

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term Units	<p>Ourselfs. to find out about ourselves and the members of our immediate family. To learn about our bones and compare them with the oldest bones known - dinosaurs.</p> <p>‘Bath World Heritage Site: Resource Pack for Teachers’ (Bath Preservation Trust)</p> <p>‘My Heritage (special objects)’ activity</p> <p>Our school environment. to explore colour, shape and pattern in our environment.</p> <p>Celebrations. to we explore Christmas</p> <p>RE: Who are we? AMV 1. Sci: Our Bodies, Colour</p>	<p>Where Does our Food Come From? to learn about farming, wheat growing and bread-making (Links - locality, Broadclyst)</p> <p>Mapwork - to use directional language and give compass directions.</p> <p>Bath in Time: Images of Bath Online</p> <p>Maps of Bath – compare Bath maps over time</p> <p>What would life be like if we lived in Uganda? to explore similarities and differences between Weston and a village in Uganda, eg, landscape, weather patterns, farming.</p> <p>RE: How should we live our lives? AMV 6 Sci: Animals, Seasonal Changes</p>	<p>Mapwork - to identify and name the continents and oceans: to identify features of UK - countries and capitals</p> <p>Weston Village. to explore the geography and history of Weston Village: to use maps and mapping skills to examine changes to our locality over time. to learn about inspiring people from our locality.</p> <p>Bath in Time</p> <p>Museum of Bath at Work</p> <p>‘A-Z of Weston’ activity</p> <p>RE: Why are some places special? AMV 7</p> <p>New Hamilton Science 2017/18</p> <p>Uses of Everyday Materials</p> <p>Materials Matter</p> <p>Uses of everyday Materials</p> <p>Squash, bend, twist, stretch</p>	<p>7 What were the achievements of an early civilisation? to research Ancient Egypt, investigating the pyramids, Nile, farming, and religion. Physical geography (CPG sections 3,4)</p> <p>8 A Non-European society - to learn about the Mayan civilization through art, sculpture, religious beliefs</p> <p>RE: What is important to me? AMV 1</p> <p>Sci: Teeth and Digestive System, Animals</p> <p>French: Personal details and family</p> <p>Playground songs and rhymes</p>	<p>Mapwork – local, national and world geography skills - to identify main countries, cities, human and physical characteristics (CPG sections 1,2)</p> <p>4 Britain’s settlement by Anglo-Saxons and Scots (Link to local area). to examine the impact of the Romans leaving Britain: to make deductions from historical evidence about myths and historical figures such as King Alfred, King Arthur and Beowolf.</p> <p>BRLSI</p> <p>Dyrham Park (National Trust)</p> <p>Battle of Dyrham</p> <p>RE: Why do religious books and teachings matter? AMV 3</p> <p>Sci: Animals/Humans, Electricity, Habitats</p> <p>French: Storymaking – Les trios cabris & Les 4 amis (literacy link)</p> <p>Travel & introduction to weather</p>	<p>9 Who were the Ancient Greeks? - How did they influence life in Bath today? to use Greek myths, art and design to explore life in ancient Greece: to seek to find Greek designs in Bath today. (CPG section 1)</p> <p>BRLSI</p> <p>Holburne [Greek influences]</p> <p>Building of Bath Collection [Classic Greek architecture]</p> <p>Victoria Art Gallery</p> <p>Greeks: the Parthenon Frieze - art and architecture session</p> <p>What happened during the reign of the STUARTS? to understand events of this era, including the Great Fire of London and the plague : to use local resources to find out more about the Civil War</p> <p>Theatre Royal</p> <p>Bath Local Study Collection (Library)/Bath Record Office</p> <p>- fire prevention in Bath</p> <p>Sealed Knot re-enactments - Battle of Landsdown</p> <p>RE: How do we make moral choices? AMV 6</p> <p>Sci: Earth and Space, Senses</p> <p>French: Weather and clothing</p> <p>Planets (Science link)</p>	<p>What was Life Like in Victorian Bath?</p> <p>to explore changing lifestyles in Bath through local resources; to consider social and moral issues eg. rich and poor, life of Dr Barnado</p> <p>Bath in Time</p> <p>Bath Chronicle</p> <p>Bath Local Study Collection (Library)/Bath Record Office</p> <p>Museum of Bath at Work</p> <p>Victoria Art Gallery</p> <p>What was the impact of the first world war? to research and discuss the effect of the war on the nation and Bath</p> <p>B&NES WWI research projects</p> <p>Our World Today - to explore time zones, land use, climate, landscape, latitude and longitude (CPG sections 2,4) : to discuss world issues - Fairtrade and climate change.</p> <p>Bath World Heritage resource - sustainability, conservation v development eg Southgate</p> <p>RE: What do people believe about life? AMV 8</p> <p>Sci: Micro-organisms, Light/Circuits</p> <p>French: World War II (Humanities link)</p> <p>tbc</p>
Spring term Units	<p>People in our community who Help Us. to learn from visitors who talk about their jobs - (include archaeologist link to dinosaurs).</p> <p>Growth/Life cycles. to investigate how have we grown?</p> <p>Changes in our School Environment. to seek and enjoy the signs of spring.</p> <p>RE: Where do we belong? AMV 4</p> <p>Sci: Materials, Living Things</p>	<p>What was the world like long, long ago when the first people were alive?</p> <p>to explore early human life – Stone Age man - to use links to with present day Bath where possible.</p> <p>Bath Royal Literary & Scientific Institution (BRLSI)</p> <p>Objects from BRLSI - earth, natural and human history collection</p> <p>Stanton Drew Standing Stones</p> <p>Wildlife Around our School – to learn through observing outdoor life, pond-dipping, creating habitats and art.</p> <p>Mapwork - to practise using compass directions through orienteering</p>	<p>The Life of Florence Nightingale. to examine the life of Florence Nightingale and compare it with the life of a 'Bath' person</p> <p><i>Bath link to the Crimean War and/or nursing in 19th C</i></p> <p>An Island Home</p> <p>to compare life in Bath with the life of 'Katie Morag' who lives on an island just off mainland Scotland.</p> <p>RE: Why are some stories special? AMV 3</p> <p>New Hamilton Science 2017/18</p> <p>Animal Life Cycles:</p> <p>Habitats</p> <p>Animal life cycles:</p> <p>Healthy Animals</p>	<p>2 Changes in Britain from the Stone Age to the Iron Age to explore artefacts relating to early history – Bronze Age to Iron Age</p> <p>VISIT TO AVEBURY (summer term)</p> <p>BRLSI</p> <p>Stanton Drew</p> <p>Stonehenge & Avebury</p> <p>Explore Timelines /recap on previous learning</p> <p>to consider why people have invaded and settled in Britain: to examine Celtic life in Bath.</p> <p>English Heritage learning resources</p> <p>BRLSI</p> <p>Story of King Bladdud & Pigs (Bath World Heritage pack)</p>	<p>5 Viking and Anglo-Saxon struggle for the kingdom of England - until 1066.</p> <p>to examine the motives and successes /failures of invaders and settlers of this time.</p> <p>Bath Abbey</p> <p>Crowing of King Edgar</p> <p>BRLSI</p> <p>How did Monastic Life affect our locality? to use local artefacts to study events and historical figures of the time, including the story of St Alphege (project with Bath Abbey).</p> <p>Bath Abbey</p> <p>RE: What does it mean to belong to a religion? Christianity AMV 4</p>	<p>1 Let’s investigate Georgian Bath - A local history study</p> <p>To explore our city and use its artefacts, architecture and art to find out about the Georgians in Bath; to visit famous buildings, identify Georgian design features, explore the legacy of famous architects and take part in Georgian pastimes eg dance.</p> <p>Mayors Guides</p> <p>Holburne Museum</p> <p>No 1 Royal Crescent</p> <p>Building of Bath Collection</p> <p>Beckford’s Tower</p> <p>Bath World Heritage Site</p> <p>Bath in Time</p> <p>Bath Chronicle Georgian index</p> <p>RE: How do people express</p>	<p>6 What was it Like to be a Child in the Second World War? to examine the political overview before exploring local wartime issues – including evacuees, rules and regulations, rationing,</p> <p>Bath in Time</p> <p>Museum of Bath at Work</p> <p>Bath Abbey</p> <p>What is it like to be a Jew? to understand Jewish beliefs/ culture: to empathise with the life of Anne Frank and consider issues surrounding her being in hiding.</p> <p>RE: What does it mean to belong to a religion? Judaism AMV 12</p> <p>Sci: Evolution and Inheritance, Friction/Forces</p>

