

## English, History, Geography and MFL Curriculum Overview 2024-2025

Nursery						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text						
	The Family Book by Todd Parr	The Very Hungry Caterpillar by Eric Carle	Anansi the Spider by Gerald McDermott	1: Rosie's Walk by Pat Hutchins 2: LuLu Loves Flowers by Anna McQuinn	1: We're Going on a Bear Hunt by Michael Rosen 2: Yucky Worms by Vivian French and Jessica Ahlberg	1: Jack and the Beanstalk 2: Jasper's Beanstalk by Nick Butterworth
Writing focus	Gross motor skills	Lists	Description	Non - Fiction	Contemporary Fiction	Traditional Tales and Twists
Phonics	Phase 1: Environmental sounds		Phase 1: Environmental sounds, Instrumental sounds, body percussion	Phase 1: Rhythm, voice sounds	Phase 1: Voice sounds, alliteration	Phase 1: Oral blending and segmenting
Shared Reading			Day and animals; Deep in the rainforest; Day and night; The barbeque; Book week; Special clothes; Sing a song; The wheels on the bus; Jessie's flower; Five little ducks; My body; A new dog; My history			
Trips			Stepney Farm			Bartlett Park
Link to Main EYFSP Area of Learning	Understanding the world: Family / General Life & Experiences	Understanding the world: Family / General Life & Experiences	PSED: Understanding feelings and emotions and regulation	Understanding the world: Animals	Understanding the world - Trees and sticks PSED - Empathy PD - Stick play	Understanding the world - different homes / foods / clothing PSED -
Spirituality PSED & HUMAN THEME (And Christian Value)	Feelings, Emotions, behaviour, consequences.  (Celebrating Individuality / Taking Responsibility)	Feelings, imagination  (Spiritual & Reflective)	Feelings, Emotions, Self-Regulation  (Working Together / Spiritual & Reflective)	Understanding Danger/Awe and wonder of nature  (Taking Responsibility/Caring & Respectful)	Discovery and Loss / Play & Invention  (Celebrating Individuality / Life Long Learning)	Gratitude, discontent and Greed  (Spiritual & Reflective / Caring & Respectful)
Phonics and Early Reading: Experience, knowledge, skills and strategies	AS Phase One Phonics - Environmental Sounds Concepts of print	AS Phase One Phonics - Environmental Sounds Concepts of print	AS Phase One Phonics - Environmental Sounds Concepts of print	AS Phase One Phonics - Environmental Sounds Concepts of print	AS Phase One Phonics - Environmental Sounds Concepts of print	AS Phase One Phonics - Environmental Sounds Concepts of print
EYFS/Development Matters	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> </ul>					

## English, History, Geography and MFL Curriculum Overview 2024-2025

<b>Communication and language 3-4 Years</b>	<ul style="list-style-type: none"><li>● Use a wider range of vocabulary.</li><li>● Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li><li>● Sing a large repertoire of songs.</li><li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li><li>● Use longer sentences of four to six words</li><li>● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li></ul>					
<b>Language Competency: Through reading, talk and writing</b>	Statement and questions Describing human characteristics Expressing emotional states Language of empathy Book talk	Dialogue Exclamations and questions Instructional language, including modal verbs Book talk Matching words to print	First person voice in story Present tense in story Active verbs Book Talk	Past tense narrative Precise language using Prepositions and adverbials Book Talk	Explanation text Technical, descriptive and positional language Book Talk	Present tense narrative. Technical, descriptive and Instructional language. Explanations.
<b>Physical Development</b>	Dancing, pounding and climbing Demonstrating favourite games Action and finger Rhymes Printmaking	Dog Show enactment Tidying up mess Paper collage Mark-making involved in drawing different kinds of dogs	Action songs Riding Balance and Pedal bikes Travelling using body Unwrapping washing and rescuing naughty bus Fixing and maintaining bikes and toy vehicles Constructing a cityscape	Animal Actions Re-enacting and hatching plans around a large scale farm yard Doing a farmers work – using tools that develop gross motor skills and those that strengthen hand and finger muscle	Spider Actions Sweeping and dusting ceilings Spider web creation Finger Rhymes Performance related actions Making Wormery	Action Songs Growing Movements planting seeds Observational Drawing Preparing food (using knives safely)
<b>Other Experiences &amp; Cross Curricular Links</b>		School birthday	Hatching butterflies	Easter Egg hunt and Easter Bonnet Parade	Special visitors from PC/ Fire brigade	
<b>History Overview</b>						
<b>Topic:</b>	My family	My world	Can we explore it?	Growing and changing	Who lives in the garden?	Which foods are good for us?
<b>Key Skills History</b>	Remembers and talks about significant events in their own experiences	Recognises and describes special times or events for friends or family	Can retell a simple past event in the correct order	Uses a variety of questions (e.g. what, where, who)	Can retell a simple past event in the correct order	Uses a variety of questions (e.g. what, where, who)
<b>Geography Overview</b>						
<b>Topic:</b>	My family	My world	Can we explore it?	Growing and changing	Who lives in the garden?	What food is good for us?
<b>Key Skills Geography</b>	Imitate everyday actions and events from own family and cultural backgrounds	Developing an understanding of events from own family and cultural backgrounds	Play with small-world models such as a farm, garage or train track, buses	Comments and asks questions about aspects of their familiar world and natural world	Minibeast hunts in forest area. Talking about what the mini beasts look like/ how they move/ where they live.	Learns that they have similarities and differences that connect them to, and distinguish them from others

## English, History, Geography and MFL Curriculum Overview 2024-2025

			Notice detailed features and objects in their environment			
<b>Nursery Conceptual Application:</b>						
<b>Skills</b>	Focus on gross motor skills	Home corner	Can we explore it?	Growing and changing - Description	Who lives in the garden – instructions	What food is good for us?
<b>Knowledge</b>		All about me bags: talking to small groups about your chosen special items/ reflecting on personal history	Taking part in bus driver/ train station / airport role play Where did you go? How did you get there? Act out holiday journeys using big brick planes/ boats.	Describe a farm	Instructions on how to look after the world	Recount of their morning and what they ate for breakfast
<b>Nursery Now Press Play:</b>						
	We are all different	Christmas	Minibeasts	On the farm	People who Help Us	Jack and the Beanstalk

Reception						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

## English, History, Geography and MFL Curriculum Overview 2024-2025

<b>Key Text</b>	1: A Great Big Cuddle by Michael Rosen and Chris Riddell 2: Goldilocks and the three bears by Mara Alperin	The Gingerbread Man by Mairi Mackinnon	Handa's Surprise by Eileen Browne	Beware of the Crocodile by Martin Jenkins and Satoshi Kitamura	1: Supertato by Paul Linnet and Sue Hendra 2: Stanley's Stick by John Hegley	1: Shark in the Park by Nick Sharratt 2: Please Mr Magic Fish by Jessica Souhami
<b>Writing Unit</b>	1: Poetry 2: Character Description	Instructions	Factfile	Non-fiction	1: Recount 2: Contemporary Fiction	1: Non-chronological Report 2: Traditional Tales and Twists
<b>Phonics</b>	<b>Phase 1</b> blending and segmenting recap (2 weeks) <b>Phase 2:</b> s, a, t, p, i, n, m, d, g, o, c, k (Block 1)	<b>Phase 2:</b> ck, e, u, r, h, b, f, l, ff, ll, ss (Block 2) j, v, w, x, y, z, zz, qu, ch, sh, th, ng (Block 3)	<b>Phase 3:</b> ai, ee, igh, oa, oo (moon), oo (book) (Block 1) ar, or, ur, ow, oi (Block 2)	<b>Phase 3:</b> ear, air, ure (pure), er (Block 3)	<b>Phase 4:</b> sp, dr, fl, br, bl (Block 1) st (stop), st (lost), tr, gr, ft (Block 2) cr, pr, sc, fr, sl (Block 3)	<b>Phase 4:</b> tw, sw, xt, nt, lt (Block 4) mp, nk, nd, cl, nch (Block 5) sm, lk, sk, lf, sn (Block 6)
<b>Shared reading</b>	What can you see, Wishy washy day, Waves, I like the rain, Guinea pigs grass, Five little ducks, A cat in the tree, A closer look at plants, Cats, Crocodile tea, This is bear, The duck in the hat, Walking through the jungle, Wake up Isabell, Breakfast, Little red riding hood, My bean diary					
<b>Trip</b>	Discovery Centre		Tower Hamlets Park		V&A Museum of Childhood	
<b>Link to Main EYFSP Area of Learning</b>	Understanding the world: Family / General Life & Experiences	Understanding the world: Family / General Life & Experiences	PSED: Understanding feelings and emotions and regulation	Understanding the world: Animals	Understanding the world - Trees and sticks PSED - Empathy PD - Stick play	Understanding the world - different homes / foods / clothing PSED - Inner happiness, positivity and personal responsibility, being thankful
<b>Spirituality PSED &amp; HUMAN THEME</b> (And Christian Value)	Feelings, Emotions, behaviour, consequences. (Celebrating Individuality / Taking Responsibility)	Feelings, imagination (Spiritual & Reflective)	Feelings, Emotions, Self-Regulation (Working Together / Spiritual & Reflective)	Understanding Danger/Awe and wonder of nature (Taking Responsibility/Caring & Respectful)	Discovery and Loss / Play & Invention (Celebrating Individuality / Life Long Learning)	Gratitude, discontent and Greed! (Spiritual & Reflective / Caring & Respectful)
<b>EYFS/Development Matters Communication and language 4-5 Years</b>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> </ul>					
	<ul style="list-style-type: none"> <li>* Listen to and talk about stories to build familiarity and understanding.</li> <li>* Retell the story, once they have developed a deep familiarity with the text,</li> <li>* Use new vocabulary in different contexts.</li> <li>* Engage in non-fiction books.</li> <li>* Listen to and talk about selected non-fiction to develop a deep familiarity</li> <li>* Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>* Learn rhymes, poems and songs.</li> </ul>					

