

Michael Faraday Curriculum 2019 – 2020

Key Stage 1		Year 1		
Subject	Autumn	Spring	Summer	
Science	<u>Seasonal changes (Autumn)</u>	<u>Everyday materials</u>	<u>Seasonal changes (summer)</u>	
	<u>Animals, including humans</u>	<u>Seasonal changes (Spring)</u> Plants	<u>Cross curricular activity (Extend and apply)</u>	
History	<u>All about me - The history of me</u> -My chronology The history of me – family tree	<u>Has our world always been this way?</u> -Toys -Everyday objects	<u>Changes in living memory</u> Did people from the past always go on holiday? -What were seaside holidays like in the past?	
	History link to Naughty Bus in English (London Transport Museum)	Visit to V&A Museum of Childhood		
Geography	<u>Our community – school and local area (Burgess Park and East Street Market).</u>	<u>London – What is it like to grow up in a big city? (Do all children grow up in a big city? If not, what is it like for them?)</u>	<u>Why is our country called the, 'United Kingdom of Great Britain and Northern Ireland?'</u>	
Art and Design	'Self-portrait'	'Investigating materials'	'What is sculpture?'	
	Medium -painting Key Skills: -Colour theory -Colour mixing	Medium - textiles Key skills: -Felting -Weaving	Medium - sculpture Key skills: -Working with clay -Designing an installation	
Design and Technology	Buses/transport	'Moving Pictures/ toys'	Seaside structures (light house or pier)	
	-Link to science (materials).	Cooking and Nutrition: 'Eat more fruit and vegetables' -Link with science (plants)	Cooking and Nutrition: Seaside picnic	
Computing	Cross Curricular Computing Project Espresso Coding Unit 1A SWGFL E-Safety Unit Year 1	Cross Curricular Computing Project Espresso Coding Unit 1B	Cross Curricular Computing Project Free Code	

Music	'Sounds interesting' – exploring sounds	'The long and short of it: exploring duration'	'Feel the pulse: exploring pulse and rhythm'
Physical Education	Games Gymnastics Yoga LCP scheme of work	Dance Yoga LCP scheme of work	Athletics Sports Day Yoga LCP scheme of work
R.E.	How do you belong to Christianity? How do Christians celebrate Christmas?	Living Together in Harmony How do you belong to Islam?	How do you belong to Sikhism? How do you live well?
PSHE	Awareness of feelings Keeping well and clean Who are our friends? Anti-bullying Being different	Growing and changing Losing and finding Sustainable development / recycling	Drug education Memories and growing up Looking after myself
Languages	Do we all speak the same language? Link to History and different languages in the class.	How do people greet each other in different places?	Which country would you like to visit on holiday? <i>Link to Geography.</i>

Michael Faraday Curriculum 2019 – 2020

Key Stage 1		Year 2	
Subject	Autumn	Spring	Summer
Science	<u>Uses of everyday materials</u>	<u>Living things and their habitats</u>	<u>Plants</u>
	<u>Animals including humans</u>	<u>Living things and their habitats (SATs)</u>	<u>Cross curricular activity (Extend and apply)</u>
History	<u>The lives of significant individuals who have contributed to national and international achievements (compare aspects of life in different periods)</u> Florence Nightingale/ Mary Seacole (visit from Florence Nightingale, local links with St Thomas Hospital)	<u>Significant historical events, people and places in our own locality.</u> <u>Why do we need and have a Fire Brigade today?</u> <u>Have we always had a Fire Brigade? If not, what was life like without one? Has the Fire Brigade always looked the same? Where does the Fire Brigade get the water from?</u> <u>Great Fire of London</u>	<u>Events commemorated through festivals or anniversaries</u> Carnival! Why do we celebrate some events and not others? -Look at UK festivals, including bank holidays, Bonfire night, Remembrance Sunday. -Look at festivals that happen/ have happened around the world
	Geography	<u>What does Southwark look like from above?</u> -What are maps and why are they useful? Old maps through to modern GPS. -How do you read a map?	<u>What does our world look like from above?</u> -Is there more than one type of map? Physical/ political. -What is similar/ different about a globe and a map? -What are the key features of our physical/ political world?

