



# ST JOHN'S SCHOOL

## SIDMOUTH, UNITED KINGDOM

## Junior School Programme

Year Group		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
R	Topic	<p><b>Hello Autumn (All about me)</b></p> <p>Looking at different body parts, Signs of Autumn, sinking and floating objects. Harvest and hibernation.</p>	<p><b>Hello Autumn (Festivals around the World/Nativity)</b></p> <p>Remembrance Sunday, Diwali and Bonfire night.</p>	<p><b>Hello Winter (Traditional tales/Land Sea and Me!)</b></p> <p>Continents and Oceans, Signs of Winter, Traditional Tales Van Gogh, Noah's ark,</p>	<p><b>Hello Spring</b>  <b>Year A (Rumble in the Jungle)</b>  <b>Year B (Dinosaurs and Fossils/Farm to Fork)</b></p> <p>Oral Hygiene and Healthy Food, Signs of Spring, Exploring animals and habitats in the jungle/where food comes from/Exploring Mary Anning and Dinosaurs/ letter writing)</p>	<p><b>Hello Summer</b>  <b>Year A (Water Cycle/Life Cycle)</b>  <b>Year B (Under the Sea)</b></p> <p>Life in hot/cold countries. Signs of Summer. Water Cycle, Animal cycle/ Under the sea</p>	<p><b>Hello Summer (People Who Help Us/Beach Safety)</b></p> <p>Beach safety, Scientists, community, RNLI, taking care of the environment, Understanding the Past. Moving on</p>
	UtW (Early Learning Goal)	<p><b>Signs of Autumn &amp; Nature Exploration – ELG: The Natural World</b> (observing seasonal changes, hibernation, and migration).</p> <p><b>All About Me &amp; Our Bodies – ELG: Past and Present</b> (talking about personal experiences and people in society).</p> <p><b>Sinking &amp; Floating Experiment – ELG: The Natural World</b> (exploring materials and changing states of matter).</p> <p><b>Harvest &amp; Cultural Traditions – ELG: People, Culture, and Communities</b> (comparing celebrations and traditions).</p> <p><b>Weather &amp; Seasonal Changes – ELG: The Natural World</b> (understanding how seasons affect plants, animals, and the environment).</p>	<p><b>Remembrance Sunday – ELG: Past and Present</b> (talking about significant events and people from the past).</p> <p><b>Diwali – ELG: People, Culture, and Communities</b> (learning about different religious and cultural celebrations).</p> <p><b>Bonfire Night – ELG: Past and Present</b> (understanding historical events and why they are remembered).</p> <p><b>Nativity &amp; Christmas Celebrations – ELG: People, Culture, and Communities</b> (comparing traditions and religious festivals).</p> <p><b>Seasonal Changes in Winter – ELG: The Natural World</b> (observing and discussing winter weather, daylight changes, and animal adaptations).</p>	<p><b>Continents and Oceans – ELG: People, Culture, and Communities</b> (exploring different places around the world using maps and stories).</p> <p><b>Signs of Winter – ELG: The Natural World</b> (observing seasonal changes, weather patterns, and how animals adapt).</p> <p><b>Traditional Tales – ELG: Past and Present</b> (understanding characters, settings, and events from classic stories).</p> <p><b>Van Gogh – ELG: People, Culture, and Communities</b> (learning about significant individuals and their impact on art and culture).</p> <p><b>Noah's Ark – ELG: People, Culture, and Communities</b> (exploring religious stories and their meanings across cultures).</p>	<p><b>Oral Hygiene and Healthy Food – ELG: People, Culture, and Communities</b> (understanding the importance of health and self-care in daily life).</p> <p><b>Signs of Spring – ELG: The Natural World</b> (observing seasonal changes, plant growth, and baby animals).</p> <p><b>Exploring Animals and Habitats – ELG: The Natural World</b> (learning about jungle animals, farm animals, and their environments).</p> <p><b>Where Food Comes From – ELG: People, Culture, and Communities</b> (understanding farming, food production, and cultural food traditions).</p> <p><b>Mary Anning and Dinosaurs – ELG: Past and Present</b> (learning about historical figures and the discovery of fossils).</p> <p><b>Letter Writing – ELG: Past and Present</b> (communicating ideas and understanding different ways of recording information).</p>	<p><b>Life in Hot and Cold Countries – ELG: People, Culture, and Communities</b> (comparing environments and lifestyles in different parts of the world).</p> <p><b>Signs of Summer – ELG: The Natural World</b> (observing seasonal changes, weather patterns, and plant/animal adaptations).</p> <p><b>Water Cycle – ELG: The Natural World</b> (understanding important natural processes like evaporation, condensation, and precipitation).</p> <p><b>Animal Life Cycles – ELG: The Natural World</b> (exploring how animals grow and change, including frogs, butterflies, and sea creatures).</p> <p><b>Under the Sea – ELG: People, Culture, and Communities</b> (learning about ocean habitats, marine life, and conservation).</p>	<p><b>Beach Safety &amp; RNLI – ELG: People, Culture, and Communities</b> (learning about roles in society and how people help keep us safe).</p> <p><b>Scientists &amp; Community Helpers – ELG: Past and Present</b> (understanding the contributions of important people in history and today).</p> <p><b>Taking Care of the Environment – ELG: The Natural World</b> (exploring ways to protect nature, oceans, and local habitats).</p> <p><b>Understanding the Past – ELG: Past and Present</b> (comparing past and present ways of life, including coastal communities).</p> <p><b>Moving On – ELG: People, Culture, and Communities</b> (reflecting on personal growth, transitions, and preparing for new experiences).</p>



