

## Year A – Preston Primary School – Concept Based Curriculum

Project	AUTUMN		SPRING		SUMMER	
	Belonging		Creation		Over and Under (Ground)	
Key Concepts	Community Democracy	Identity Friendship	Individuality Inspiration	Change Pride	Diversity Transformation	Integration Freedom
Values	Friendship Compassion		Respect and Reverence		Trust	
RE (Norfolk Syllabus)	<p>KS1: What does the nativity story teach Christians about Jesus? How do Christians belong to their faith family? LKS2: How do religious groups contribute to society? Where do Christian religious beliefs come from? UKS2: What does it mean to be human? How do beliefs shape identity for Muslims?</p>		<p>KS1: Why do people have different views about the ideas of God? How do Jews celebrate Passover? LKS2: What do we mean by truth? What does sacrifice mean? UKS2: Creation and Science – conflicting or complimentary How do Buddhists explain suffering in the world?</p>		<p>KS1: Why is light an important symbol? LKS2: Why is there so much diversity of belief within Christianity? UKS2: Does religion bring peace, conflict or both?</p>	
RSHE	Healthy and Happy Friendships	Healthy Bodies Healthy Minds	Similarities and Difference	Families and Committed Relationships	Caring and Responsibility	Coping with Change
Faith Links	Christmas Divali Hanukkah		Ramadan Lent Easter			
Other Events	Harvest Festival Anti-bullying Black History Month		Chinese New Year World Book Day		Transition Cycling and Road Safety <b>Platinum Jubilee</b> (History for KS1)	
EYFS Question	<b>Who am I?</b>		<b>What came before us?</b>		<b>Where do animals live?</b>	
Possible focus areas	My new school My family My body		Dinosaurs and key events (chosen by children)		Animal and habitats Minibeasts	
KS1 Question	<b>Where do I fit in my world?</b>		<b>How does history influence the future?</b>		<b>How are living things connected?</b>	
Possible focus areas	Y1: Parts of the body / senses Y2: <b>Animals including humans</b> - exercise, food and hygiene		Y1: Everyday materials Y2: Uses of everyday materials		<b>Working Scientifically KS1</b> -gathering and recording data to help in answering questions	

	<p>Y1: Seasonal Changes</p> <p><b>Geographical skills and fieldwork - local area:</b> Our School and Tasburgh</p> <p><b>Aerial photographs, simple map with key:</b> Our School and Tasburgh</p> <p><b>Significant individuals / people in locality:</b> Edith Cavell / Florence Nightingale</p> <p><b>Significant events in locality:</b> Romans and Boudicca Way</p>	<p><b>Locational knowledge</b> – UK countries, cities and seas</p> <p><b>Geographical skills and fieldwork</b> – compass directions</p> <p>Maps</p> <p><b>Human geography</b> –city</p> <p>Great Fire of London</p> <p>Changes in living memory – The City of London</p>	<p>-identifying and classifying</p> <p>Y1: <b>Animals including humans</b> – variety of animals / carnivores, herbivores and omnivores</p> <p>Y2: <b>Animals including humans</b> – offspring grow into adults / basic needs of animals</p> <p><b>Locational knowledge</b> – continents and oceans</p> <p><b>Human and Physical Geography:</b> Hot and cold areas</p> <p>Maps, Atlases and Globes – Rainforests</p>
<b>LKS2 Question</b>	<b>How does our area shape our lives?</b>	<b>Are creations final?</b>	<b>What secrets does the earth hold?</b>
<b>Possible focus areas</b>	<p>Y3: <b>Animals including humans</b> – skeletons and muscles</p> <p>Working Scientifically</p> <p>Y4: <b>Animals including humans</b> – digestion and teeth</p> <p><b>Locational Knowledge:</b> Counties and cities of UK / topographical features</p> <p><b>Geographical Skills and Fieldwork:</b> Field work in local area covering all areas</p> <p>Roman Empire and impact on Britain (and Tasburgh)</p> <p>Legacy of Roman culture (Tasburgh)</p> <p>Local study</p> <p>Internet safety</p> <p>Yr 3: How to Search Effectively and present information</p> <p>Create an online questionnaire.</p> <p>Yr 4: Online communication and collaboration (if possible set up a blog to record their local study?)</p>	<p>Y3: Plants</p> <p>Working Scientifically</p> <p><b>Human and Physical Geography:</b></p> <p>Physical Geography of the River Nile</p> <p>Human Geography: settlements and land use</p> <p>Ancient Egypt</p> <p>How Egypt was created / tomb wall writing / pyramid texts</p> <p>Yr 3: How computers work.</p> <p>Search and capture and categorise information on plants. Create an online diagram or presentation with findings.</p> <p>Yr 4: Design and create an online pet, use scratch coding blocks to create animation and sound.</p>	<p>Y3: Rocks and soils</p> <p>Y4: Food chains</p> <p>Y4: Living things and habitats</p> <p><b>Geographical skills and fieldwork</b> – maps and globes, compass, OS map, grid references</p> <p>Stone Age to Iron Age - hill forts, round houses, farming land</p> <p>Yr 3: Create an animated story using Scratch Jr</p> <p>Yr 4: Create a branching database linking with living things and their habitats</p>

