

2015 /16 Sacred Heart Catholic Primary School Curriculum

Monitoring of the 2014 learning challenge curriculum

In the summer term of 2014, detailed plans were prepared to adapt the learning challenge curriculum to the new National Curriculum for 2014. Following this, the delivery and coverage were closely monitored by the SLT. The outcome of this monitoring was that, although coverage over the year had been good, there were aspects where learning had to be delivered independently of the learning challenge curriculum as the subject matter did not fit well. Some adjustments to the curriculum will therefore be necessary.

Purpose

Following close monitoring of the new curriculum, it has been decided to realign the learning challenge curriculum to maximize the learning opportunities provided by the National Curriculum for 2014 onwards. To this end, the school has invited the support of an advisor, Chris Trevor. Our first meeting and training took place in June 2015. At this time an overview of the whole school curriculum was set.

The purpose of this document is to outline the learning to be addressed by each year group and to suggest themes and activities that may support teaching. This document is a long term planning document provided as guidance to teachers. The teachers will use the guidance to produce more detailed medium term and weekly plans.

Further visits by Chris Trevor will take place starting in October 2015. At this time, the spring curriculum will be outlined in further detail and this document will be updated accordingly.

Specific cross curricular links have been designed to further enrich the current Sacred Heart curriculum and enable children to develop further within these foundation subjects and receive a full and rounded curriculum.

Year 3

Throughout the year:

Working scientifically, using local area, geographical skills, fieldwork

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
use the 8 points of a compass, 4- and 6-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
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.

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Term 1	Term 2	Term 3
<p>History</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • Examples (non-statutory) • This could include: • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Rocks Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter 	<p>History</p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, <u>Ancient Egypt</u>, The Shang Dynasty of Ancient China. <p>Geography</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus ancient civilizations. 	<p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, wider Warrington. <p>Science Magnets</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Light

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Science

• Forces

compare how things move on different surfaces
notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
observe how magnets attract or repel each other and attract some materials and not others
compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
describe magnets as having 2 poles
predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Animals, including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

<p>Geography</p> <ul style="list-style-type: none"> • Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • name and locate counties 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. From stone age to iron age. 		
	<p>Science</p> <ul style="list-style-type: none"> • Plants • Pupils should be taught to: • • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from 	

	<p>soil, and room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none">• investigate the way in which water is transported within plants• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
<p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none">• physical geography, including rivers, mountains,• human geography, including: types of settlement and land use, stone to iron age.• trade links, and water - Global Warrington	

