

Our curriculum has been developed from the [National Curriculum 2014](#), together with topics suggested by the children. It offers exciting opportunities for developing children's subject specific skills and knowledge and also important opportunities for helping children to recognise links between curriculum subjects. Recent topic titles are shown below.

### Year

<b>R</b>	<b>Traditional Tales, Ourselves and Our school, Winter Christmas/Nativity, Divali, Paw Patrol, Our Bodies, Mini Beasts, Easter, Farms, Pets, Animals, Fairy stories, Pokemon</b>
<b>1</b>	<b>Barnaby Bear around the UK, Toy Story, Magic Land of Three, African Adventures, To Infinity and Beyond, Under the Sea</b>
<b>2</b>	<b>Pirates, Great Fire of London, Secret Garden, Fit Kids, We're all going on a Summer Holiday, Explorers</b>
<b>3</b>	<b>The Rise of the Robots, Deadly 60, Water Worlds, YabbaDabbaDoo, World War 2, Into the Shadows</b>
<b>4</b>	<b>Rotten Romans, Tomb Raiders, Continental Curiosity, Out of India, Super Humans, Gateway to the World</b>
<b>5</b>	<b>Raiders or Traders? Journey to Space, Eco Heroes, Potions, Mysterious Maya, Brazil</b>
<b>6</b>	<b>Survival of the fittest, Up the Chimneys &amp; Down the Mines, Storm Chasers, Who lives in a place like this?, Eureka, End of Term Show</b>

Whilst topic titles may change over time, the curriculum for each year group incorporates the National Curriculum content shown below.

# National Curriculum Map Year 1 and Year 2

		Geography		Science		History		
		UK	Non UK & Themes	Science topics		Seasonal / ongoing	UK	Non UK
Year 1		<b>Local Study</b> <i>*their locality</i> <i>*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.</i> <i>*Geographical skills and fieldwork</i> <i>*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</i> <i>*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</i> <i>*devise a simple map; and use and construct basic symbols in a key</i>	<b>The UK (Scotland)</b> <i>*United Kingdom</i> <i>*understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</i> <i>*use basic geographical vocabulary to refer to: key physical features, including, , soil, valley, vegetation, season and weather</i> <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <i>*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</i> <i>*identify seasonal and daily weather patterns in the United Kingdom.</i>	<b>Senses and body parts</b> <i>*identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i> <b>Materials</b> <i>*distinguish between an object and the material from which it is made</i> <i>*identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i> <i>*describe the simple physical properties of a variety of everyday materials</i> <i>*compare and group together a variety of everyday materials on the basis of their simple physical properties.</i> <b>Animals</b> <i>*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i> <i>*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i> <i>*describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</i>	<b>Seasonal changes &amp; Light</b> <i>*observe changes across the four seasons</i> <i>*observe and describe weather associated with the seasons and how day length varies.</i> <b>Plants and animals</b> <i>*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>*identify and describe the basic structure of a variety of common flowering plants, including trees.</i>	<b>History of toys</b> <i>*identify similarities and differences between ways of life in different periods</i> <i>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<b>Neil Armstrong</b> <i>*They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</i> <i>*They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i> <i>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>	
		<b>Local Park</b> <i>*Geographical skills and fieldwork</i> <i>*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</i> <i>*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> <i>*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</i> <i>*devise a simple map; and use and construct basic symbols in a key</i> <i>*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.</i> <b>Weather</b> <i>identify seasonal and daily weather patterns in the United Kingdom</i>	<b>Contrasting non EU country</b> <i>*knowledge about the world,</i> <i>*understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</i> <i>*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</i> <i>*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</i> <b>Maps, oceans, continents, hot &amp; cold, equator, North &amp; South poles</b> <i>*name and locate the world's seven continents and five oceans</i> <i>*the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i> <i>use basic geographical vocabulary to refer to: key physical features, including, forest, hill, mountain, sea, ocean, river,</i> <i>*use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i>	<b>Materials, Floating, sinking, weight</b> <i>*identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> <i>*find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i> <b>Living things and habitats - Food chains</b> <i>*explore and compare the differences between things that are living, dead, and things that have never been alive</i> <i>*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</i> <i>*identify and name a variety of plants and animals in their habitats, including micro-habitats</i> <i>*describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</i> <b>Nutrition, animals, exercise, diet, hygiene</b> <i>*notice that animals, including humans, have offspring which grow into adults</i> <i>*find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i> <i>*find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i> <i>*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i>	<b>Growing seeds and bulbs</b> <i>*observe and describe how seeds and bulbs grow into mature plants</i> <i>*find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i>	<b>Nelson</b> <i>*They should use a wide vocabulary of everyday historical terms.</i> <i>*They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i> <i>*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> <i>*significant historical events, people and places in their own locality.</i> <b>Chronology of Fire of London &amp; Samuel Pepys</b> <i>*identify similarities and differences between ways of life in different periods</i> <i>*They should use a wide vocabulary of everyday historical terms.</i> <i>*They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</i> <i>*events beyond living memory that are significant nationally or globally</i> <b>History of English seaside holidays</b> <i>*identify similarities and differences between ways of life in different periods</i> <i>*They should use a wide vocabulary of everyday historical terms.</i> <i>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<b>Florence Nightingale</b> <i>*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>	