<p>Art and Design</p>	<p>'Picture this'</p> <p>Medium – Painting/ collage/ photography</p> <p>Key skills: -Viewpoints -Framing an image -zooming in and out</p> <p>Cross curricular</p>	<p>'Can buildings speak?'</p> <p>Medium – Junk Modelling</p> <p>Key skills: -Appreciation of architecture -Pattern and texture (rubblings)</p> <p>Cross curricular</p>	<p>'Mother nature: Designer'</p> <p>Focus – mixed media/ Appliqué</p> <p>Key skills: -Shading and texture using a range of materials - Contrasts</p> <p>Cross curricular</p>
<p>Design and Technology</p>	<p>Fabric faces</p> <p>Joining fabrics together. Stitching</p> <p>Designing and communicating ideas</p>	<p>Cooking and Nutrition:</p> <p>Healthy eating link to Science</p>	<p>Puppets</p> <p>-Focus on puppets from around the world. -Link to History (festivals and events). -Link to R.E. (celebrations).</p>
<p>Computing</p>	<p>Cross Curricular Computing Project</p> <p>Espresso Coding Unit 2A</p> <p>SWGFL E-Safety Unit Year 2</p>	<p>Cross Curricular Computing Project</p> <p>Espresso Coding Unit 2B</p>	<p>Cross Curricular Computing Project</p> <p>Free Code</p> <p>SWGFL E-Safety Unit Year 2</p>
<p>Music</p>	<p>'Taking Off: exploring pitch'</p>	<p>'What's the score: Exploring instruments and symbols'</p>	<p>'Rain, rain go away: Exploring timbre, tempo and dynamics'</p>
<p>Physical Education</p>	<p>Games</p> <p>Gymnastics</p> <p>Yoga</p> <p>LCP scheme of work</p>	<p>Dance</p> <p>Outdoor and adventure</p> <p>Yoga</p> <p>LCP scheme of work</p>	<p>Athletics</p> <p>Sports Day</p> <p>Yoga</p> <p>LCP scheme of work</p>
<p>R.E.</p>	<p>Forgiveness</p> <p>Special Books</p>	<p>Living Together in Harmony</p> <p>How do we know Easter is coming?</p>	<p>Where does the world come from?</p> <p>How do you belong to Buddhism?</p>

PSHE	Healthy people	About my body	Mums and babies
	Being truthful	Keeping fit	Healthy eating
	Coping with conflict	Making and breaking friendships	Drug education
	Anti-bullying	Relationships	Personal identity/ safety
	Money and shopping	Our school community	Special days Global food
Languages	What is it like to go to school in a different country?	How many spoken languages are there in the world? How many different languages are spoken within our school?	Introduction to French through songs and rhymes.

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Lower Key Stage 2		Year 3	
Subject	Autumn	Spring	Summer
Science	<u>Moving and growing</u>	<u>Rocks and soils</u>	<u>Light and Shadows</u>
	<u>Forces and magnets</u>	<u>Helping plants to grow well</u>	<u>Cross curricular activity (Extend and apply).</u>
History	<u>A local history study</u> (London and the River Thames – a study over time tracing how several aspects of national history are reflected in the locality). Incorporate – why do people move homes (transient population of London)? Why do people want to live in a certain area? Boat trip along the River Thames/London Walk Visit to Museum of London	<u>Changes in Britain from the Stone Age to the Iron Age.</u> Link to Science/ Geog. -Mesolithic to Neolithic. -Hunter gatherer to farmer: Impact on environment. Decisive moment in human history. - Role of Archaeology. -Look at mini case studies, Stonehenge etc. Workshop with Portals from the Past	<u>Ancient Egypt.</u> <u>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of them.</u> <i>-Link to geography.</i>

<h1>Geography</h1>	<p><u>Locate the world's countries – concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</u> -What are the Seven Wonders of the World?</p>	<p><u>Describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes.</u> -Link to science, history and literacy – use 'Pebble in my pocket,' as a way in. -What are volcanoes and earthquakes and how are they formed?</p>	<p><u>Understand geographical similarities and differences through studying human and physical geography of a small area of the UK, a region in a European country and of a small area in a contrasting non-European country.</u> -Where is the River Nile and why is the river so important for the countries it flows through?</p>
<h1>Art and Design</h1>	<p>Portrayals of the river Thames. Focus – Light and atmosphere Key Skills: -Showing reflections and contrasts -Shading</p>	<p>Footprints (link to literacy and science) Focus – Patterns Key skills: -Printing -Casting</p>	<p>Mask making (Link to geography – Africa) Focus: Texture and form Key skills: -Papier-mâché -Clay 3 Dimensional mobiles (Calder – link to maths)</p>
<h1>Design and Technology</h1>	<p>'Packaging' Cooking and Nutrition: 'Sandwich Snacks' -Link both to Science (moving and growing).</p>	<p>Creating a structure out of recycled materials</p>	<p>Ancient Egypt: -D&T project to <i>link with history</i>. (i.e. pyramids, stone coffins, sarcophagus)</p>
<h1>Computing</h1>	<p>Cross Curricular Computing Project SWGFL E-Safety Unit Year 3 Espresso Coding Unit 3A</p>	<p>Cross Curricular Computing Project Espresso Coding Unit 3B</p>	<p>Cross Curricular Computing Project SWGFL E-Safety Unit Year 3 Free Code</p>
<h1>Music</h1>	<p>'Animal magic' Southwark Music Service - recorders</p>	<p>'Play it again: exploring rhythmic patterns.' Southwark Music Service - recorders</p>	<p>'The class orchestra: exploring arrangements' Southwark Music Service - recorders</p>