## English, History, Geography and MFL Curriculum Overview 2024-2025

	Engage in storytimes. * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.					
<b>Language Competency: Through reading, talk and writing</b>	Rhyme Onset and Rime. Poetic language. Playing with language Compose your own rhymes and poems.	Onomatopoeia Descriptive Language, Suspense, Layers of Meaning Prediction, How and Why Questions.. instructions involving several ideas or actions. Use past, present and future forms. Develop own narratives and explanations by connecting ideas or events.	To think and talk confidently about responses to a book, using prediction, asking questions, making connections with their own experience. To think about the story meanings conveyed in the illustrations. To use language to imagine and recreate roles and experiences. Answer 'how' and 'why' questions about their experiences and in response to stories or events	Factual Language alongside narrative form language of comparison. Develop their own narratives and explanations by connecting ideas or events. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Question why things happen and gives explanations. Ask e.g. who, what, when, how. Write simple sentences which can be read by themselves and others.	Present Tense Narrative Alliteration Follow instructions involving several ideas or actions; Answer 'how' and 'why' questions about their experiences and in response to stories or events; Use past, present and future forms Talking about events that have happened or are to happen in the future; Develop their own narratives and explanations by connecting ideas or events.	Strong narrative structure memorable tunes Patterned language repeated refrains instructions involving several ideas or actions 'how' and 'why' questions Use past, present and future forms Develop their own narratives and explanations by connecting ideas or events. To write for meaning and purpose in a variety of narrative and non- narrative forms To develop experience of storytelling and to retell stories orally To use language to imagine and recreate roles and experiences
<b>Physical Development</b>	Dancing, moving in response to poetry Pounding, beating, hitting instruments. Action and finger Rhymes.	Use large and small equipment to explore journeys and travelling. Explore prepositions like, over, under, across, above, below, around and work out ways of travelling on equipment or around a space. Use bikes to go on a journey.	Provide small- and large- scale equipment to support children in moving in different ways using their bodies. Do they like to climb, run, jump, ride etc just like Ruby does. Develop fine motor skills by encouraging children to make their own worries using pastels and	Building Life Size Crocodiles using small and large scale equipment. Movement sessions focussed on the behaviours of the crocodiles could bring verbs such as twirling, thrashing, hunting, cruising, scraping, lurking	Build a den, make a tent, shelter Stringing sticks together to make giant picture frames or frames for an outside display or to weave through with ribbons Decorate sticks with ribbons, string, chalk and paint	Use small and large scale equipment to support children in moving in different ways using their bodies, such as: creating an increasingly wild sea with scarves and swathes of fabric; leaping, bending and balancing like the fish; swishing a net across the midline to

## English, History, Geography and MFL Curriculum Overview 2024-2025

			snipping with scissors, sticking eyes and eyebrows. Holding a paint brush to draw their emotions.	to life; deepening children's understanding of the meanings of these words.	Drawing / Mark making with sticks Observational drawings using charcoal.	catch fish; dancing and twirling and turning around with arms outstretched. Develop fine motor skills by encouraging children to create their own story puppets. Children can paint on details, create collage shapes with scissors, stick on eyes and eyebrows to create specific expressions for certain parts of the story.
<b>Memorable Experiences</b>		School birthday		Easter Egg hunt and Easter Bonnet Parade		Teddy bears picnic in the secret garden
<b>Other Experiences &amp; Cross Curricular Links</b>	Performances	Role-Play Creating Monsters and homes Taking Monsters on Journeys Make own monsters. Create a monster den / cave. Send a toy monster home to spend the weekend with a child from the class.	Role- Play Creating worries using pastels Painting emotions. Thinking about the use of colours, and which colour reflects our emotions. Explore and discuss concepts relating to time. Explore and discuss children's daily routines and mathematical vocabulary related to this such as first, next, then, morning, afternoon, evening, night, minute, hour, day, week, month, year. There are also opportunities to explore language related to size	Measuring Encourage children to create their own habitats, above ground and underwater, using empty boxes and a range of materials. Explore the use of inks or watercolours to create specific effects when painting river scenes on a large or small scale. Looking at homes and habitats of where different animals live.	Small World imaginative play Measuring with sticks Counting with sticks, count to 10 using stumping sticks Count backwards using sticks Make 2d shapes on the floor with sticks, e.g. triangle, square, etc. Trip in local Area to collect sticks Den building workshop	To interpret stories through creative activity including play, art, drama and drawing Explore the settings in the story through globe and map work, particularly where in the world they might find bodies of water in which a magic fish could live. Explore colour, line and texture related to emotions. Explore language related to size and capacity when comparing the couple's increasing demands To explore and discuss concepts relating to time passing.



## English, History, Geography and MFL Curriculum Overview 2024-2025

			and capacity with words and phrases such as not very big, small, grow, bigger, enormous, barely fit, filled up, shrink, barely there Thinking about our local area and the wider world around us, and exploring different settings for e.g park, beach, garden, forest etc Explore local transport; Ruby gets a bus to school, how do we get to school?			
<b>History Overview</b>						
<b>Topic:</b>	Do you want to be friends?	Did monsters exist?	All about me			
<b>Key Skills History</b>	Uses language to imagine and recreate roles and experiences in play situations	Uses a variety of questions (e.g. what, where, who)	Talk about past and present events in their own lives and in the lives of their family	Questions why things happens and gives explanations	Answer 'how' and 'why' questions about their experiences Use past, present and future forms Talking about events that have happened or are to happen in the future;	Talk about past & present events in their own lives and of their family - revisited Uses language & roles to imagine, recreate experiences in play situations - revisited
<b>Geography Overview</b>						
<b>Topic:</b>	Do you want to be friends?	Did monsters exist?	All about me			
<b>Key Skills Geography</b>	To recognise similarities between families, communities and traditions  Knows some of the things that make them unique and talks about	Comments and asks questions about aspects of their familiar world and natural world	Shows interest in different occupations and ways of life	Comments and asks questions about aspects of their familiar world such as where they live or the natural world	Looking at trees/ plants in garden, and weather conditions	

## English, History, Geography and MFL Curriculum Overview 2024-2025

	similarities and differences with friends and family					
<b>Reception Conceptual Application</b>						
<b>Skills</b>	Character Descriptions- Descriptive writing	Did monsters exist- Letter	All about me – fact file	Crocodile - information	What is a Narwhal- Explanation	
<b>Knowledge</b>	Describe a character	Letter to a historical dragon	Fact file on the local area	Non-Chronological report about a crocodile	Explanation text about a narwhal	
<b>Reception Now Press Play:</b>						
	Goldilocks and the three bears	The Gingerbread man	On Safari	Spring	Summer	Jack and the Beanstalk

Year 1						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Text</b>						
	1: 10 Things I Can Do To Help My World by Melanie Walsh 2: Little Red Riding Hood by Mara Alperin	Where the wild things are by Maurice Sendak	Katie in London by James Mayhew	Thank you, Omu! by Oge Mora	Man on the Moon by Simon Bartram	The Robot and Bluebird by David Lucas