		RE: Why is our world special? AMV 8 Sci: Sound, Materials (link to Stone age and Bronze age)		3What was it like to live in Roman Britain? - to consider the lifestyle of the people in Bath - clothes, food, housing, leisure and education: VISIT TO THE ROMAN BATHS <u>Roman Baths</u> RE: What can we learn from the life and teaching of Jesus? AMV 2 Sci: Plants, Rocks French: Storymaking – Jacques le gourmand Plants (Science link)	Sci: Sound, States of Matter French: Pocket money Sporting activities and health lifestyle	their beliefs, identity and experience? AMV 7 Sci: Materials, Healthy Living French: Musical instruments and types of music (Science and Music link) Food and drink – likes and dislikes	French: School & timetables tbc
Summer Term Units	African and Polar Animals - to find out about animal babies and extinction (link to dinosaurs); to compare and contrast environments and climates in which animals live; to further explore and consolidate our learning with a day visit to Bristol Zoo/Longleat Traditional Tales: to learn (through stories) more about good values in our world and the people and animals in it. RE: How do we celebrate our journey through life? AMV 5 Sci: Everyday Science, Light	Toys Old and New. to compare old (eg Victorian) toys to present day ones: to explore how toys work in terms of pushes and pulls (link to forces in Science). <u>Possibly Roman Baths (Roman games) and No 1 Royal Crescent (Georgian toys) but need to check this)</u> Seaside Holidays. to learn about the British seaside and how holidays have changed in the last 100 years: to examine what makes a popular holiday resort: to plot seaside towns on a map: to consolidate learning by visit to Weston-Super-Mare. RE: Why are some times special? AMV 2 Sci: Pushes/Pulls, Plants	Inventors & Inventions– to explore the development of inventions, particularly from our locality: to consider the changes these inventions had on society: VISIT TO AT BRISTOL Famous People/ Explorers. Christopher Columbus, Neil Armstrong, Francis Drake, John Cabot, David Hempleman-Adams <u>Victoria Art Gallery</u> (William Harbutt workshop) <u>Museum of Bath at Work</u> History of Stothert & Pitt RE: Why is Jesus important? AMV 9 <u>New Hamilton Science 2017/18</u> Plants Ready, Steady, Grow! Habitats Gardens and Allotments	Investigating Rivers to study river formations and sections: to use maps to identify the main rivers in the world. Investigating Weather to study the water cycle. Bushcraft Experience RE: What does it mean to belong to a religion? Hinduism? AMV 10 Sci: Light, Magnetism French: The Very Hungry Caterpillar Birthdays and celebrations (PSHME link) Parts of the body	Castles and Bridges including preparation for Residential visit to St Briavels <u>Victoria Bridge</u> <u>Pultney Bridge</u> Bath in Tudor Times to study Tudor life in Bath, comparing it with Bath today: to focus on the building of Bath Abbey. <u>Bath in Time</u> Maps of Bath [Plague in Bath] <u>Bath Abbey</u> RE: Why are some journeys and places special? AMV 5 Sci: Living Things, Habitats French: Personal details and family Playground songs and rhymes	Investigating Coasts / A Contrasting UK Locality. to visit and study the geography of the Isle of Wight: to further develop orienteering and mapping skills using OS fieldwork, and 8 points of a compass (CPG section3) <u>Jurassic Coast World</u> <u>Heritage Site</u> Resources on site visits, online and can do schools visits Could be combined with Isle of Wight trip RE: What does it mean to belong to a religion? Islam AMV 11 Sci: Animals/Humans, all Living Things French: La chasse à l'ours – story performance (Literacy, Geography link) Places in a town, directions	A local Study What was the Bath Blitz? to use local resources; maps, reports, photos, artefacts to explore the reasons for and the impact and consequences of this event. <u>Victoria Art Gallery (Library)/Bath Record Office</u> (Bath Blitz workshop session/paintings) Bath Local Study Collection Individual Topic project To encourage pupils to discover the art of personal research and produce a History essay to present their learning to others. RE: How should we live and who can inspire us? AMV 9 Sci: Changes in Materials, All Living Things French: Personal details and family. Residential visit to France. Playground songs and rhymes Storymaking – La petite Elodie Cafe