Physical Education	Games	Dance	Athletics
	Gymnastics	Swimming	Sports Day
R.E.	LCP scheme of work	Outdoor and adventure	LCP scheme of work
		LCP scheme of work	
R.E.	How do Jews Celebrate?	Living Together in Harmony	What is Special about Light?
	Sign Symbols and Sayings	Sikh Beliefs	Why is Holi Important?
PSHE	Coping with pressure	Feeling and making choices	Accidents and prevention
	Keeping safe	Sex and relationships	Drug education
PSHE	Looking after others	Families who live far away	Special people in school
	Types of relationship	Healthy relationships	Peer pressure
PSHE	Councillors – what do they do?	Where do things come from?	Our ideal community
	Anti-bullying	Me and my community	
Languages	Spanish- ilanguages	Spanish- ilanguages	Spanish- ilanguages

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Lower Key Stage 2		Year 4	
Subject	Autumn	Spring	Summer
Science	<u>States of matter</u>	<u>Electricity</u>	<u>Living things and their habitats</u>
	<u>Sound</u>	<u>Animals including humans</u>	<u>Cross curricular activity (Extend and apply)</u>

<h2>History</h2>	<p><u>AD 42 – AD 1066</u></p> <p>The Roman Empire and its impact on Britain. -The Roman Empire– as before. <i>Link to Geography</i></p>	<p><u>AD 42 – AD 1066</u></p> <p>Britain's settlement by Anglo-Saxons.</p>	<p><u>AD 42 – AD 1066</u></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</p>
<h2>Geography</h2>	<p><u>Italy today and it's Roman legacy.</u> -Link to history topic. -Look at Europe today and locate Italy. -Identify capital and key cities (Rome and Milan). Discuss how many are found on or near water (Rome, Florence, Verona, Venice, Genoa). Emphasise that these are not new cities – like London they have been established for a very long time</p>	<p><u>The continent of Africa. Then specific focus on North East Africa – A case study</u> -Look at physical and human geography of the continent of Africa. -Look at mountains, lakes, waterfalls, plains, plateaus, forests etc. What are the countries that make up Northeast Africa today? Djibouti, Eritrea, Ethiopia, Somalia, Egypt and Sudan.</p>	<p><u>India – A case study</u> -Similar to before, but extending to look at different places around India. -Focus on physical and human geography.</p>
<h2>Art and Design</h2>	<p>Mosaics (Link to history – Romans) -Based on architecture and Golden Ratio Focus: Shape Key skills: -tiling</p>	<p>Focus: Abstract art Key skills: -Shape -Line -Weight -Balance</p>	<p>Indian art (Link to Geography topic) Focus: Patterns Key skills: -Batik</p>
<h2>Design and Technology</h2>	<p>Romans: -D&T project to link with history (i.e. sandals, shields) Cooking and Nutrition: Italian Food</p>	<p>'Buggies and electrical circuits'</p>	<p>'Story books: Pop-up book' Shadow Puppets with a moving mechanism. -Link to literacy (story telling).</p>
<h2>Computing</h2>	<p>Cross Curricular Computing Project SWGFL E-Safety Unit Year 4 Espresso Coding Unit 4A</p>	<p>Cross Curricular Computing Project Espresso Coding Unit 4B</p>	<p>Cross Curricular Computing Project SWGFL E-Safety Unit Year 4 Free Code</p>