		Geography		Science		History	
		UK	Non UK & Themes	Science topics	Seasonal / ongoing	UK	Non UK
Year 3		<b>Kings Worthy &amp; Winchester</b> <i>*beyond the local area to include the United Kingdom</i> <i>*Geographical skills and fieldwork</i> <i>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i>	<b>Rivers, mountains, water cycle</b> <i>*This will include the location and characteristics of a range of the world's most significant human and physical features</i> <i>* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> <i>*locate the world's countries</i> <i>*key physical and human characteristics, countries, and major cities</i> <i>*Geographical skills and fieldwork</i> <i>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i>	<b>Forces and Magnets</b> <i>*compare how things move on different surfaces</i> <i>*notice that some forces need contact between two objects, but magnetic forces can act at a distance</i> <i>*observe how magnets attract or repel each other and attract some materials and not others</i> <i>*compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</i> <i>*describe magnets as having two poles</i> <i>*predict whether two magnets will attract or repel each other, depending on which poles are facing.</i> <b>Skeletons &amp; Nutrition</b> <i>*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</i> <i>*identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i> <b>Rocks &amp; Soils</b> <i>*compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i> <i>*describe in simple terms how fossils are formed when things that have lived are trapped within rock</i> <i>*recognise that soils are made from rocks and organic matter.</i>	<b>Shadows and light</b> <i>*recognise that they need light in order to see things and that dark is the absence of light</i> <i>*notice that light is reflected from surfaces</i> <i>*recognise that light from the sun can be dangerous and that there are ways to protect their eyes</i> <i>*recognise that shadows are formed when the light from a light source is blocked by a solid object</i> <i>*find patterns in the way that the size of shadows change.</i> <b>Plants</b> <i>*identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</i> <i>*explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</i> <i>*investigate the way in which water is transported within plants</i> <i>*explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i>	<b>Stone age to Iron Age</b> <i>*changes in Britain from the Stone Age to the Iron Age</i> <b>Kings Worthy local History</b> <i>*a local history study</i>	
		<b>Southampton</b> <i>*beyond the local area to include the United Kingdom</i> <i>*name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</i> <i>*understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</i> <i>*Geographical skills and fieldwork</i> <i>*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i>	<b>European Location</b> <i>*Europe, range of the world's most significant human and physical features.</i> <i>*locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> <i>*understand geographical similarities and differences through the study of human and physical geography of a region of a region in a European country,</i> <i>*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</i>	<b>Sound</b> <i>*identify how sounds are made, associating some of them with something vibrating</i> <i>*recognise that vibrations from sounds travel through a medium to the ear</i> <i>*find patterns between the pitch of a sound and features of the object that produced it</i> <i>*find patterns between the volume of a sound and the strength of the vibrations that produced it</i> <i>*recognise that sounds get fainter as the distance from the sound source increases.</i> <b>Human bodies, teeth &amp; Digestion</b> <i>*describe the simple functions of the basic parts of the digestive system in humans</i> <i>*identify the different types of teeth in humans and their simple functions</i> <i>*construct and interpret a variety of food chains, identifying producers, predators and prey.</i> <b>States of matter</b> <i>*compare and group materials together, according to whether they are solids, liquids or gases</i> <i>*observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</i> <i>*identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</i> <b>Electricity</b> <i>*identify common appliances that run on electricity</i> <i>*construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</i> <i>*identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</i> <i>*recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i> <i>*recognise some common conductors and insulators, and associate metals with being good conductors.</i>	<b>Living things and habitats</b> <i>*recognise that living things can be grouped in a variety of ways</i> <i>*explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i> <i>*recognise that environments can change and that this can sometimes pose dangers to living things.</i>	<b>Romans</b> <i>*the Roman Empire and its impact on Britain</i>	<b>Ancient Egypt</b> <i>*the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i>
Year 4							

