 wks)	Autumn 2 (8 wks)	Spring 1 (5 wks)	Spring 2 (5 wks)	Summer 1 (5 wks)	Summer 2 (7 wks)					
Topic	I am a Superhero!	Delicious	Dragons	In the Garden	Adventures	Wild World					
Key Events	• Book Week • Book Day • Book Week • Book Week	• Book Week • Book Day • Book Week • Book Week	• Book Week • Book Day • Book Week • Book Week	• Book Week • Book Day • Book Week • Book Week	• Book Week • Book Day • Book Week • Book Week	• Book Week • Book Day • Book Week • Book Week					
Key Texts	• The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas	• The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas	• The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas	• The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas	• The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas	• The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas • The Boy Who Swam with Piranhas					
Key Maths	• Addition • Subtraction • Multiplication • Division	• Addition • Subtraction • Multiplication • Division	• Addition • Subtraction • Multiplication • Division	• Addition • Subtraction • Multiplication • Division	• Addition • Subtraction • Multiplication • Division	• Addition • Subtraction • Multiplication • Division					
Key English	• Reading • Writing • Speaking • Listening	• Reading • Writing • Speaking • Listening	• Reading • Writing • Speaking • Listening	• Reading • Writing • Speaking • Listening	• Reading • Writing • Speaking • Listening	• Reading • Writing • Speaking • Listening					
Key Science	• Plants • Animals • Humans • The Earth	• Plants • Animals • Humans • The Earth	• Plants • Animals • Humans • The Earth	• Plants • Animals • Humans • The Earth	• Plants • Animals • Humans • The Earth	• Plants • Animals • Humans • The Earth					
Key History	• Ancient Egypt • Ancient Greece • Ancient Rome • The Middle Ages	• Ancient Egypt • Ancient Greece • Ancient Rome • The Middle Ages	• Ancient Egypt • Ancient Greece • Ancient Rome • The Middle Ages	• Ancient Egypt • Ancient Greece • Ancient Rome • The Middle Ages	• Ancient Egypt • Ancient Greece • Ancient Rome • The Middle Ages	• Ancient Egypt • Ancient Greece • Ancient Rome • The Middle Ages					
Key Geography	• The UK • The World • The Oceans • The Continents	• The UK • The World • The Oceans • The Continents	• The UK • The World • The Oceans • The Continents	• The UK • The World • The Oceans • The Continents	• The UK • The World • The Oceans • The Continents	• The UK • The World • The Oceans • The Continents					
Key Art	• Drawing • Painting • Sculpture • Design	• Drawing • Painting • Sculpture • Design	• Drawing • Painting • Sculpture • Design	• Drawing • Painting • Sculpture • Design	• Drawing • Painting • Sculpture • Design	• Drawing • Painting • Sculpture • Design					
Key Music	• Singing • Playing • Listening • Creating	• Singing • Playing • Listening • Creating	• Singing • Playing • Listening • Creating	• Singing • Playing • Listening • Creating	• Singing • Playing • Listening • Creating	• Singing • Playing • Listening • Creating					
Key PE	• Games • Sports • Fitness • Outdoor	• Games • Sports • Fitness • Outdoor	• Games • Sports • Fitness • Outdoor	• Games • Sports • Fitness • Outdoor	• Games • Sports • Fitness • Outdoor	• Games • Sports • Fitness • Outdoor					
Key PSHE	• Personal • Social • Health • Economic	• Personal • Social • Health • Economic	• Personal • Social • Health • Economic	• Personal • Social • Health • Economic	• Personal • Social • Health • Economic	• Personal • Social • Health • Economic					
Key Computing	• Basic • Intermediate • Advanced • Specialist	• Basic • Intermediate • Advanced • Specialist	• Basic • Intermediate • Advanced • Specialist	• Basic • Intermediate • Advanced • Specialist	• Basic • Intermediate • Advanced • Specialist	• Basic • Intermediate • Advanced • Specialist					

Medium term Plans: Half Term Topic Plans

The detailed Half term topic plan contains:

- Statutory NC Subject Program of Study
- Learning objectives from the skills progression breakdowns
- Signposts to topics with prior learning in the same area
- Key content and knowledge
- Key questions and vocabulary
- Suggested activities and lesson ideas
- Resources and links

Space Race											
Year 5 Summer 5 Autumn 5 Spring 5 Summer 5 Autumn											

Planning

Half Term Overview Plan

Staff create an outline of the way activities and lessons are organised over the half term, to maximise cross-curricular links, support progression through a subject and take into account trips, visitors and other school events.

