

## Creative Curriculum Overview

**KS1:**

**Cycle A – (2019-2020)**

**Theme: From Field to Fork-Science/Harvest**  
**Theme: The Great Outdoors-Geography human/physical/Historical Events/Sig. historical events**  
**Theme: Amazing Places and Spaces in the UK- Geography-Locational Knowledge/Local History/Costal exploration**  
**Theme: Heroes –Sig. events/people/Scientists/Musicians/Artists**

**Cycle B – (2020-2021)**

**Theme: Let’s Remember-Florence Nightingale/Guy Fawkes/Sig. events**  
**Theme: Explorers-Geography-Locational Knowledge/Antarctica/Ships/Coastal exploration/Sig historical events**  
**Theme: Extreme Weather-Geography-Place Knowledge-Weather**  
**Theme: Great and Ghastly Events-Titanic/Great Fire/Plague/Sig. historical events/events beyond living memory**

**Lower KS2:**

**Cycle A – (2019-2020)**

**Theme: Fossil Hunters -Mary Anning Project /Geography-coastal/Victorians**  
**Theme: Sunderland Heroes- Local history**  
**Theme: Master Builders-Ancient Egypt/Locational knowledge/ D&T**

**Cycle B – (2020-2021)**

**Theme: Transport and Trade-Romans/ Local history- coal, glass, ships**  
**Theme: Invasion-Roman Empire/Anglo Saxons & Scots/WW2**  
**Theme: Survival! -Stone Age – Iron Age**

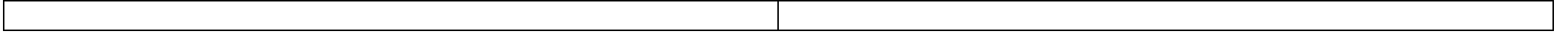
**Upper KS2:**

**Cycle A – (2019-2020)**

**Theme: Northern Saints – Local History/human and physical geography**  
**Theme: Earthquakes, Zones and Volcanoes - Geography**  
**Theme: War and Peace (WW2)-Locational Knowledge**  
**Theme: Rich and Poor – Victorian Britain**

**Cycle B – (2020-2021)**

**Theme: Conflict –Vikings & Anglo Saxon Struggle/Geography**  
**Theme: Beliefs –Ancient Greece**  
**Theme: Achievements & Legacies– Marshall Taylor/Geography America**  
**Theme: Shake Things Up/ Structures – Local History/ Locational Knowledge**



## Creative Curriculum Overview

**KS1:**

**Cycle A – (2017-2018)**

**Theme: Toys**  
**Theme: The Great Outdoors**  
**Theme: The local area and the seashore**

**Cycle B – (2018-2019)**

**Theme: Florence Nightingale/ Remembrance**  
**Theme: Explorers**  
**Theme: The local area / Mexico**  
**Theme: The Great Fire of London / Samuel Pepys**

**Lower KS2:**

**Cycle A – (2017-2018)**

**Theme: Mary Anning Project**  
**Theme: Sunderland Heroes**  
**Theme: Ancient Egypt**

**Cycle B – (2018-2019)**

**Theme: The Roman Empire**  
**Theme: Invasion (Anglo-Saxons & Scots)**  
**Theme: Stone Age – Iron Age**

**Upper KS2:**

**Cycle A – (2017-2018)**

**Theme: Northern Saints**  
**Theme: War and Peace (WW2)**  
**Theme: Life in Baghdad/ Mayan Civilization**

**Cycle B – (2018-2019)**

**Theme: The Vikings**  
**Theme: Ancient Greece**  
**Theme: Marshall Taylor**

**Creative Curriculum Overview**  
**Upper KS2 – Cycle B 2018/2019**

Theme	Essential Learning experiences/ Knowledge and Skills	Possibilities	Drivers
<p style="text-align: center;"><b>CONFLICT</b></p> <p>To investigate and interpret the past.</p> <p>To build an overview of world history.</p> <p>To understand chronology.</p> <p>To communicate historically.</p>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Understand the concepts of continuity and change over time,</li> </ul>	<p><b>As historians:</b></p> <p>We will begin by looking at major conflicts the world has seen – WW1 and WW2. We will also explore our present day forces – the Army, the Royal Navy and the Royal Air Force.</p> <p>We will then look at conflict throughout history. We will then go on to look at conflict throughout history.</p> <p>Evidence suggests that the Stone Age was quite a peaceful time, with people moving around looking for food, but development of swords in the Bronze Age is the first clue that conflicts were beginning to arise.</p> <p>We will look at Iron Age warriors, who tattooed themselves with a blue dye called woad and spiked their hair to frighten their enemies.</p> <p>We will look at Roman weapons, armour and tactics and compare them with those used by people like Boudica who fought against Roman occupation of</p>	<p><b>Living our Catholic Mission</b> We will remember those who have been injured or lost their lives during times of conflict, through prayers, dedications and remembrance liturgies</p> <p>Year 6 children will be selling poppies in school.</p> <p><b>Anything Is Possible</b> We will</p> <p><b>Our Cultural Offer</b> We will:</p> <p><b>Growth</b> We will:</p>

	<p>representing them, along with evidence, on a time line.</p> <ul style="list-style-type: none"><li>• Use dates and terms accurately in describing events.</li><li>• Use appropriate historical vocabulary to communicate, including: dates , time period, era, chronology, continuity, change, century, decade, legacy</li><li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li><li>• Use original ways to present information and ideas.</li></ul>	<p>Britain.</p> <p>We will also explore how Vikings invented the stirrup for riding on horseback, which helped them to control horses, and we will look at the weapons and armour they fought with.</p> <p>We will take the opportunity to look at some of the reasons for conflict and research in depth some of the tragic events of World War I.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b><u>As writers:</u></b></p> <p>We will Write stories of adventure based on events in history</p> <p>Write letters in role of a World War I soldier, based upon the book ‘Love Letters from the Great War’ (published by Macmillan 2014)</p> <p>Present information in a variety of ways to inform audiences of our findings</p> <p>Read aloud poetry about war and conflicts to an audience</p>	
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		<p><b><u>As mathematicians:</u></b> We will Calculate the passing of time</p> <p><b><u>As artists:</u></b> We will Draw and paint images of some of the weapons, armoury and fortifications we study</p> <p>Study still life poppies and use watercolour to paint images inspired by the poppy fields of Flanders</p>	
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