## English, History, Geography and MFL Curriculum Overview 2024-2025

<b>Shared Reading</b>	How to make a mask, Three billy goats gruff, The tiger who came to tea, castle adventure ,Each peach pear plum ,Duck in danger, Mrs Honey's hat, Mr Archimedes bath, The spring time Rock and Roll					
<b>Reading</b>	Shared reading twice a week, daily guided reading with phonetically benchmarked, colour-coded groups. Bug Club for home learning.					
<b>Themes and subjects</b>	Hope, kindness, difference, standing out > PSHE link	Identity, friendship and difference > PSHE link	Understanding the world, friendship, taking responsibility > Geography link	Courageous advocacy environment, sustainability > History link (David Attenborough)	Perseverance, determination, goals, dreams, purpose, motivation, achievements > History link	Friendship, self-sacrifice, caring, love for others
<b>Writing outcomes</b>	Fiction: Tale of fear  Non-fiction: Informative poster - How to keep the school clean  Poetry: 'Cats sleep anywhere'	Fiction: Meeting tale  Non-fiction: Recount – trip to Soanes Centre  Poetry: Nativity	Fiction: Journey tale  Non-fiction: Travel brochure - London  Poetry: 'Twinkle twinkle little star'	Fiction: Tale of fear  Non-fiction: Recipe book – children's favourite ethnic food  Poetry: 'There was an old man from Peru'	Fiction: Journey tale  Non-fiction: Instructions - How to make a moon buggy  Poetry: 'Down Behind the Dustbin' by Michael Rosen	Fiction: Character flaw  Non-fiction: Advert  Poetry: 'Bed in Summer' by RL Stevenson
<b>Grammatical skills</b>	Simple sentences Past tense Sequencing language Time connectives Full stops Capital letters	Past tense Using 'and' to join ideas Sequencing language Prepositions Description Full stops capital letters	Past tense Using 'and' to join ideas Suffix – ed Full stops capital letters Simple sentences Present tense Prepositions Full stops capital letters		Different sentence functions Past tense Range of conjunctions Sequencing language Prepositions Expanded noun phrase Description ly (adverb) Punctuation apostrophe contraction Commas in a list Full stops capital letters	
<b>Phonics</b>	<b>Phase 3/4</b> recap depending on phonic assessment (3 weeks) <b>Phase 5:</b> wh, ph Long a: ay, a-e, eigh, ey (they), ei, a (Block 1)	<b>Phase 5:</b> Long 3: ea, e-e, ie, ey (key), y (very), e (Block 2) Long i: ie, i-e, y (by), i Long o: ow (row) o-e, o (no), oe (Block 3)	<b>Phase 5:</b> Long u: ew, ue, u-e, u (unit), ou Short oo: u (put), oil, aw, au, al (Block 4) ir, ear, ou, oy (Block 5)		<b>Phase 5:</b> ere, eer, are, ear, ch, ch (picture), c (cent), ce/ci/cy, se, sc, st (Block 6) g, ge/gi/gy, dge, le, mb, kn, gn, wr (Block 7) tch, sh, ch, ea, zh, (w)a, o, augh (Block 8)	
<b>Spellings</b>	<b>Concept:</b> Common exception words <b>Etymology:</b> tri (Block 1)	<b>Concept:</b> Adding -s and -es to words (plural of nouns and the third person singular of verbs)	<b>Concept:</b> Adding the ending -ing, -ed and -er to verbs where no change is needed to the root word	<b>Concept:</b> Adding -er and -est to adjectives where no change is needed to the root word	<b>Concept:</b> Common exception words <b>Etymology:</b> multi (Block 5)	<b>Concept:</b> Adding the prefix -un <b>Etymology:</b> chron (Block 6)

## English, History, Geography and MFL Curriculum Overview 2024-2025

		<b>Etymology:</b> pre (Block 2)	<b>Etymology:</b> anti (Block 3)	<b>Etymology:</b> cent (Block 4)		
History overview						
History unit	Changes within living memory		The lives of significant people (Mary Anning and David Attenborough)		More lives of significant people (Neil Armstrong, Mae Jamison, Bernard Harris Jr, Tim Peake)	
Key Historical Skills	Past and Present		Sequence events. Use a timeline to place important events. Sort events into groups (then and now).  Use timelines to order events/objects.  Talk about the lives of the people around them and their roles in society.		Explore events, recall some facts about people/events.	
	Talk about the lives of the people around them and their roles in society.					
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class					
	Understand the past through settings, characters and events encountered in books read in class and storytelling					
Geography overview						
Geography unit	Continents, oceans, countries and capital cities of UK and seas		Hot and cold locations		Local area map work skills	
Key Geographical Skills	Name, identify and locate the four countries of the UK		Observe and record weather eg. draw pictures of the weather at different times of the year		Use aerial photos to identify physical and human features of locality	
	Name the capital cities in the UK		Recognise a natural environment and use basic vocabulary to identify it (e.g. beach, coast, forest, mountain)		Keep a weekly weather chart based on first-hand observations	
	Name, identify and locate the UK’s surrounding seas on a map		Express opinions about the seasons and relate the changes to changes in clothing and activities.		Locate features of the school grounds on a base map	
	Identify key features within the local area					
	Know about the local area, name key landmarks in the local area		Know and locate the UK’s surrounding seas on a map		Be able to verbalise and write about similarities and differences between the two features of two localities (shown by pictures) - revisited	
	Name and identify capital cities in the UK - revisited		Use basic geographical vocabulary to refer to key human features including city, town, village		Describe places and features using geographical vocabulary	
	Locate the four countries and capital cities in the UK					
Locate the world’s seven continents on a map						

## English, History, Geography and MFL Curriculum Overview 2024-2025

Year 1 Now Press Play						
	Number bonds Full Stops Capital letters	Anti-bullying Oceans	Online Safety Everyday materials	Seasons Seaside	Plants	Neil Armstrong
Year 1 trip opportunities						
	Soanes Centre		Greenwich Park & Royal Observatory		Regents Park Synagogue	
Memorable Experiences						
		School birthday		Mini beast hunt forest school	Growing plants for the school fair	

Year 2						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Text</b>	Mary's Great Fire of London by Sue Graves	Coming to England by Floella Benjamin	Grandad's Island by Benji Davies	Billy and the Beast by Nadia Shireen	1: The Secret Sky Garden by Linda Sarah 2: Jelly Boots Smelly Boots by Michael Rosen	Here Comes Frankie by Tom Hopwood
<b>Themes and subjects</b>	<i>Bravery, generosity, kindness, helping, being scared, taking responsibility, working together &gt; History link</i>	<i>Family, belonging, heritage, celebrating individuality, friendship &gt; Geography link</i>	<i>Inspiring, friendship, working together &gt; Geography link</i>	<i>Superheroes, heroes, friends, friendship, overcoming challenges, strong female role models, positive body image &gt; PSHE link</i>	<i>1: Personal relationships, local environment courage, friendship and perseverance &gt; Science link</i>	<i>Family, talent, new beginnings</i>

## English, History, Geography and MFL Curriculum Overview 2024-2025

					2: Family, belonging, heritage > PSHE link	
<b>Writing outcomes</b>	Fiction: Tale of fear  Non-fiction: Non-chronological report - The Great Fire of London  Poetry: 'Fire' by Shirley Hughes	Fiction: Journey tale  Non-fiction: Diary entry  Poetry: 'Where Do We Come From?' by Michael Rosen	Fiction: Portal tale  Non-fiction: Newspaper report - Boy Discovers a Secret Island!  Poetry: 'If I had wings' by Pie Corbett	Fiction: Defeating the monster tale  Non-fiction: Wanted Poster - the Beast  Poetry: 'The Tale of Custard the Dragon' by Ogden Nash	Fiction: Finding Tale  Non-fiction: Book review  Poetry: 'The Garden Year' by Sara Coleridge	Fiction: Overcoming a challenge tale  Non-fiction: Persuasive Letter  Poetry: 'Noise Day' by Shel Silverstein
<b>Grammatical skills</b>	Past tense <b>Progressive past tense</b> Using 'and' to join ideas <b>Using subordinating conjunctions</b> Prepositions Expanded noun phrase Full stops capital letters	Different sentence functions Past tense Range of conjunctions Expanded noun phrases Description (inc. -ly) Commas in list Apostrophes for contractions Full stops capital letters Exclamation mark	Past and present tense <b>Progressive past tense</b> Using 'and' to join ideas Using subordinating conjunctions Prepositions Expanded noun phrase <b>Apostrophe's singular possession</b> Full stops capital letters			Different sentence functions Past tense Range of conjunctions Expanded noun phrases Description (inc. -ly) Commas in list Apostrophes for contractions Full stops capital letters Exclamation mark
<b>Phonics</b>	<b>Phase 5:</b> Long 3: ea, e-e, ie, ey (key), y (very), e (Block 2) Long i: ie, i-e, y (by), i Long o: ow (row) o-e, o (no), oe (Block 3) Long u: ew, ue, u-e, u (unit), ou Short oo: u (put), oil, aw, au, al (Block 4) ir, ear, ou, oy (Block 5)	<b>Phase 5:</b> ere, eer, are, ear, ch, ch (picture), c (cent), ce/ci/cy, se, sc, st (Block 6) g, ge/gi/gy, dge, le, mb, kn, gn, wr (Block 7) tch, sh, ch, ea, zh, (w)a, o, augh (Block 8)	Children who did not meet the Y1 phonics check continue to practise their phonics through small group intervention work.			
<b>Spellings</b>	<b>Concept:</b> Common exception words, Y1 revisited and Y2 introduced <b>Etymology:</b> bi (Block 1)	<b>Concept:</b> The /s/ sound spelt c before e, i and y <b>Etymology:</b> hex (Block 4)	<b>Concept:</b> Common exception words <b>Etymology:</b> quart (Block 7)	<b>Concept:</b> The /l/ or /əl/ sound spelt -al at the end of words Words ending -il	<b>Concept:</b> Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word	<b>Concept:</b> The suffixes -ment, -ness, -ful, -less and -ly <b>Etymology:</b> loc (Block 14)