Music	'Dragon scales: exploring pentatonic scales' Southwark Music Service – ukulele	'Painting with sound: exploring sound colours' Southwark Music Service – ukulele	'Salt, pepper, vinegar and mustard: exploring singing games' Southwark Music Service – ukulele
Physical Education	Games Gymnastics LCP scheme of work	Dance Outdoor and adventure LCP scheme of work	Athletics Sports Day LCP scheme of work
R.E.	Hinduism Religions In Our Neighbourhood	Living Together in Harmony Why Do Some People Get Married?	Why Is the Bible Important To Christians? What Makes Me?
PSHE	Healthy eating Sex education Loss and separation Media and the community Anti-bullying	Drug education Decision making Persuasion and pressure Recycling Me in the wider world	Sex and relationship education Rights and responsibilities Exclusion / inclusion Fundraising activities
Languages	Spanish – ilanguages	Spanish – ilanguages	Spanish – ilanguages

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Upper Key Stage 2

Year 5

Subject	Autumn	Spring	Summer
Science	<u>Properties and changes of everyday materials</u>	<u>Living things and their habitats (lifecycles)</u>	Earth and Space
	<u>Properties and changes of everyday materials</u>	<u>Animals including humans (Puberty)</u>	Forces
History	<p><u>Ancient Greece – a study of Greek life and their achievements and their influence on the Western world.</u> Link this to: A study of an aspect or theme in British history e.g. democracy (including House of Lords and House of Commons and rights to vote), Olympics, architecture</p>	<p><u>A non-European study that provides contrasts with British history.</u> -Early Islamic civilisation, including a study of Baghdad c. AD 90 -Benin (West Africa) c. AD 900-1300 -Mayan Civilization c. AD 900</p>	<p>British Values including: "A belief in freedom, tolerance of others, accepting personal and social responsibility, respecting and upholding the rule of law." Link to Geography.</p>
Geography	<p><u>Greece</u> -Human and physical geography of both the islands and the mainland. -Look at land formation and current land use. -Discuss why the surrounding sea is a very important commodity for Greek people. <i>Link to history topic.</i> -Consider where most people in Greece live today: town or city?</p>	<p><u>Water – a basic human right or is it a 'commodity' that can be bought or sold?</u> -Water, water everywhere... Is this really true? -Where does water come from? Can anybody own it? -Discuss and define how water is used in present day society. -Do all people have access to water? What are the reasons for this?</p>	<p><u>Movement of people – Why do people migrate?</u> <u>Refugees and asylum seekers.</u> Discuss why people migrate (economic, religious, political, freedom) Map work of London's changing population. Compare this to different urban centres around the world.</p>
Art and Design	<p>Focus: repeating patterns, geometric patterns and optical illusions Key skills: -tessellations -rotations -repetition <i>Link to history and geography</i></p>	<p>Focus: Manipulating clay Key Skills: -Coiling using clay -Mixing paints using natural materials <i>Link to history</i></p>	<p>Focus: Creating depth and perspective. Contrasting light and dark. Key skills: -paint -collage -Mixed media <i>Link to science</i></p>
Design and Technology	<p>Cooking and Nutrition: Greek food <i>Link to geography and history.</i></p>	<p>Designing and sewing – cross-stich.</p>	<p>Building cars using an engine. Using a cam mechanism. <i>Link to science</i></p>

<h1>Computing</h1>	<p>Cross Curricular Computing Project</p> <p>SWGFL E-Safety Unit Year 5</p> <p>Espresso Coding Unit 5A</p>	<p>Cross Curricular Computing Project</p> <p>Espresso Coding Unit 5B</p>	<p>Cross Curricular Computing Project</p> <p>Free Code</p> <p>SWGFL E-Safety Unit Year 5</p>
<h1>Music</h1>	<p>Southwark Music Service – Treble recorder (G&T tenor)</p>	<p>Southwark Music Service – Treble recorder (G&T tenor)</p>	<p>Southwark Music Service – Treble recorder (G&T tenor)</p> <p>Southwark Splash</p>
<h1>Physical Education</h1>	<p>Benchball/ Volleyball Gymnastics REAL P.E.</p>	<p>Dance Basketball/ Netball REAL P.E.</p>	<p>Athletics Sports Day REAL P.E.</p>
<h1>R.E.</h1>	<p>Why Is Mohammad and The Quran Important?</p> <p>Christmas</p>	<p>Living Together in Harmony</p> <p>God Is Everywhere – Part 1</p>	<p>God Is Everywhere – Part 2</p> <p>Thankfulness</p>
<h1>PSHE</h1>	<p>Healthy lifestyles.</p> <p>Relationships.</p> <p>Stereotypes and changing.</p> <p>Money and saving.</p> <p>Anti-bullying.</p>	<p>Gender differences and puberty.</p> <p>Drug education.</p> <p>Coping with bullying.</p> <p>Democracy simulation.</p> <p>Diversity.</p>	<p>Sex and relationship education</p> <p>Setting personal goals.</p> <p>Personal safety.</p> <p>Being left out.</p> <p>Refugees.</p> <p>Working together.</p>
<h1>Languages</h1>	<p>Spanish – ilanguages</p>	<p>Spanish – ilanguages</p>	<p>Spanish – ilanguages</p>