This plan will help to support teachers to plan a realistic amount of work over a half term and should be completed before the start of the half termly topic.

Half Term Topic Overview		Topic: Music Maker		Year Group: 2		Term: Autumn 1	
Subject	Week: 4/10/17	Week: 11/10/17	Week: 18/10/17	Week: 25/10/17	Week: 1/11/17	Week: 8/11/17	Week: 15/11/17
English	2-10-17 to 10-10-17	17-10-17 to 24-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17
Maths	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
History	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Science	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Art	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Music	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Physical Education	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Computing	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Religious Education	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
French	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Spanish	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Other Languages	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Personal Development	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Health and Wellbeing	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Character Education	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Leadership	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17
Other	10-10-17 to 17-10-17	24-10-17 to 31-10-17	31-10-17 to 7-11-17	7-11-17 to 14-11-17	14-11-17 to 21-11-17	21-11-17 to 28-11-17	28-11-17 to 5-12-17

Prior Knowledge and Retention of Learning

The Half Term Topic Map will contain clear links to relevant learning in previous topics to allow teaching staff to explore this specifically with pupils.

There will also be clear labelling of the big ideas and themes that run through the year groups to allow links to be made with previous learning within these themes.

Key Knowledge content		Key Questions	
At the end of this topic we will know/understand that:		Use to focus pupil enquiry	
Prior Learning Y3: Seasonal Changes: day length, seasons Light and Dark topic		How long does the Earth take to travel around the sun?	
Y3 Forces: Everyday push and pull forces, friction – Rivers of Time topic		What is a full moon?	
<ul style="list-style-type: none"> The Sun is a star. It is at the centre of our solar system. There are 8 planets. These travel around the sun in fixed orbits. Earth takes 365 1/4 days to complete its orbit around the Sun. The earth rotates (spins) on its axis every 24 hours. As earth rotates half faces the sun (day) and half is facing away from the sun (night). As the Earth rotates, the sun appears to move across the sky. The moon orbits the Earth. It takes about 28 days to complete its orbit. The Sun, Earth and Moon are approximately spherical. A force causes an object to start/stop moving, speed up/slow down or change direction. Gravity is a force that acts at a distance. Everything is pulled to the earth by gravity. This causes unsupported objects to fall. 		Why does the sun appear to move in the sky when it is actually fixed?	
Prior Learning Y4: Terrible Technology		Why don't we fall off the moving Earth?	
HISTORY THEME: TECHNOLOGY & INNOVATION		How does a parachute slow something down?	
<ul style="list-style-type: none"> The USA and the USSR were two superpowers after WW2 The Cold War was a war without soldiers or battle – it was between politicians The space race started because both sides wanted to have better weapons and technology than the other 		How can we set up a fair test?	
		What is the best way to present our results?	
		Why did the Space Race start?	
		Who won the Space Race?	
		Who was the first human in space?	

Teaching and Learning

Introducing the Topic

An A3 **pupil topic map** is created for each pupil to launch the topic.

The pupil topic map will become the 'contents page' for each topic, and can support learning by:

- Making explicit links between subjects and the topic
- Providing visual stimulus to activate prior knowledge
- Supporting pupils to record some of their existing knowledge and understanding
- Providing key vocabulary checklists
- Providing a space for evaluation and reflection on a topic
- Allowing pupils to record some of the key knowledge they have learned during the topic
- Summarising the topic to allow pupils to access their learning once the topic has been completed

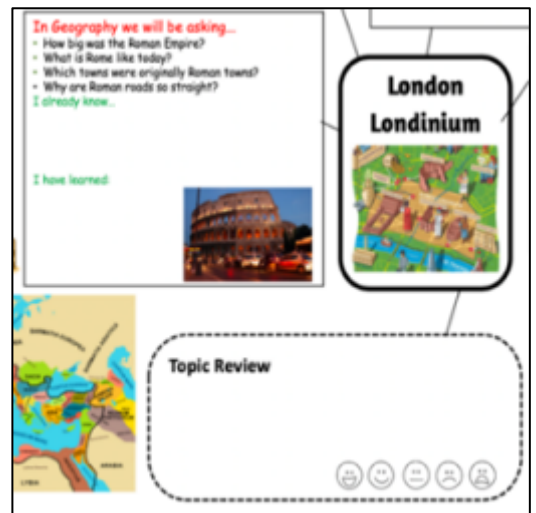


Linking Topic to Subject Areas

Staff make the subject links clear at the start of each lesson, and pupils should write the main subject that they are working on at the top of each new piece of work. This will enable subject leaders to monitor a subject area and see the progression as well as look at cross-curricular outcomes.

