



Esk Valley Alliance Long-Term Plan Topic Overview

	Autumn	Spring	Summer	Science
Year 1 (2018-19)	Our Yorkshire	Chocolate	Ancient Civilizations	1
Year 2 (2019-20)	I live in the UK	Fly Me to the Moon	The Olympics	2
Year 3 (2020-21)	Exploration	Enterprise	The Esk Valley	1
Year 4 (2021-22)	Journeys	Flight	Beneath Our Feet	2

Following the four-year LTP ensures coverage of the full curriculum for both key stages. History and geography are matched as closely as possible to topics. Computing, music, art, DT and PSHE revisit each aspect every year, allowing a topic-based focus each time the objectives are taught.

Science is taught on a 2-year rolling programme, matched as closely as possible to topics.



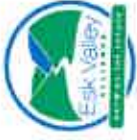
Year 2	I Live In The UK		Fly Me To The Moon		The Olympics	
	KS1	KS2	KS1	KS2	KS1	KS2
Literacy	ARE Reading ARE Writing					
Maths	Schools to follow own schemes					
Science	The national curriculum for science aims to ensure that all pupils: Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Will learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include:					
Working Scientifically Types of enquiry	<ul style="list-style-type: none"> Observing over time Pattern seeking Identifying, classifying and grouping Comparative and fair testing Research using secondary sources 					
Science (Year 2 of 2 year cycle)	Seasonal Changes Everyday Materials	Electricity Forces and Magnets	Seasonal Changes Animals (including humans)	Rocks Earth and Space	Seasonal Changes Plants Living things and their habitats	Plants Animals including humans
History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements.	Britain's settlement by Anglo-Saxons and Scots Non statutory Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor Non statutory Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066	Significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements.	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Geography	Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the	Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Name and locate the world's seven continents and five oceans Compare local area to a non-European country Use basic geographical vocabulary to refer to local and familiar features Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities



<p>Geographical skills and fieldwork Skills to be taught over course of key stage</p>	<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>ocean, river, soil, valley, vegetation, season and weather</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>				
<p>Art Skills to be taught over course of key stage</p>	<p>KS1 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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.</p> <p>KS2 Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>KS1 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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.</p>	<p>KS2 Use fieldwork to observe, measure and record Use fieldwork to record and explain areas Use 8 points of compass, symbols and keys Used 4 and 6 figure grid references on OS maps Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.</p> <p>KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) about great artists, architects and designers in history. 			
<p>DT Skills to be taught over course of key stage</p>	<p>KS1 Design purposeful, functional and appealing products Generate, model and communicate ideas Use a range of tools and materials to complete practical tasks Evaluate existing products and own ideas Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>	<p>Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a</p>	<p>Build and improve structures and mechanisms</p>	<p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p>	
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				variety of ingredients are grown, reared, caught and processed.		
Computing Skills to be taught over course of key stage	KSL Understand use of algorithms Write and test simple programs Use logical reasoning to make predictions# Organize, store, retrieve and manipulate data Communicate online safely and respect Recognize use of IT outside of school			LKS2 Design and write programs to achieve specific goals, including solving problems Use logical reasoning Understand computer networks Use internet and search technologies safely and appropriately Collect and present data appropriately	UKS2 Design and write programs to solve problems by decomposing them into smaller parts Use sequences, repetition, inputs, variables and output in programs Detect and correct errors in programs Understand uses of networks for collaboration and communication Be discerning in evaluating digital content	
MFL	Schools to follow own schemes					
Music Skills to be taught over course of key stage	Sing songs Play tuned and untuned instruments musically Listen to and understand live and recorded music Make and combine sounds musically			Use voice and instruments with increasing accuracy, control and expression Improvise and compose music Improvise and compose using dimensions of music Listen with attention and detail Listen to detail and recall aurally Appreciate a wide range of live and recorded music Begin to develop an understanding of history Develop an understanding of the history of music, including great musicians and composers Perform with control and expression solo and in ensembles Use and understand basic staff notation		
PE	Schools to follow own schemes					
PSHE (Taken from NYCC PSHE and Citizenship guidance for schools -- Sep 17)	Me and my relationships Keeping myself safe	My healthy lifestyle Becoming an active citizen	Me and my future Moving On			School's own scheme for SRE/RSE
RE	Schools to either follow the Diocese of York or the North Yorkshire Syllabus					



<p>Enterprise Ideas to develop enterprise throughout the year groups over the academic year</p>	<p>Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief Aim: To be ready to start a business. Links that could be made as appropriate: What are the local economies of the area studied? Why are they here? Why do economies differ by area? What impact will change have on the local economies? What new business enterprise would survive here? Career opportunities for the future. Curriculum possibilities: Rotary club Looking at economies through geography Environmental Impact E.g. Potash mine (Sirius/Boulby) tourism. Raise funds for a school project or local charity.</p>	
<p>Outdoor Learning</p>	<p>Ongoing throughout the year.</p>	
<p>British Values Ongoing throughout the year for all year groups</p>	<p>Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.</p>	<p>Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries</p>
	<p>Social Development Develop links to other communities. Conflict resolution – use of school rules; exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures</p>	<p>Cultural Development Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect</p>