PSHE: SEAL resources and the three core themes of Health & Wellbeing, Relationships, and Living in the Wider World are woven through all areas of learning across all three Key stages.

Philosophy: At Comenius Trust we believe that the learning of Humanities should take place through active creativity. Pupils are encouraged to: investigate and explore, to ask their own questions and seek answers; to work collaboratively, discussing issues at home and at school; and to present their responses through role play, debate, art, music, poetry. From the start, pupils relate to history through the use of timelines. We believe that we should use local current events to enhance learning wherever possible so minor changes to topics may be made as appropriate.

Bath World Heritage: A Resource Pack for Teachers (Bath Preservation Trust) <http://www.bath-preservation-trust.org.uk/wp-content/uploads/2013/01/Bath-World-Heritage-Site.pdf>

Bath in Time: Images of Bath Online <http://www.bathintime.co.uk/>

Bath Royal Literary & Scientific Institution (BRLSI) <http://www.brlsi.org/museum-collections>

Stanton Drew Standing Stones (English Heritage) <http://www.english-heritage.org.uk/daysout/properties/stanton-drew-circles-and-cove/>

Stonehenge & Avebury (English Heritage & National Trust) http://www.english-heritage.org.uk/daysout/properties/stonehenge/?gclid=CjwKEAjwI7ieBRCK2rCtqcCS7jESJACZKQFKNKZlw4GTVxqC-o14-9YtVThkhz1Z-Hp5tKDthWiwxBoCbiDw_wcB
<http://www.nationaltrust.org.uk/avebury/>

Museum of East Asian Art <http://www.meaa.org.uk/>