Learning Objectives

Teachers will make learning intentions and success criteria clear during each session or lesson and refer back to them as necessary. Learning intentions should include subject specific skills - please see individual subject expectation documents and policies for examples. LIs will be notes on the FLIP/Smart Notebook plan.



Evaluating learning in a topic

Pupils should revisit the initial topic Pupil Topic Map at the end of the half term and add new learning and understanding in a different colour. They can also correct any misconceptions.

This will allow pupils to reflect on their learning and learning processes.

Teachers might also like to encourage more detailed feedback on the topic, and what went well and what was less successful.

Coverage over a school year

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject area.

Organisation of time

There are no specific time allocations for subjects in the National Curriculum, but care must be taken to ensure coverage and balance across each year group, and across both key stages.

The topics have been planned to support different subject areas to different degrees, but to give good overall coverage across each year.

- English and Maths will be the focus of the morning sessions
- Given that Science is still a core subject, more time should be spent on this area.
- Some subjects will be taught discretely in weekly sessions eg PHSE, RE et

Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow.

Other areas might be dependent on hall/room bookings and happen at a regular time each week.

Books and presentation

Most of the work done in Foundation subjects as part of the topic is recorded and presented in a **single topic book**. This includes Science. Other subjects will still have their own books.

There is a separate sketchbook to use with Art and DT

Progression and Assessment

There are detailed skills breakdowns for the Foundation Subjects that suggest expected skills for each year group. These are part of the Half Term Topic Plan and should be used to ensure progression in skills from year to year

Marking

Please refer to the marking policy for further details on marking work.

Evaluating learning in a topic

Pupils should revisit the initial topic Mind Map at the end of the half term, and add new learning and understanding in a different colour. They can also correct any misconceptions. This will allow pupils to reflect on their learning and learning processes. Teachers might also like to encourage more detailed feedback on the topic, and what went well and what was less successful.

Use of ICT

Although some of the ICT curriculum is now covered in the Computing curriculum, there are many digital tools, media and resources that can be used by staff and pupils to support cross-curricular work. These include:

- Using Google Classroom and Google Education tools including Docs, Slides etc
- Digital Information libraries – Espresso
- Digital publishing and presentation tools – Microsoft Office, 2Simple software
- Digital Media tools – Sound recording, animation, photo/film editing, painting applications
- Digital cameras – each class has their own camera, and there is a class set that can be booked
- Digital Video cameras – there is a class set that can be booked

Please see the separate Computing and ICT Curriculum Policy for more details

Resources

There are topic boxes with other resources, artefacts, objects, books, posters, photos etc from existing resources throughout the first year of the curriculum. These are located in the Resources Room on the first floor

Subject leaders will be responsible for updating and organising subject-based resources.

There is a School Web link folder on the Shared School Drive containing many web links organised into subject areas. There are also Topic Web link folders with relevant links collected together to support the topic.

Evaluating and updating the Thematic Curriculum

The Curriculum Framework is reviewed annually by staff and pupils. It is then updated in the light of feedback, new initiatives, curriculum changes and key events and projects taken on by the school.

COVID-19 Notes:

In the light of the current coronavirus pandemic we have been adapting the way we plan and deliver the Thematic Curriculum to reflect the ongoing situation regarding school closure, pupil isolation and remote learning.

Some adaptations we have been developing include:

- Identifying areas of the curriculum that have been missed in each year group due to school closures in the Summer Term 2020
- Looking at ways to ensure that pupils have a chance to catch up with the essential knowledge and skills that they might have missed in foundation subjects and Science as well as English and Maths
- Focusing on developing pupil ICT skills to allow them to access the curriculum at home using a laptop, tablet or Chrome Book
- Developing pupil skills and confidence around Online Safety as they begin to spend more time online
- Working with targeted individuals and small groups children using remote lessons
- Adapting topic content to suit the different needs of pupils as the situation changes