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Upper Key Stage 2		Year 6	
Subject	Autumn	Spring	Summer
Science	<u>Animals including humans</u>	<u>Electricity</u>	<u>Cross curricular activity (Extend and apply) (SATs)</u>
	<u>Living things and their habitats</u> <u>Evolution and inheritance</u>	<u>Light</u>	<u>Cross curricular activity (Extend and apply)</u>
History	<p><u>A local history study:</u> -A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Houses of Parliament. -Have the Houses of Parliament always looked the way it does now?</p>	<p><u>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</u> Changes in an aspect of social history: leisure and entertainment in the 20th Century. <u>History of film:</u> -How has film been used in the past? -Who decides what you watch and how has this changed over time?</p>	
Geography	<p><u>The Middle East</u> -Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. -Describe and understand key aspects of: § physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><u>How are different mountains formed?</u> -Identify main mountain ranges throughout the world. Introduce the concept of tectonic plates <u>-Specific case studies:</u> -North America -South America</p>	<p><u>Why is the coast line so varied in different parts of Britain?</u> -Children to compare different coastlines found throughout the UK. Consider the environment of each and what this might mean for animals and their habitats. -Does the style of coastline impact on how it is used by humans?</p>

<p>Art and Design</p>	<p>Self Portraits</p> <p>Houses of Parliament</p> <p>Focus: City Landscape</p> <p>Key skills:</p> <ul style="list-style-type: none"> -Mixed media -pastels -Pencils -oil pastels -Collage 	<p>Perspective</p> <p>'Art: Religion through the arts'</p> <p>Christianity – Stained Glass</p> <p>Hinduism – Rangoli patterns</p> <p>Buddhism – patterned wheel</p> <p>Focus: Symbolism</p> <p>Key skills:</p> <ul style="list-style-type: none"> -Pencil -Crayon 	<p>Still Life</p> <p>'Art: what a performance'</p> <ul style="list-style-type: none"> -Creating a set design -Creating posters <p>Focus: Design and Colour</p> <p>Key skills:</p> <ul style="list-style-type: none"> -3D sets -Using ICT in art
<p>Design and Technology</p>	<p>Mechanical systems: Create a 3D Houses of Parliament. Light up the Houses of Parliament using an electric circuit.</p>	<p>Bridges (structures)</p> <ul style="list-style-type: none"> -Link to geography (mountains) 	<p>Enterprise Project linked to cooking and Nutrition:</p> <ul style="list-style-type: none"> -Develop a range of healthy soups (testing, packaging and pitching ideas).
<p>Computing</p>	<p>Cross Curricular Computing Project</p> <p>SWGFL E-Safety Unit Year 6</p> <p>Espresso Coding Unit 6A</p>	<p>Cross Curricular Computing Project</p> <p>Espresso Coding Unit 6B</p>	<p>Cross Curricular Computing Project</p> <p>SWGFL E-Safety Unit Year 6</p> <p>Or espresso HTML/Python</p>
<p>Music</p>	<p>Singing</p> <p>Drumming</p>	<p>Singing</p> <p>Drumming</p>	<p>Year 6 production</p>
<p>Physical Education</p>	<p>Swimming</p> <p>Games</p> <p>LCP scheme of work</p>	<p>Dance</p> <p>Outdoor and adventure</p> <p>LCP scheme of work</p>	<p>Athletics</p> <p>Sports Day</p> <p>LCP scheme of work</p>
<p>R.E.</p>	<p>Art in Christianity</p> <p>What do People Believe About Life After Death</p>	<p>Living Together in Harmony</p> <p>Easter Support</p>	<p>Similarities and Differences</p> <p>Religious Leaders</p>
<p>PSHE</p>	<p>Self-confidence</p> <p>Conflict resolution</p> <p>Secrets and dilemmas</p> <p>Citizenship and British Values</p> <p>Money and Me</p>	<p>Drug Education</p> <p>Arguments and families</p> <p>Strong emotions</p> <p>Democracy and decisions</p>	<p>Sex and relationship education</p> <p>Moving on</p> <p>Racism and its consequences</p> <p>Celebration – supporting each other.</p>

Languages

Spanish-ilanguages

Spanish-ilanguages

Spanish-ilanguages