UKS2 Question	How have we been shaped by the past?	What is it to be a creator?	Do we use the Earth wisely?
Possible focus areas	<p>Y5: <b>Animals including humans</b> – life cycle of humans</p> <p>Y6: Circulatory system, diet, exercise, etc. Working Scientifically</p> <p><b>Locational Knowledge:</b> Counties and cities of UK / topographical features</p> <p><b>Geographical Skills and Fieldwork:</b> Field work in local area covering all areas</p> <p>Roman Empire and impact on Britain (and Tasburgh)</p> <p>Legacy of Roman culture (Tasburgh)</p> <p>Local study</p> <p>Internet safety</p> <p>Yr 5 &amp; 6 Create an online questionnaire, analyse and manipulate data using a spreadsheet program (Excel)</p>	<p>Y6: Evolution and inheritance</p> <p>Working Scientifically</p> <p><b>Locational knowledge</b> - North and South America</p> <p>Positioning</p> <p><b>Place knowledge</b> – South America</p> <p>Mayans – pyramids, columns temples (architectural styles)</p> <p>Mayan Creation story - Tepeu and Gucumatz</p> <p>Yr 6: Research and develop an app for a smart device. Using PowerPoint to pitch their new concept</p> <p>Yr 5: The internet and WWW – introduction to HTML</p>	<p>Y5: Living things and their habitats</p> <p>Y6: Living things and habitats</p> <p><b>Locational Knowledge:</b> Land use patterns and how these have changed</p> <p><b>Human Geography:</b> Settlements and Land Use</p> <p>Stone Age to Iron Age</p> <p>Yr 5: Create an educational game using Scratch incorporating living things and their habitats.</p> <p>Yr6: Using scratch and Micro:bit, test algorithms and create own to fulfil given goals.</p>
Enrichment	<p>Explore the village sign – starting point for every class</p> <p>Boudicca Walk</p> <p>Norwich Castle - Boudicca Exhibit</p>		Gressenhall (KS2 links)

## Year B – Preston Primary School – Concept Based Curriculum

Project	AUTUMN		SPRING		SUMMER	
	Journeys		Our Wonderful World		Power and Glory (and Conflict)	
Key Concepts	Belief Resilience	Fear Freedom	Beauty Stewardship	Responsibility Sustainability	Consequences Sacrifice	Conflict Adversity
Values	Perseverance		Responsibility Creativity		Forgiveness Truthfulness	
RE	<p>KS1: What do Jews remember on Shabbat? How does celebration bring a community together? LKS2: What is philosophy? What difference does being a Muslim make to everyday life? UKS2: What can we learn about the world from philosophers? How do Hindus make sense of the world?</p>		<p>KS1: What do my senses tell me about the world of religion and belief? How did the universe come to be?  LKS2: How do people express commitment? What do Muslims think about God?  UKS2: How has belief in Christianity and Islam impacted on music and art? Is believing in God reasonable?</p>		<p>KS1: What does the cross mean to Christians?  LKS2: What is the trinity?  UKS2: What difference does the resurrection make to Christians?</p>	
RSHE	Healthy Bodies Healthy Minds	Healthy and Happy Friendships	Caring and Responsibility	Families and Committed relationships	Similarities and Difference	Coping with Change
Faith Links	Christmas Divali Hanukkah		Ramadan Lent Easter			
Other Events	Anti-bullying Black History Month Harvest Festival World Cup		World Book Day Chinese New Year		Transition Cycling and Road Safety	
EYFS Question	<b>Where could your life take you?</b>		<b>What is special about our world?</b>		<b>Do all fairytales have happy endings?</b>	
Possible focus areas	My journey – family and starting school My journey – people who help me My journey – what will I be when I grow up (fire service, etc.)		What makes a happy planet? Caring for different environments		Fairytales and superheroes – villains, heroes, princes and princesses	