## English, History, Geography and MFL Curriculum Overview 2024-2025

	<p><b>Concept:</b> The /dʒ/ sound -ge and -dge at the end of words</p> <p><b>Etymology:</b> oct (Block 2)</p> <p><b>Concept:</b> The /dʒ/ sound spelt g elsewhere in words before e, i, y and j before, a, u and o</p> <p><b>Etymology:</b> pent (Block 3)</p>	<p><b>Concept:</b> The /ʒ/ sound spelt s</p> <p><b>Etymology:</b> quad (Block 5)</p> <p><b>Concept:</b> Homophones and near homophones</p> <p><b>Etymology:</b> wise (Block 6)</p>	<p><b>Concept:</b> The /l/ or /əl/ sound spelt -le at the end of words, the /l/ or /əl/ sound spelt -el at the end of words</p> <p><b>Etymology:</b> ward (Block 8)</p>	<p><b>Etymology:</b> meter/metre (Block 9)</p> <p><b>Concept:</b> The /aɪ/ sound spelt -y at the end of words</p> <p><b>Etymology:</b> fold (Block 10)</p>	<p>ending in -y with a consonant before it</p> <p><b>Etymology:</b> vore (Block 11)</p> <p><b>Concept:</b> ending in -e with a consonant before it</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p><b>Etymology:</b> semi/hemi (Block 12)</p> <p><b>Concept:</b> The / ʒ:/ sound spelt or after w</p> <p>The / ɔ:/ sound spelt ar after w</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p><b>Etymology:</b> trans (Block 13)</p>	<p><b>Concept:</b> Contractions</p> <p><b>Etymology:</b> dent ( Block 15)</p> <p><b>Concept:</b> Words ending in -tion</p> <p><b>Etymology:</b>equi (Block 16)</p>
Shared reading	Mary’s Great Fire of London by Sue Graves		A Bear Called Paddington by Michael Bond	Meet the Maliks by Zainab Mian	Fantastic Mr Fox by Roald Dahl	The Enchanted Woods by Enid Blyton
Reading	Shared reading twice a week, daily guided reading with phonetically benchmarked, colour-coded groups. Bug Club for home learning and some students using Accelerated Reader Star Reading assessments. Reading as writers, writing as readers following key texts.					
History overview						
History unit	Study Events Beyond Living Memory – Great Fire of London		Significant historical events, people and places in our locality (Poplar)		Revisit events beyond living memory	
Key Historical Skills	<ul style="list-style-type: none"><li>• Develop an awareness of the past, using common words and phrases relating to the passing of time</li><li>• Recall specific dates in history.</li><li>• Place dates, events and artefacts on a timeline.</li><li>• Ask questions such as - what was it like for people? What happened? How long ago?</li><li>• Use primary sources (such as Samuel Pepys’ diary, artefacts, pictures, stories) and online resources to find out about the past</li></ul>		<ul style="list-style-type: none"><li>• Compare past and present features of the local area.</li><li>• Use sources and artefacts to focus on the changes in technology within homes.</li><li>• Use words and phrases like before I was born, when I was younger, before, after, past, present, then and now</li><li>• Use the words past and present accurately</li></ul>		<ul style="list-style-type: none"><li>• Recall, reinforce and discuss previous historical learning.</li><li>• Use historical sources to reinforce understanding of past events.</li><li>• Rephrase and retrieve learnt information</li><li>• Identify features and sequence of the fire</li><li>• Annotate images</li><li>• Identify and select the effects that were both physical (destruction of houses and significant buildings) as well as longer term outcomes (such</li></ul>	



## English, History, Geography and MFL Curriculum Overview 2024-2025

	<ul style="list-style-type: none"><li>• Identify differences and similarities between the ways of life today and the people of 1666.</li><li>• Describe the sequence of events and the impact of significant historical events.</li><li>• Recognise reasons why people from the past acted the way they did.</li><li>• Describe how events in history have shaped our lives</li></ul>	<ul style="list-style-type: none"><li>• Use a range of appropriate words and phrases to describe the past</li><li>• Explain how their local area was different in the past</li><li>• Give examples of things that are different in their life from that of their grandparents when they were young.</li><li>• Answer questions by using a specific sources such as an information book</li><li>• Enquire about Poplar’s past by talking to an older person</li></ul>	as thatch being replaced by tiles, stone houses being built) <ul style="list-style-type: none"><li>• Organise information/effects using an explanatory diagram (consolidation of Autumn unit)</li></ul>			
Geography overview						
Geography unit	Local area study	1: Comparison of a non-European location with small area of UK (London and Nairobi)  2: Local area map work skills and introduction to scale	Compare an alternative non-European locality (Village in a rainforest)			
Key Geographical Skills	<ul style="list-style-type: none"><li>• Identify and locate their school and locality</li><li>• Make a simple map using basic symbols in a key</li><li>• Know and explain larger and smaller scale maps, including OS maps</li><li>• 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</li></ul>	1: <ul style="list-style-type: none"><li>• Identify and locate the location of a non-European countries</li><li>• Explain details of the tribe living in the Amazon rainforest</li><li>• Identify and explain the importance of rainforests</li></ul> 2: <ul style="list-style-type: none"><li>• Compare representations of the same place on different types of maps</li><li>• Identify and explain how one type of map is more beneficial in a situation</li><li>• Identify human and physical features on a map</li><li>• Use symbols to represent places on a map</li><li>• Use the compass points to give and follow directions</li></ul>	<ul style="list-style-type: none"><li>• Identify and explain the similarities and differences of these two places</li><li>• Use geographical vocabulary to refer to physical features (beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal)</li><li>• Use geographical vocabulary to refer to human features (city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum)</li><li>• Use aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features</li></ul>			
Year 2 Now Press Play						
	Oceans and seas	Great Fire of London	Seasons	Habitats	Plants	Animals
Year 2 trip opportunities						
	The Monument		Tate Modern		Kew Gardens	
Memorable Experiences						

# English, History, Geography and MFL Curriculum Overview 2024-2025

	RNLI visits into school	School birthday	Watch a drumming band		Gardening sessions with the gardener
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Year 3						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	Stone Age Boy by Satoshi Kitamura	Stone Girl Bone Girl by Laurence Anholt	*Operation Gadgetman by Malorie Blackman	1: Journey by Aaron Becker 2: *Charlotte's Web by E B White	*Charlie and the Chocolate Factory by Roald Dahl	*The Light Thieves by Helena Duggan
Themes and subjects	Time travel, destiny, archaeology, working together, reflective > History link	Resilience, obstacles, dreams, aspirations > History link	Determination, creativity, experimentation, adventure > Science link	Wonder, adventure, nature, longing > Geography link	Making good decisions, celebrating Individuality, care, respect, judgements, stereotypes > PSHE link	Environment, control, media influence, privacy, technology, trust, courage, resistance



## English, History, Geography and MFL Curriculum Overview 2024-2025

<b>Writing outcomes</b>	<p>Fiction: Journey tale</p> <p>Non-fiction: Fact file - How the Stone Age people lived</p> <p>Poetry: 'The Cave' by Ted Hughes</p>	<p>Fiction: Finding tale</p> <p>Non-fiction: Biography of Mary Anning</p> <p>Poetry: 'Fossils' by Colin West</p>	<p>Fiction: Adventure narrative (suspense)</p> <p>Non-fiction: Explanation Text - How Gadgets Work!</p> <p>Poetry: 'The Sound Collector' by Roger McGough</p>	<p>Fiction: Journey tale narrative</p> <p>Non-fiction: Non-chronological report on the Romans</p> <p>Poetry: 'The Road Not Taken' by Robert Frost</p>	<p>Fiction: Wishing tale</p> <p>Non-fiction: Instructional writing (how chocolate is made)</p> <p>Poetry: 'Chocolate Cake' by Michael Rosen</p>	<p>Fiction: Warning tale (suspense)</p> <p>Non-fiction: Formal letter writing</p> <p>Poetry: 'The Magic Box' by Kit Wright</p>
<b>Grammatical skills</b>	<p>Range of sentences</p> <p>Past tense</p> <p>Range of conjunctions</p> <p><b>Paragraphs</b></p> <p>Commas in a list</p> <p>Apostrophe for possession</p> <p>Expanded noun phrase</p> <p>Progressive verb form</p> <p><b>Inverted commas</b></p>	<p>Range of sentences</p> <p>Past tense</p> <p>Range of conjunctions</p> <p><b>Paragraphs</b></p> <p>Commas in a list</p> <p><b>Suffix ly ed</b></p> <p>Expanded noun phrase</p> <p><b>Adverbials</b></p> <p>Progressive verb form</p>	<p>Range of sentences</p> <p>Past tense</p> <p>Range of conjunctions</p> <p><b>Paragraphs</b></p> <p>Commas in a list</p> <p>Expanded noun phrase</p> <p>Adverbs</p> <p>Progressive verb form</p>	<p>Different sentence functions</p> <p>Past tense</p> <p>Range of conjunctions</p> <p>Sequencing language</p> <p>Prepositions</p> <p>Expanded noun phrase</p> <p><b>Grouping information (intro to paragraphing)</b></p> <p><b>a/an</b></p> <p>Commas in a list</p> <p>Full stops capital letters</p>	<p>Different sentence functions</p> <p>Past tense</p> <p>Range of conjunctions</p> <p>Sequencing language</p> <p>Expanded noun phrases</p> <p><b>Grouping information (intro to paragraphing)</b></p> <p><b>Inverted commas</b></p> <p>Punctuation</p> <p>apostrophe singular possession</p> <p>Full stops capital letters</p> <p>Exclamation mark</p>	<p>Different sentence functions</p> <p>Past tense</p> <p>Range of conjunctions</p> <p>Sequencing language</p> <p>Expanded noun phrases</p> <p><b>Grouping information (intro to paragraphing)</b></p> <p><b>Inverted commas</b></p> <p>Punctuation</p> <p>apostrophe singular possession</p> <p>Full stops capital letters</p> <p>Exclamation mark</p>
<b>Shared reading</b>	Mr Stink by David Walliams	Planet Omar, Accidental Trouble Magnet by Zanib Mian	Operation Gadgetman by Malorie Blackman	Charlotte's Web by E B White	Charlie and the Chocolate Factory by Roald Dahl	The Light Thieves by Helena Duggan
<b>Reading</b>	<p>Shared reading of books twice a week, daily guided reading with benchmarked, colour-coded groups.</p> <p>Additional phonics and reading using decodable books for children who did not meet the end of KS1 reading expectations. Bug Club for home learning.</p> <p>Accelerated Reader Star Reading assessments.</p> <p>Reading as writers, writing as readers following key texts.</p>					
<b>Spellings</b>	<p><b>Concept:</b> Common exception words KS1 revisited</p> <p><b>Etymology:</b> deck (Block 1)</p> <p><b>Concept:</b> Adding -es to nouns and verbs ending in -y</p> <p>Adding -ed, -ing, -er and -est to a root word</p>	<p><b>Concept:</b> Homophones and near-homophones Y2 revisited</p> <p><b>Etymology:</b> de (Block 4)</p> <p><b>Concept:</b> The suffixes -ment, -ness, -ful, -less and -ly Y2 revisited</p> <p><b>Etymology:</b> uni (Block 5)</p> <p><b>Concept:</b> Contractions</p>	<p><b>Concept:</b> Rare GPCs Y2 revisited</p> <p><b>Etymology:</b> mill(e) (Block 7)</p> <p><b>Concept:</b> Words ending in -tion Y2 revisited</p> <p><b>Etymology:</b> fract (Block 8)</p>	<p><b>Concept:</b> Y3/4 statutory word list</p> <p><b>Etymology:</b> peri (Block 9)</p> <p><b>Concept:</b> Adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p><b>Concept:</b> The /l/ sound spelt y elsewhere than at the end of words</p> <p><b>Etymology:</b> scribe (Block 11)</p> <p><b>Concept:</b> Homophones</p> <p><b>Etymology:</b> aqua (Block 12)</p>	<p><b>Concept:</b> The suffix -ation</p> <p><b>Etymology:</b> para (Block 14)</p> <p><b>Concept:</b> The suffix -ly</p> <p><b>Etymology:</b> dict (Block 15)</p> <p><b>Concept:</b> The /ʌ/ sound spelt ou</p> <p><b>Etymology:</b> phon(o)</p>



