<table>
<thead>
<tr>
<th>Year</th>
<th>Possible Topic titles</th>
</tr>
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<tr>
<td>R</td>
<td>Traditional Tales, Ourselves and Our school, I need a hero! Winter Christmas/Nativity, Dragons! Chinese New Year, Gingerbread man, Funnybones! Our Bodies, keeping fit, Healthy Food, tooth fairy! Growing, Museum, Art Week, Spring, The Very Hungry Caterpillar, Easter, Mothering Sunday, Traditional Tales, Transition to Y1, Growing Food, Belonging, World Music and Dance, Reception’s got Talent, Special Things, Holidays</td>
</tr>
<tr>
<td>1</td>
<td>Good to be me, Toys, Once upon a time, The Great Outdoors, To infinity and beyond, Mini-beast Madness</td>
</tr>
<tr>
<td>2</td>
<td>The Park, Pirates, Great Fire of London, Secret Garden, Fit Kids, We’re all Going on a Summer Holiday</td>
</tr>
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<td>3</td>
<td>Scrapheap Challenge, Where we live, Deadly 60, Water Worlds, Time Team, Global Gardens</td>
</tr>
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<td>4</td>
<td>Tomb Raiders, Vive La France! Out of India, Oh when the Saints! Toga-tastic, Food Glorious Food</td>
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<tr>
<td>5</td>
<td>Raiders or Traders? Journey to Space, Eco-Heroes, Potions, The Mayans, Brazil</td>
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<tr>
<td>6</td>
<td>Survival of the fittest, Living on the edge, Up the Chimneys, Down the mines, Route 66, Eureka</td>
</tr>
</tbody>
</table>
National Curriculum Map - 2014-15

UK

Geography

**Local Study**

**(Good to be Me & The Jolly Postman)**

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use basic geographical skills and fieldwork.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.
- Devise a simple map; and use and construct basic symbols in a key.

The UK (Scotland)

**(An Island Home)**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
- Use basic geographical vocabulary to refer to key physical features, including ... (north, valley, vegetation, season and weather).

Materials

**(Once upon a time)**

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Animals

**(Old MacDonald)**

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including por.)

Science

**Senses and body parts**

**(Good to be me)**

- Identify, name, describe and label the basic parts of the human body and say what part of the body is associated with each sense.

Seasonal / on-going

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

History of toys

**(Toys)**

- Identify similarities and differences between ways of life in different periods.
- Identify a wide vocabulary of everyday historical terms.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Non UK

**Local Park**

**(Percy the Park Keeper)**

- Geographical and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Contrasting non EU country

**(We’re all going on a summer holiday)**

- Know about the world.
- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.
- Devise a simple map; and use and construct basic symbols in a key.

Maps, oceans, continents, Hot & Cold, equator, north & South poles

**(Pirates/Land A hoy)**

- Name and locate the world’s seven continents and five oceans.
- The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical features, including: desert, AR, mountain, sea, ... (north, east, west and south directional language [for example, near and far; left and right]; to describe the location of features and names on a map.

Materials, Floating, sinking, weight

**(Secret Garden)**

- Identify and design a variety of everyday materials, including wood, plastic, glass, metal, paper, cardboard and card for particular uses.
- Find out how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching.

Food chains

**(Secret Garden)**

- Name the food chains;
- Name and describe the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- Describe how animals obtain their food from plants and other animals, using the ideas of a simple food chain, and identify and name different sources of food.

Growing seeds and bulbs

**(Secret Garden)**

- Identify and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals

**(Pirates)**

- Notice that animals, including humans, have offspring which grow gradually.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance of humans of exercise, eating the right amounts of different types of food, and hygiene.

History of toys

**(To infinity and beyond)**

- They should find and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- They should be able to explain events in different periods.

History of toys

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In the UK

**Local Study**

**(Good to be Me & The Jolly Postman)**

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use basic geographical skills and fieldwork.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
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- Devise a simple map; and use and construct basic symbols in a key.