# National Curriculum Map Year 5 and Year 6

	Geography		Science		History	
	UK	Non UK & Themes	Science topics	Seasonal / ongoing	UK	Non UK
Year 5		<p><b>Sustainability, recycling, energy</b>  <i>*land-use patterns; and understand how some of these aspects have changed over time</i>  <i>*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</i></p> <p><b>South America: Brazil</b>  <i>*understand geographical similarities and differences through the study of human and physical geography of a region of a region within North or South America</i>  <i>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>  <i>*range of the world's most significant human and physical features.</i>  <i>* 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)</i>  <i>*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p>	<p><b>Space &amp; Planets</b>  <i>*describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i>  <i>*describe the movement of the Moon relative to the Earth</i>  <i>*describe the Sun, Earth and Moon as approximately spherical bodies</i>  <i>*use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</i></p> <p><b>Forces</b>  <i>*explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i>  <i>*identify the effects of air resistance, water resistance and friction, that act between moving surfaces</i>  <i>*recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</i></p> <p><b>Reversible/ Irreversible changes &amp; Materials</b>  <i>*compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</i>  <i>*know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i>  <i>*use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i>  <i>*give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i>  <i>*demonstrate that dissolving, mixing and changes of state are reversible changes</i>  <i>*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 action of acid on bicarbonate of soda.</i></p>	<p><b>Living things and habitats</b>  <i>*describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i>  <i>*describe the life process of reproduction in some plants and animals.</i></p> <p><b>Reproduction life cycles of animals</b>  <i>*describe the changes as humans develop to old age.</i></p>	<p><b>Anglo Saxons &amp; Vikings</b>  <i>*Britain's settlement by Anglo-Saxons and Scots</i>  <i>*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p><b>Mayan Civilisation</b>  <i>*a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i></p>
Year 6		<p><b>USA</b>  <i>*using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i>  <i>*locate the world's countries</i>  <i>*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</i>  <i>*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)</i>  <i>*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <p><b>Volcanoes &amp; Earthquakes</b>  <i>*This will include the location and characteristics of a range of the world's most significant human and physical features</i>  <i>*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p>	<p><b>Living things and Habitats</b>  <i>*describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</i>  <i>*give reasons for classifying plants and animals based on specific characteristics</i></p> <p><b>Animals</b>  <i>*identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i>  <i>*recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i>  <i>*describe the ways in which nutrients and water are transported within animals, including humans.</i></p> <p><b>Evolution and Inheritance</b>  <i>*recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i>  <i>*recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i>  <i>*identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i></p> <p><b>Light</b>  <i>*recognise that light appears to travel in straight lines</i>  <i>*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</i>  <i>*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</i>  <i>*use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i></p> <p><b>Electricity</b>  <i>*associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i>  <i>*compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i>  <i>*use recognised symbols when representing a simple circuit in a diagram.</i></p>		<p><b>Victorian changes</b></p>	<p><b>Ancient Greece</b>  <i>*Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>