## English, History, Geography and MFL Curriculum Overview 2024-2025

	<p>ending in -y with a consonant before it Y2 revisited</p> <p><b>Etymology:</b> tele (Block 2)</p> <p><b>Concept:</b> Adding endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it and to words of one syllable ending in a single vowel letter</p> <p>Y2 revisited</p> <p><b>Etymology:</b> mill(e) (Block 3)</p>	<p>Y2 revisited</p> <p><b>Etymology:</b> kilo (Block 6)</p>		<p><b>Etymology:</b> graph (Block 10)</p>	<p><b>Concept:</b> Prefixes -un- (revisited), dis-, mis-, in-, il-, im-, ir-</p> <p><b>Etymology:</b> mech (Block 13)</p>	(Block 16)
<b>History overview</b>						
<b>History unit</b>	<b>Changes in Britain from the Stone Age to the Iron Age begin</b>	<b>Changes in Britain from the Stone Age to the Iron Age finish</b>	<b>The Roman Empire and its impact on Britain begin</b>	<b>The Roman Empire and its impact on Britain finish</b>	<b>Revisit Changes in Britain from Stone Age to the Iron Age</b>	
<b>Key Historical Skills</b>	<ul style="list-style-type: none"> <li>Place the Stone Age to Iron Age on a timeline and compare with other periods of history taught in KS1</li> <li>Refer back to other significant events that they have learnt about, i.e. 'The Great Fire of London'</li> <li>Define key words (such as 'Mesolithic' and 'Neolithic')</li> <li>Understand the chronology and order of different periods (Stone Age - end of British prehistory)</li> <li>Identify, explain and compare the similarities and differences between the Stone/ Bronze/ Iron Ages</li> <li>Use evidence to describe past events and periods.</li> </ul>	<ul style="list-style-type: none"> <li>Describe events/ periods using words (BC, AD, century, ancient), dates</li> <li>Order dates along a timeline in chronological order</li> <li>Use mathematical knowledge to work out how long ago the events would have happened</li> <li>Recognise/quantify different time periods that exist between the Romans and other groups that invaded Britain</li> <li>Recognise and explain the part that archaeologists have had in helping us understand more about what happened in Roman Britain.</li> <li>Use sources of evidence to answer questions</li> <li>Research a specific event from the past</li> <li>Through research, identify similarities and differences between Roman Britain and the modern world</li> <li>Identify key figures and events in Roman history.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse sources to learn about the past</li> <li>Select, retrieve and present knowledge from previous learning</li> </ul>			

## English, History, Geography and MFL Curriculum Overview 2024-2025

Geography overview						
Geography unit	Map and fieldwork skills using human and physical geography		Counties and regions of the United Kingdom - UK Study		1. Revisit UK Study - human and physical features  2. OS Map skills and Fieldwork	
Key Geographical Skills	<ul style="list-style-type: none"><li>• Explain the similarities and differences between places across the world</li><li>• Describe and identify key physical geography features (topography, climate zones, vegetation belts, mountains, rivers, and the water cycle)</li><li>• Describe key human geography features (region, county, capital city, city, settlement, recreation, harbour)</li><li>• Explain how places are shaped by human and physical features</li><li>• Explain how physical features shape a place and the reason that human features are there</li><li>• Use 8 points of a compass to locate human and physical features in the locality.</li><li>• Identify and compare physical features of the U.K.</li><li>• Use digital mapping software and satellite images to compare terrain.</li><li>• Contrast localities, such as East Anglia and Cumbria.</li></ul>		<ul style="list-style-type: none"><li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</li><li>• Identify land-use patterns and know how some of these aspects have changed over time</li><li>• Explain what regions, counties and cities are like in the United Kingdom</li></ul>		<p>1.</p> <ul style="list-style-type: none"><li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</li><li>• Compare the physical landscape of Scotland and England, identifying similarities and differences between them</li><li>• Identify ports on a map, and explain why they are located in certain places</li><li>• Draw a simple map of the school, identifying human and physical features with symbols</li></ul> <p>2.</p> <ul style="list-style-type: none"><li>• Make choices when using maps, atlases, globes and digital/ computer mapping through Digimap for Schools to locate countries and describe features studied</li><li>• Skilfully 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</li><li>• Locate the physical and human features on a map of the local area</li><li>• Describe the location of features using cardinal (NSEW) and intercardinal (NE NW SE SW) points</li><li>• Identify symbols and features of an OS map</li><li>• Describe a location’s landscape</li></ul>	
MFL						
	A new start - (Greetings, feelings, numbers, colours)	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	Animals I like and don’t like (Animal nouns, singular and plural, opinions, story)	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates,	Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking	Going on a picnic (Picnic story, food items, polite request) Aliens in France (Explore France, ask

### English, History, Geography and MFL Curriculum Overview 2024-2025

				Easter)	politely, story, board game)	and answer ‘where do you live?’) Language Puzzle*
Year 3 Now Press Play						
	Rocks	Ancient Greece	Stone Age	Plants	Healthy relationships Story Starters	
Year 3 trip opportunities						
	Horniman Museum		London Zoo		Tate Britain Hindu temple - Neasden	
Memorable Opportunities						
	Volcano eruption with parents	School birthday Mini Olympics	Bread making	Singing At St Paul's Cathedral	Chocolate making workshop	

<b>Year 4</b>						
<b>English Overview</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Key Text</b>	*Beowulf by Michael Morpurgo	The Girl who Stole an Elephant by Nizrana Farook	The Miraculous Journey of Edward Tulane by Kate DiCamillo	*The Lion, the Witch, and the Wardrobe by C. S. Lewis	Varjak Paw by S F Said	Secrets of A Sun King by Emma Carroll
<b>Themes and subjects</b>	<i>Reputation, good versus evil, generosity, revenge, courage, loyalty &gt; History link</i>	<i>Friendship, loyalty, risk, reward, heroism</i>	<i>Perseverance, luck, relationships, empathy &gt; History link</i>	<i>Christian allegory, war, the wisdom of children, courage, good vs. evil, betrayal, forgiveness &gt; RE link</i>	<i>Identity, belonging, independence, growth, wisdom, courage, self-belief &gt; PSHE link</i>	<i>Friendship, loyalty, courage, resilience, history, mystery, adventure &gt; History link</i>
<b>Writing outcomes</b>	Fiction: Conquering the monster story  Non-fiction: Newspaper report  Poetry: 'The Kraken' by Alfred, Lord Tennyson	Fiction: Finding tale  Non-fiction: Non-chronological report - Sri Lanka  Poetry: 'Escape at Bedtime' by Robert Louis Stevenson	Fiction: Warning tale  Non-fiction: Persuasive letter - Vikings persuading family to join them in England	Fiction: Portal tale  Non-fiction: Non-chronological report - Who Deserved the Throne of England?  Poetry: 'The Door' by Miroslav Holub	Fiction: Journey tale  Non-fiction: Non-chronological report - the River Nile  Poetry: 'If' by Rudyard Kipling	Fiction: Quest tale  Non-fiction: Newspaper report - Finding Tutankhamun's tomb  Poetry: 'The Song of the Wandering Aengus' by W.B. Yeats