The UK (Scotland)

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History of toys

**(Toys)**

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Non UK

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<tr>
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<th>Science</th>
<th>History</th>
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<tr>
<td><strong>UK</strong></td>
<td><strong>Science topics</strong></td>
<td><strong>History</strong></td>
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<td><strong>Non UK &amp; Themes</strong></td>
<td><strong>Seasonal / on-going</strong></td>
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<tr>
<td><strong>UK</strong></td>
<td><strong>Non UK</strong></td>
<td><strong>Europe</strong></td>
</tr>
<tr>
<td><strong>Kings Worthy &amp; Winchester</strong></td>
<td><strong>(Water Worlds)</strong></td>
<td><strong>Ordnance Survey maps)</strong> to build their knowledge of the United Kingdom and the wider world</td>
</tr>
<tr>
<td><strong>(Kings Worthy / Where we live)</strong></td>
<td><strong>Rivers, mountains, water cycle</strong></td>
<td><strong>Geographical skills and fieldwork</strong></td>
</tr>
<tr>
<td><em>Beyond the local area to include the United Kingdom and the wider world</em></td>
<td><strong>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</strong></td>
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<td><em>Geographical skills and fieldwork</em></td>
<td><em>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</em>* to build their knowledge of the United Kingdom and the wider world</td>
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<td><strong>Science</strong></td>
<td><strong>Shadows and light</strong></td>
<td><strong>Non UK</strong></td>
</tr>
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<td><strong>Forces and Magnets</strong></td>
<td><strong>(Deadly 60)</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><em>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</em></td>
<td><strong>(Deadly 60)</strong></td>
<td><strong>(Time Team)</strong></td>
</tr>
<tr>
<td><strong>Skaplets &amp; Nutrition</strong></td>
<td><em>identify that humans and some other animals have skeletons and muscles for support, protection and movement</em></td>
<td><em>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</em></td>
</tr>
<tr>
<td><strong>Rocks &amp; Soils</strong></td>
<td><strong>(Time Team)</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><strong>(Time Team)</strong></td>
<td><em>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</em></td>
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</tr>
<tr>
<td><em>describe in simple terms how foods are formed when things that have lived are trapped within rock</em></td>
<td><em>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</em></td>
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</tr>
<tr>
<td><em>recognize that soils are made from rocks and organic matter</em></td>
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</tr>
<tr>
<td><strong>Europe</strong></td>
<td><strong>Sound</strong></td>
<td><strong>Romans</strong></td>
</tr>
<tr>
<td><strong>(France)</strong></td>
<td><strong>(Food Glorious Food)</strong></td>
<td><strong>(Romans)</strong></td>
</tr>
<tr>
<td><em>Europe, range of the world’s most significant human and physical features</em></td>
<td><em>describe the simple functions of the basic parts of the digestive system in humans</em></td>
<td><strong>(Romans)</strong></td>
</tr>
<tr>
<td><em>instruct on the countries, using maps to focus on Europe (including the nation of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</em></td>
<td><em>identify the different types of teeth in humans and their simple functions</em></td>
<td><strong>(Romans)</strong></td>
</tr>
<tr>
<td><em>understand geographical similarities and differences through the study of human and physical geography of a region of a region in a European country,</em></td>
<td><em>contract and interpret a variety of food chains, identifying producers, predators and prey</em></td>
<td><strong>(Romans)</strong></td>
</tr>
<tr>
<td><em>human geography, including: types of settlement and land use, environment variables including trade links, and the distribution of natural resources including energy, food, minerals and water</em></td>
<td><em>recognize that sound waves are made, associating some of them with something vibrating</em></td>
<td><strong>(Romans)</strong></td>
</tr>
<tr>
<td><strong>States of matter</strong></td>
<td><strong>Human bodies, teeth &amp; Digestion</strong></td>
<td><strong>(Romans)</strong></td>
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<td><strong>(Food Glorious Food)</strong></td>
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<td><strong>(Romans)</strong></td>
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<td><em>describe the simple functions of the basic parts of the digestive system in humans</em></td>
<td><em><em>(Food Glorious Food or Spice up your life?)</em> compare and group materials together, according to whether they are solids, liquids or gases</em></td>
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<td><strong>Electricity</strong></td>
<td><strong>States of matter</strong></td>
<td><strong>(Romans)</strong></td>
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<tr>
<td><strong>(Tomb Raiders)</strong></td>
<td><em><em>(Food Glorious Food or Spice up your life?)</em> compare and group materials together, according to whether they are solids, liquids or gases</em></td>
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<td><em>recognize common examples that are not conductors</em></td>
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<tr>
<td><em>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and batteries</em></td>
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<td><strong>(Romans)</strong></td>
</tr>
<tr>
<td><em>recognize 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</em></td>
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<td><em>recognize some common conductors and insulators, and associate metals with being good conductors.</em></td>
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</table>
Geography