KS1 Question	How far can we go?	What makes our world so wonderful today?	Does protection show power or fear?
Possible focus areas	<p><b>Working scientifically</b> - investigation</p> <p><b>Events beyond living memory:</b> first airplane flight / the Space Race and Moon landings</p> <p><b>Significant individuals:</b> Neil Armstrong</p> <p><b>Place knowledge</b> – Area of the UK and contrasting non-European country (PoR text link?)</p> <p><b>Geographical skills and fieldwork:</b> Compass directions Maps, atlases and globes</p>	<p>Y1: Plants – wild and garden plants / deciduous and evergreen trees.</p> <p>Y1: Plants – structure of flowering plants and trees.</p> <p>Y2: Plants seeds and bulbs / what plants need to grow</p> <p>Y2: Living Things and Their Habitats</p> <p><b>Human and physical geography:</b> Seasonal and daily weather patterns</p> <p><b>Features/vocabulary</b> – seaside (beach, cliff, coast, ocean, port, harbour)</p> <p><b>Locational knowledge</b> – UK countries, cities and seas</p> <p><b>Changes beyond living memory</b> - Victorian seaside</p> <p><b>Significant individuals:</b> Queen Victoria</p> <p><b>Compare aspects of life in different periods</b> – Victorian seaside compared to seaside of today</p>	<p><b>Working scientifically</b> – investigation</p> <p><b>Human and physical features/vocabulary</b> – city (Norwich)</p> <p><b>Geographical skills and fieldwork:</b> Compass directions Aerial photographs- to recognise landmarks</p> <p><b>Significant places in own locality:</b> Norwich Castle</p>
LKS2 Question	Do all journeys begin with a destination?	Can human wonders ever survive the wonders of nature?	Do we view power fairly?
Possible focus areas	<p>Year 3 - Animals, including humans</p> <p>Y4: Electricity</p> <p>Working Scientifically</p> <p><b>Human and Physical Geography:</b> All elements of human geography Anglo-Saxons Beowulf's Journey Pilgrimage Internet Safety – Personal information, cyber bullying Yr 3: How computers work - parts of a computer, inputs, outputs, networks Yr 4: Functional skills – which software to use for which task.</p>	<p>Y3: Forces and magnets</p> <p>Working Scientifically</p> <p>Y4: States of matter</p> <p><b>Locational knowledge</b> – Europe</p> <p><b>Physical Geography-</b> volcanoes and earthquakes</p> <p><b>Fieldwork-</b> using maps, atlases and globes</p> <p>Ancient Greece</p> <p>Legacy of Greek culture</p> <p>Pompeii</p> <p>Yr 3: How Search works? Create a powerpoint using information found.</p> <p>Yr 4: Design and create an electronic device including input outputs and sensors (Scratch)</p>	<p>Y3: Light</p> <p>Working Scientifically</p> <p>Y4: Sound</p> <p><b>Place Knowledge:</b> UK and European location comparison</p> <p>Vikings and Anglo-Saxon struggle – the fight for territory and power / seeking treasure and glory</p> <p>Yr3: Scratch Jr – create an animated scene linked to topic</p> <p>Yr 4: Data collection and presentation. Create a branching database.</p>
UKS2 Question	Is the journey or the destination more important?	Are things more wonderful if left where they began?	Can power exist without conflict?

<p><b>Possible focus areas</b></p>	<p>Y5: Earth and Space Working Scientifically <b>Place Knowledge:</b> Making comparisons Islamic Civilizations Eight objects (British Museum) Mecca Internet Safety – Social Media, cyber bullying Yr 5: Create a maze based game linked to Space in Scratch Yr 6: Using Scratch, create a multi-level game or animated story.</p>	<p>Y5: Properties and changes of materials Y6: Light Working Scientifically <b>Human and Physical Geography:</b> many aspects including use of natural materials Shang Dynasty – artefacts How the artistry of craftsmen made this dynasty famous for bronze and jade objects Yr 5: Data capture and analysis – Excel (link to Science) Yr 6: Create a webpage (HTML)</p>	<p>Y5: Forces Y6: Electricity Working Scientifically <b>Fieldwork:</b> using fieldwork Compass work World War 1 or 2 – conflict between major powers Yr 5: Design and create an opinion poll. Analyse, interpret and present results. Yr 6: Research and develop a new app to improve everyday life.</p>
<p><b>Enrichment</b></p>	<p>Visit Anglo Saxon village – West Stow Trip to British Museum</p>	<p>Trip to British Museum</p>	<p>Visit Norwich Castle War museum UKS2 ONLY: Parliament trip OR Parliament week in school</p>