## English, History, Geography and MFL Curriculum Overview 2024-2025

			Poetry: 'Hope is the Thing with Feathers' by Emily Dickinson			
<b>Grammatical skills</b>	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions <b>Fronted adverbials</b> <b>Inverted commas</b> Paragraphs Description Range of punctuation	Range of sentences – verb openers Past tense Range of conjunctions <b>Fronted adverbials</b> <b>Paragraphs</b> Expanded noun phrase Adverbs Progressive verb form <b>Use of heading and sub-heading</b> Paragraphing to organise ideas Determiners Sentence of 3 for description Range of conjunctions <b>Vary sentence starter</b>	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials <b>Inverted commas and rest of speech punctuation</b> Paragraphs <b>Noun phrases expanded with adjectives and prepositions</b> Range of punctuation	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials <b>Inverted commas and rest of speech punctuation</b> Paragraphs <b>Noun phrases expanded with adjectives and prepositions</b> Range of punctuation	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials <b>Inverted commas and rest of speech punctuation</b> Paragraphs <b>Noun phrases expanded with adjectives and prepositions</b> Range of punctuation	Range of sentences Past tense: simple, progressive, perfect Range of conjunctions Fronted adverbials <b>Inverted commas and rest of speech punctuation</b> Paragraphs <b>Noun phrases expanded with adjectives and prepositions</b> Range of punctuation
<b>Shared reading</b>	Beowulf by Michael Morpurgo	Kick by Mitch Johnson	The Miraculous Journey of Edward Tulane by Kate DiCamillo	The Lion, the Witch, and the Wardrobe by C. S. Lewis	Varjak Paw by S F Said	The Firework Maker's Daughter by Philip Pullman
<b>Reading</b>	Shared reading of books twice a week, daily guided reading with benchmarked, colour-coded groups. Additional phonics and reading using decodable books for children who did not meet the end of KS1 reading expectations. Bug Club for home learning. Accelerated Reader Star Reading assessments. Reading as writers, writing as readers following key texts.					
<b>Spelling</b>	<b>Concept:</b> Homophones, revisited <b>Etymology:</b> div (Block 1) <b>Concept:</b> The suffix -ly revisited <b>Etymology:</b> mono (Block 2) <b>Concept:</b> Statutory word list <b>Etymology:</b> poly (Block 3)	<b>Concept:</b> Prefixes dis-, mis-, in-, il-, im-, ir-, revisited re-, sub-, inter-, super-, anti-, auto- <b>Etymology:</b> pro (Block 4) <b>Concept:</b> Adding suffixes revisited <b>Etymology:</b> sign (Block 5) <b>Concept:</b> Statutory word list	<b>Concept:</b> Words with endings sounding like /ʒə/ or /tʃə/ <b>Etymology:</b> circ(um) (Block 7) <b>Concept:</b> Words with endings like /ʒən/ <b>Etymology:</b> arch (Block 8)	<b>Concept:</b> Homophones <b>Etymology:</b> struct (Block 9) <b>Concept:</b> Words with endings sounding like /ʃən/ spelt -tion, -sion, -ssion, -cian <b>Etymology:</b> port (Block 10)	<b>Concept:</b> The suffix -ous <b>Etymology:</b> vert (Block 11) <b>Concept:</b> Statutory word list <b>Etymology:</b> lat (Block 12) <b>Concept:</b> Words with the /k/ sound spelt ch Words with the /j/ sound spelt ch <b>Etymology:</b> aero (Block 13)	<b>Concept:</b> Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que <b>Etymology:</b> hydr (Block 14) <b>Concept:</b> Words with the /s/ sound spelt sc <b>Etymology:</b> aud (Block 15) <b>Concept:</b> Words with the /ei/ sound spelt ei, eigh or ey

## English, History, Geography and MFL Curriculum Overview 2024-2025

		Etymology: nym (Block 6)				Etymology: ex (Block 16)
History overview						
History unit	Britain’s settlement by Anglo-Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Achievements of an ancient civilisation Egypt	
Key Historical Skills	<ul style="list-style-type: none"><li>• Place the Anglo Saxons and Vikings on a timeline and compare with other periods of history taught</li><li>• Refer back to and build upon the knowledge learnt in Y3/4 about the Anglo Saxons with relation to the changes in culture they brought about post Roman Britain</li><li>• Refer back to the concepts of invasion, war, battle, conflict, settlers, opposition during the Roman Britain topic (Y3) and compare with the Viking Invasion</li><li>• Use dates and historical language in their work</li><li>• Draw a timeline with different time periods outlined which show different information such as periods of history</li><li>• Identify reasons for historical events and changes</li><li>• Describe and summarise historical events from the Anglo Saxon/Viking period.</li><li>• Compare this period of history with Roman Britain.</li><li>• Explain things that have changed and things that have remained the same</li><li>• Describe the key events in the life of Alfred the Great using a range of evidence from different sources.</li></ul>		<ul style="list-style-type: none"><li>• Place the Anglo Saxons and Vikings on a timeline and compare with other periods of history taught</li><li>• Refer back to and build upon the knowledge learnt in Y3/4 about the Anglo Saxons with relation to the changes in culture they brought about post Roman Britain</li><li>• Refer back to the concepts of invasion, war battle, conflict, settlers, opposition during the Roman Britain topic and compare with the Viking Invasion</li><li>• Use dates and historical language in their work</li><li>• Explain the impact of invasions and conflicts on societies.</li><li>• Describe and summarise historical events from the Anglo Saxon/Viking period.</li><li>• Compare this period of history with Roman Britain.</li><li>• Explain things that have changed and things that have remained the same</li><li>• Describe the struggle for power between different groups.</li><li>• Describe the key events in the life of Alfred the Great using a range of evidence from different sources</li></ul>		<ul style="list-style-type: none"><li>• Use a timeline within the Ancient Egyptian period to set out the order things may have happened</li><li>• Place periods of history on a timeline chronologically showing periods of time</li><li>• Use mathematical knowledge to work out how long ago the events would have happened</li><li>• Communicate knowledge and understanding orally and in writing, and offer/discuss points of view</li></ul>	
Geography overview						
Geography unit	1: Rivers		Latitude and longitude finish		1: Map skills – environmental regions	
	2: Latitude and longitude begin		Water cycle		2: Revisit Rivers if time	
Key Geographical Skills	<p>1:</p> <ul style="list-style-type: none"><li>• Identify and explain 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)</li><li>• Know and explain about places that are built</li></ul>		<ul style="list-style-type: none"><li>• Describe key physical geography features (topography, climate zones, vegetation belts, mountains, rivers, and the water cycle)</li><li>• Describe key human geography features of (region, county, capital city, city, settlement, recreation, harbour)</li><li>• Explain how places are shaped by human and physical features</li></ul>		<p>1:</p> <ul style="list-style-type: none"><li>• Make choices when using maps, atlases, globes and digital/ computer mapping through Digimap for Schools to locate countries and describe features studied</li><li>• Know about significant individuals, such as Wladimir Köppen, who first identified major climate types</li></ul>	

	<p>around rivers</p> <ul style="list-style-type: none"> <li>• Know and explain how physical features shape a place and the reason that human features are there</li> </ul> <p>2:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the process of evaporation - condensation - precipitation - percolation - runoff</li> <li>• How to complete a flow diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Skillfully 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</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</li> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</li> <li>• Know and locate environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Know and explain the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar</li> </ul> <p>2:</p> <ul style="list-style-type: none"> <li>• Identify and explain 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)</li> <li>• Know and explain about places that are built around rivers</li> <li>• Know and explain how physical features shape a place and the reason that human features are there</li> </ul>			
MFL						
	<p>Welcome to school (Recap core language, rooms in a school, classroom objects)</p>	<p>My town, your town (Commands, shops, asking and giving directions)</p>	<p>Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)</p>	<p>Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)</p>	<p>Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)</p>	<p>The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*</p>
Year 4 Now Press Play						

## English, History, Geography and MFL Curriculum Overview 2024-2025

	Rivers	Anglo Saxons	Water Cycle	The Vikings		Ancient Egypt
Year 4 trip opportunities						
	Tower of London		Thames Barrier Royal Academy of Arts		British Museum National Portrait Gallery	
Memorable Experiences						
		School Birthday	Bow Arts Barbican singing	Singing at St Paul's Cathedral	Buddhist Centre Visiting	Cricket Festival