**Non UK & Themes**

**Sustainability, recycling, energy (Eco-Heroes)**
- and land-use patterns, and understand how some of these aspects have changed over time
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Mayan Civilisation**
- understand geographical similarities and differences through the study of human and physical geography of a region of a region within North or South America
- use maps, atlases, globes and computer mapping to locate countries and describe features studied
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**South America: Brazil (Brazil)**
- *North and South America.*
- *Range of the world’s most significant human and physical features.*
- *Understand geographical similarities and differences through the study of human and physical geography of a region of a region within North or South America*
- *Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.*
- *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)*

**USA (Route 66)**
- *Use maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.*
- *Identify the world’s countries.*
- *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.*
- *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).*
- *Use the eight points of a compass, four and six figure grid references, symbols and key including the use of Distance Survey maps to build their knowledge of the United Kingdom and the wider world.*

**Volcanoes & earthquakes (Living on the edge)**
- This will include the locations and characteristics of a range of the world’s most significant human and physical features.
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

**Space & planets (Journey to Space)**
- *describe the movement of the Earth, and other planets, relative to the Sun in the solar system.*
- *describe the movement of the Moon relative to the Earth.*
- *describe the Sun, Earth and Moon as approximately spherical bodies.*
- *use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.*

**Forces (Journey to Space)**
- *explain that unreacted objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.*
- *identify the effects of air resistance, water resistance and friction, that act between moving surfaces.*
- *recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.*

**Reversible, irreversible & Materials (Potions)**
- compare and group everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to heat.
- *Know that some materials dissolve in liquid to form a solution, and describe how to recover a substance from a solution.*
- *use knowledge of solids, liquids and gases to devise how mixtures might be separated. Including through filtering, sieving and evaporating.*
- *give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plants.*
- *Demonstrate that dissolving, mixing and changes of state are reversible changes.*
- *explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the actions of acid on biodegradable soils.*

**Living things and habitats, (Survival of the fittest)**
- *describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.*
- *give reasons for classifying plants and animals based on specific characteristics.*

**Animals (Survival of the fittest)**
- *Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.*
- *describe the ways in which nutrients and water are transported within animals, including humans.*
- *Recognise that living things have changed over time and that fossils provide evidence of life eons of years ago.*
- *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*
- *Describe the processes underlying reproduction in some plants and animals.*
- *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies work.*
- *Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.*
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**Evolution and inheritance (Survival of the fittest)**
- *Recognise that living things have changed over time and that fossils provide evidence of life eons of years ago.*
- *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*
- *Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.*

**Light (Dragons Den)**
- *recognise that light appears to travel in straight lines.*
- *use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.*
- *explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.*
- *use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.*

**Electricity (Dragons Den)**
- *recognise that a bulb is lit when the volume of a battery with the number and voltage of cells used in the circuit.*
- *compare and give reasons for variations in how components function, including the brightness of bulbs, the looseness of buzzers and the on/off position of switches.*
- *Recognise that light appears to travel in straight lines.*
- *use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.*
- *explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.*
- *use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.*

**Science**

**Science topics**

**Seasonal / on-going**

**Living things and habitats.**
- *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.*
- *describe the life processes of reproduction in some plants and animals.*
- *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies work.*
- *Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.*
- *Describe the ways in which nutrients and water are transported within animals, including humans.*
- *Recognise that living things have changed over time and that fossils provide evidence of life eons of years ago.*
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- *Describe the ways in which nutrients and water are transported within animals, including humans.*
- *Recognise that living things have changed over time and that fossils provide evidence of life eons of years ago.*
- *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.*
- *Describe the processes underlying reproduction in some plants and animals.*
- *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies work.*
- *Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.*
- *Describe the ways in which nutrients and water are transported within animals, including humans.*

**History**

**Non UK**

**Anglo Saxons & Vikings (Anglo Saxons)**
- *Britain’s settlement and the Anglo Saxons and Vikings.*
- *The Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.*

**Mayan Civilization (The Mayans)**
- *Non-European society that provides contrasts with British history – one study chosen from: early Islamic civilizations, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (Nigeria Africa) c. AD 000–1200.*

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