Year 5						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Text</b>	*Percy Jackson and the Lightning Thief by Rick Riordan	No Ballet Shoes in Syria by Catherine Bruton	*The Many Worlds of Albie Bright by Christopher Edge	Rain Player by David Wisniewski	*The Last Wild by Piers Torday	Children of the Benin Kingdom by Dinah Orji
<b>Themes and subjects</b>	<i>Identity, heroism, friendship, belonging, quests</i>	<i>Difference, hope, bravery, resilience, compassion, empathy</i>	<i>Relationships, motivations, family dilemmas, grief, responsibility</i>	<i>Adventure, friendship, mythology, loyalty, adventure</i>	<i>Environmentalism, dystopia, climate change, hope, friendship</i>	<i>Identity, heritage, belonging, discovery, travel, faith, courage</i>
<b>Writing outcomes</b>	Fiction: Conquering the monster tale (myth)  Non-fiction: Non-chronological report - mythical beast  Poetry: 'Jabberwocky' by Lewis Carroll (nonsense)	Fiction: Flashback tale (emotive)  Non-fiction: Persuasive letter - Show refugees kindness  Poetry: 'Refugees' by Brian Bilston (palindromes)	Fiction: Portal tale (sci-fi)  Non-fiction: Newspaper report - 1969 moon landing  Poetry: 'The Moon' by Robert Louis Stevenson	Fiction: Journey tale (action)  Non-fiction: Persuasive essay - What have the Maya done for us?  Poetry: 'The Hero Twins' myth (narrative)	Fiction: Finding tale (dystopian)  Non-fiction: Non-chronological report - endangered animal  Poetry: Kenning/ Haiku on the theme of nature and climate change	Fiction: Quest tale (journey of discovery)  Non-fiction: Travel Guide – Visit the Benin Kingdom!  Poetry: 'The Bronze Legacy' by Effie Lee Newsome
<b>Grammatical skills</b>	Range of sentences	Range of sentences Past tense: simple, progressive, perfect	Range of sentences	Range of sentences	Use a range of devices to build cohesion	Fronted adverbials Relative clause Modal verbs



## English, History, Geography and MFL Curriculum Overview 2024-2025

	Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs Noun phrases expanded with adjectives and prepositions Range of punctuation	Range of conjunctions Fronted adverbials Dialogue Paragraphs Noun phrases expanded with adjectives and prepositions <b>Relative clause</b> Range of punctuation	Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs Noun phrases expanded with adjectives and prepositions <b>Modal verbs</b> <b>Parenthesis</b> Range of punctuation	Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Paragraphs Noun phrases expanded with adjectives and prepositions Range of punctuation	within and across paragraphs Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning	Apostrophes Expanded noun phrases Devices to build cohesion Use a range of devices to build cohesion within and across paragraphs Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning
<b>Shared reading</b>	Percy Jackson and the Lightning Thief by Rick Riordan	The Boy at the Back of the Class by Onjali Q Rauf	The Many Worlds of Albie Bright by Christopher Edge	Oh Maya Gods! by Maz Evans	The Last Wild by Piers Torday	Harry Potter and the Philosopher's Stone by J K Rowling
<b>Reading</b>	Shared reading of books twice a week, daily guided reading for first 20% with benchmarked, colour-coded groups. Accelerated Reader Star Reading assessments. Reading as writers, writing as readers following key texts.					
<b>Spelling</b>	<b>Concept:</b> Y3/4 statutory word list revisited <b>Etymology:</b> co/ con/ com (Block 1) <b>Concept:</b> Prefixes revisited <b>Etymology:</b> min (Block 2) <b>Concept:</b> Suffixes revisited <b>Etymology:</b> sect (Block 3)	<b>Concept:</b> Homophones revisited <b>Etymology:</b> var (Block 4) <b>Concept:</b> Words with the endings sounding like /ʃən/, spelt -tion, -sion, -ssion, -cian revisited <b>Etymology:</b> mari(ne) (Block 5) <b>Concept:</b> Words with the endings sounding like /ʒə/ or /tʃə/ or /ʒən/ revisited <b>Etymology:</b> tract (Block 6)	<b>Concept:</b> Statutory word list <b>Etymology:</b> micro (Block 7) <b>Concept:</b> Words with endings sounding like /ʃəl/ spelt -cial or -tial <b>Etymology:</b> ject (Block 8)	<b>Concept:</b> Endings which sound like /ʃəs/ spelt -cious or -tious <b>Etymology:</b> vac (Block 9) <b>Concept:</b> Statutory word list <b>Etymology:</b> ambi/amphi (Block 10)	<b>Concept:</b> Homophones <b>Etymology:</b> vis/vid (Block 11) <b>Concept:</b> Words ending in -ant, -ance,/-ancy, -ent, -ence/-ency <b>Etymology:</b> sol(alone) (Block 12) <b>Concept:</b> Statutory word list <b>Etymology:</b> sol/lun (Block 13)	<b>Concept:</b> Homophones <b>Etymology:</b> form (Block 14) <b>Concept:</b> Words ending in -able and -ible Words ending in -ably and -ibly <b>Etymology:</b> term (Block 15) <b>Concept:</b> Homophones <b>Etymology:</b> solv/solu (Block 16)
<b>History overview</b>						
<b>History unit</b>	<b>Ancient Greece – a study of Greek life and achievements and their influence</b>		<b>Compare a non-European society (The Maya) with the Anglo-Saxons</b>		<b>Compare non-European society (Kingdom of Benin) with the Anglo-Saxons</b>	
<b>Key Historical Skills</b>	<ul style="list-style-type: none"> <li>Use dates and historical language in their work</li> <li>Know where to place the Ancient Greek</li> </ul>		<ul style="list-style-type: none"> <li>Use dates and historical language in their work</li> <li>Know where to place the Ancient Maya civilisation</li> </ul>		<ul style="list-style-type: none"> <li>Use a timeline to identify what was happening in the world at this time (c. AD 900 – 1300)</li> </ul>	



## English, History, Geography and MFL Curriculum Overview 2024-2025

	<p>civilisation on a timeline of different periods of history</p> <ul style="list-style-type: none"> <li>Describe historical events from Ancient Greece, such as the Battle of Marathon.</li> <li>Understand that decisions have been made through a Parliament for some time, and that the Ancient Greeks invented this system;</li> <li>Explain the ways in which Ancient Greek inventions have helped shape our modern world;</li> <li>Summarise what Britain may have learnt from the Ancient Greek civilization;</li> <li>Recognise differences and similarities/changes and continuity/ influence between Ancient Greece and Ancient Rome.</li> <li>Test out a hypothesis in order to answer a question;</li> <li>Identify and explain how historical artefacts (especially pottery) have helped us to understand more about the Ancient Greek civilization</li> </ul>	<p>on a timeline of different periods of history</p> <ul style="list-style-type: none"> <li>Use mathematical skills to work out exact time scales and differences</li> <li>Make comparisons between the Ancient Maya and the Anglo Saxons</li> <li>Recognise and describe differences and similarities</li> <li>Describe features of the Ancient Maya civilisation</li> <li>Appreciate how historical artefacts/ primary and secondary sources have helped us to understand more about the Ancient Maya civilization</li> <li>Pose and answer historical questions about the Ancient Maya.</li> <li>Research and provide some of their own ideas about the significance of corn and chocolate in the Maya civilisation.</li> <li>Analyse evidence to question whether the Maya were an advanced civilization</li> </ul>	<ul style="list-style-type: none"> <li>Describe the history and culture of the Kingdom of Benin.</li> <li>Analyse the impact of the Kingdom of Benin on its region and beyond.</li> <li>Study the art, religion, and societal structure of Benin.</li> <li>Understand the impact of European contact and trade on Benin.</li> </ul>
<b>Geography overview</b>			
<b>Geography unit</b>	<b>World cities, biomes and environmental regions</b>	<b>4 and 6 figure grid references</b>	<b>1: OS maps and fieldwork</b> <b>2: Revisit World cities, biomes and environmental regions if time</b>
<b>Key Geographical Skills</b>	<ul style="list-style-type: none"> <li>Locate countries and cities of the world</li> <li>Identify and explain world biomes by building on prior knowledge of environmental regions</li> <li>Locate the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities</li> <li>Explain that places are shaped by their location, physical and human features</li> <li>Explain why the features of places are defined by their human and physical features, such as trade or tourism</li> <li>Describe key physical geography features and processes of climate zones, vegetation belts, earthquakes, mountains and volcanoes</li> <li>Describe key human geography features of types of settlement and land use, economic activity including trade links, and the distribution of natural</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</li> </ul>	<p>1:</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools.</li> <li>Explain how OS maps are important in warfare</li> <li>Identify and explain when is best to use a 4 or a 6-figure grid reference</li> </ul>

## English, History, Geography and MFL Curriculum Overview 2024-2025

	resources including energy, food, minerals and water					2:
	<ul style="list-style-type: none"> <li>Analyse a population density map</li> <li>Compare and contrast biomes, identifying their similarities and differences, and how they change across the world</li> </ul>					<ul style="list-style-type: none"> <li>Locate countries and cities of the world</li> <li>Identify and explain world biomes by building on prior knowledge of environmental regions</li> <li>Locate the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities</li> <li>Explain that places are shaped by their location, physical and human features</li> <li>Explain why the features of places are defined by their human and physical features, such as trade or tourism</li> <li>Describe key physical geography features and processes of climate zones, vegetation belts, earthquakes, mountains and volcanoes</li> <li>Describe key human geography features of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
MFL						
	Me and my friends at school (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*
Year 5 Now Press Play						
	French Animals Materials and Changing States	Ancient Greece	The Maya Mission to Mars	The Easter Story Forces	The Ten Plagues	Rainforests
Year 5 trip opportunities						
	Science Museum Gurdwara Temple		Anish Kapoor at Stratford Royal Observatory - planetarium		British Museum London Zoo	
Memorable Experiences						
	Bow Arts workshop	School birthday St Saviour's Choir Carol Singing	Poetry Slam TH book awards	Pizza-making workshop Wonder Maths		

## English, History, Geography and MFL Curriculum Overview 2024-2025

Year 6						
English Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Text</b>	Rose Blanche by Christophe Gallaz and Roberto Innocenti	*Pig Heart Boy by Malorie Blackman	Windrush Child by Benjamin Zephaniah	*Clockwork by Philip Pullman	*Wonder by R.J. Palacio	Moth: An Evolution Story by Isabel Thomas
<b>Themes and subjects</b>	<i>War, empathy, conflict, innocence, hatred, history</i>	<i>Genetic engineering, animal experimentation, communication, ill-health, empathy, kindness</i>	<i>Family, friendship, loss, resilience, history, colonialism, injustice, racism</i>	<i>Love, loss, forgiveness, hope, redemption, resilience, the impact of war</i>	<i>Kindness, difference, inclusion, family, courage, friendship, popularity</i>	<i>Evolution, adaptation, nature, environment, survival, camouflage, human impact on nature</i>
<b>Writing outcomes</b>	Fiction: Warning tale  Non-fiction: Balanced discussion  Poetry: 'Dulce et Decorum Est' by Wilfred Owen	Fiction: Overcoming the monster  Non-fiction: Newspaper report  Poetry: 'A Broken Heart' by John Donne	Fiction: Journey tale  Non-fiction: Persuasive speech - local council  Poetry: 'Mother to Son' by Langston Hughes	Fiction: Warning tale  Non-fiction: Letter writing  Poetry: 'The Listeners' by Walter de la Mare	Fiction: Overcoming the monster tale  Non-fiction: Factual information leaflet  Poetry: 'Still I Rise' by Maya Angelou	Fiction: Finding/journey tale  Non-fiction: Explanation text - "How Animals Adapt to Their Environment"  Poetry: 'Ozymandias' by Percy Bysshe Shelley
<b>Grammatical skills</b>	Indicating degrees of possibility using adverbs Devices to build cohesion Linking ideas across paragraphs How words are related by meaning as synonyms and antonyms Formal and informal structures	Indicating degrees of possibility using adverbs Devices to build cohesion Linking ideas across paragraphs How words are related by meaning as synonyms and antonyms Formal and informal structures	Linking ideas across paragraphs How words are related by meaning as synonyms and antonyms Formal and informal structures		Cohesion – across and within paragraphs Writing in role Punctuation for effect Range of sentences Past and present tense: simple, progressive, perfect Range of conjunctions Fronted adverbials Dialogue Noun phrases expanded with adjectives and prepositions Range of punctuation	

## English, History, Geography and MFL Curriculum Overview 2024-2025

					Paragraphs for organisation Passive voice Indicating degrees of possibility using adverbs Devices to build cohesion Linking ideas across paragraphs How words are related by meaning as synonyms and antonyms Formal and informal structures
<b>Shared Reading</b>	The Mozart Question by Michael Morpurgo	Pig Heart Boy by Malorie Blackman	Holes by Louis Sachar	Clockwork by Philip Pullman	Wonder by R.J. Palacio The Final Year by Matt Goodfellow
<b>Reading</b>	Shared reading of books twice a week, daily guided reading for first 20% with benchmarked, colour-coded groups. Accelerated Reader Star Reading assessments. Reading as writers, writing as readers following key texts.				
<b>Spelling</b>	<b>Concept:</b> Homophones revisited <b>Etymology:</b> bio (Block 1) <b>Concept:</b> Prefixes and suffixes revisited <b>Etymology:</b> scend (Block 2) <b>Concept:</b> Statutory word list <b>Etymology:</b> quin (Block 3) <b>Concept:</b> Endings which sound like /jəs/ spelt -cious or -tious and /jəl/ spelt -cial or -tial revisited <b>Etymology:</b> hept/sept (Block 4)	<b>Concept:</b> Words ending in -ant, -ance/ -ancy, -ent, -ence/ -ency revisited <b>Etymology:</b> cred (Block 5) <b>Concept:</b> Words ending in -able, -ible Words ending in -ably, -ibly <b>Etymology:</b> grad (Block 6) <b>Concept:</b> Statutory word list revisited <b>Etymology:</b> spec (Block 7) <b>Concept:</b> Words with the /i:/ sound spelt ei after c <b>Etymology:</b> contra (Block 8)	<b>Concept:</b> Homophones revisited <b>Etymology:</b> hem/haem (Block 9) <b>Concept:</b> Adding suffixes beginning with vowel letters to words ending in -fer <b>Etymology:</b> ann(us)(Block 10) <b>Concept:</b> Words containing the letter-string ough <b>Etymology:</b> iso (Block 11)	<b>Concept:</b> Words with 'silent' letters <b>Etymology:</b> cav (Block 12) <b>Concept:</b> Statutory word list revisited <b>Etymology:</b> dur (Block 13) <b>SATS revision based on spelling assessments</b>	<b>Year 7 Statutory spelling list</b>
<b>History Overview</b>					
<b>History unit</b>	<b>Local History Study: How did conflict change our local area in WW2</b>		<b>The Windrush Generation</b>		<b>Monarchs through time</b>
<b>Key Historical Skills</b>	<ul style="list-style-type: none"> <li>Describe the impact of historical events on the local area</li> <li>Use a variety of sources to study historical events and their effects</li> </ul>		<ul style="list-style-type: none"> <li>Describe the experiences and contributions of different groups to British society</li> <li>Use historical sources to understand the impact of migration and cultural change</li> </ul>		<ul style="list-style-type: none"> <li>Analyse the impact of key historical figures on society</li> <li>Compare the reigns and legacies of different monarchs</li> </ul>

## English, History, Geography and MFL Curriculum Overview 2024-2025

	<ul style="list-style-type: none"> <li>Study the role of local airbases and the contributions of the local population during WWII</li> <li>Identify and explain which sources are the most useful to help us learn about World War Two</li> </ul>		<ul style="list-style-type: none"> <li>Study significant British monarchs such as William I, Henry VIII, Elizabeth I, Charles II, and Queen Victoria</li> <li>Order the monarchs chronologically</li> <li>Identify patterns between length of reign and success for Britain</li> </ul>
<b>Geography Overview</b>			
<b>Geography unit</b>	<b>Physical processes Earthquakes, mountains and volcanoes</b>	<b>1: Settlements and relationships 2: Comparison study of North America, Europe and UK</b>	<b>Maps and orienteering</b>
<b>Key Geographical Skills</b>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes knowing and locating countries and cities of the world</li> <li>Explain that places are shaped by their location, physical and human features</li> <li>Explain why the features of places are defined by their human and physical features, such as trade or tourism</li> <li>Describe key physical geography features and processes: climate zones, vegetation belts, earthquakes, mountains and volcanoes</li> <li>Describe key human geography features: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>List the different layers of the Earth (and order them from coolest to hottest)</li> <li>Explain how the contents developed over millions of years</li> <li>Explain the chain of events that are triggered by the movement of the Earth's tectonic plates</li> <li>Identify types of volcano (fissure, shield, stratovolcano/composite, and caldera)</li> </ul>	<p>1:</p> <ul style="list-style-type: none"> <li>Know and explain that places are shaped by their location, physical and human features</li> <li>Know and explain why the features of places are defined by their human and physical features, such as trade or tourism</li> <li>Know and describe key physical geography features and processes of climate zones, vegetation belts, earthquakes, mountains and volcanoes</li> <li>Know and describe key human geography features of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>2:</p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities</li> <li>Explain and understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America</li> <li>Interpret graphs</li> <li>Explain the formation of the Lake District</li> <li>Calculate population density of a location using a given formula</li> <li>Consider advantages and disadvantages of having a mountainous border between two countries</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, such as Digimap for Schools</li> <li>Use geographical vocabulary to describe the school grounds</li> <li>Identify and explain how orienteering could help you understand more about how the space in a place is used</li> <li>Orientate a map</li> <li>Draw a simple map, including human and physical features</li> <li>Navigate an orienteering course</li> <li>Choose an attack point (a large, easily found feature near to the control point) and move swiftly to the chosen control point as a team</li> <li>Identify the advantages and disadvantages of navigating an orienteering course as part of a team</li> </ul>



## English, History, Geography and MFL Curriculum Overview 2024-2025

			<ul style="list-style-type: none"><li>• Rank information</li><li>• Use a map to identify the terrain of a location</li><li>• Identify physical/human features, locations, and climatic features of a location</li></ul>			
MFL						
	This is me! (Personal info recap, adjectives to describe personality and appearance, aspirations and professions)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)	Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*
Year 6 Now Press Play						
	WW2	Electricity	SATs	Climate Crisis Natural disasters	The Five Pillars	Evolution
Year 6 trip opportunities						
	Residential or trip to Gorsfield Imperial War museum.		Sir John Soane Museum Docklands Museum for Windrush		London Eye Natural History Museum	
Memorable Experiences						
	Heart Dissection Citizenship training	School birthday St Saviour’s Choir Carol Singing	BEE project		People of faith	Workshop - Life After Death - Islam