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## Junior School Programme

Year Group		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
1	<b>Topic and Science</b>	<b>Topic - All About Us</b>  <b>Science: Animals Including Humans</b>	<b>Topic - Amazing Animals</b>  <b>Science - Animals Including Humans</b>	<b>Topic - The World Around Us</b>  <b>Science - Plants</b>	<b>Topic - Super Seasons</b>  <b>Science - Seasonal / Daily Weather Patterns</b>	<b>Topic - Magnificent Materials</b>  <b>Science - Everyday Materials</b>	<b>Topic - Traditional Tales</b>  <b>Science - Plants and Animals Including Humans</b>
	<b>Subjects taught</b>	<p>Geography -</p> <ul style="list-style-type: none"> <li>Can I name and locate the four countries and their capital cities of the UK?</li> <li>Can I identify the different characteristics of the four capital cities in the UK?</li> <li>Can I understand and name the similarities and differences between different locations in the UK?</li> <li>Can I compare the UK to other countries around the world?</li> </ul> <p>History -</p> <ul style="list-style-type: none"> <li>Can I discuss and identify changes made through living history when looking at Toys?</li> <li>Can I discuss differences and similarities between modern toys and toys from the past?</li> <li>Can I use artefacts to learn about the past? (Toy museum visit)</li> </ul> <p>Science -</p> <ul style="list-style-type: none"> <li>Can I name and identify different parts of the human body?</li> <li>Can I investigate the five senses?</li> <li>Can I understand how to stay healthy through good hygiene, exercise and keeping my mind healthy?</li> </ul>	<p>Geography -</p> <ul style="list-style-type: none"> <li>Can I name the similarities and differences between different geographical locations?</li> <li>Can I use aerial photos to recognise different locations?</li> <li>Can I use basic geographical vocabulary to identify different features?</li> </ul> <p>Science -</p> <ul style="list-style-type: none"> <li>Can I name and identify different animals?</li> <li>Can I group animals?</li> <li>Can I name common carnivores, herbivores and omnivores?</li> </ul> <p>DT -</p> <ul style="list-style-type: none"> <li>Can I investigate moving parts in books?</li> <li>Can I make a lever?</li> <li>Can I make a slider?</li> <li>Can I create a wheel mechanism?</li> <li>Can I design a moving product?</li> </ul>	<p>Geography -</p> <ul style="list-style-type: none"> <li>Can I use maps and atlas' to locate different countries and the UK?</li> <li>Can I name and locate the seven continents?</li> <li>Can I name and locate the five oceans?</li> </ul> <p>History-</p> <ul style="list-style-type: none"> <li>Can I learn about a local historic event? (1824 Sidmouth Storm)</li> <li>Can I discuss what can be learnt from the event?</li> <li>Can I use evidence and artefacts to research a past event?</li> </ul> <p>Science -</p> <ul style="list-style-type: none"> <li>Can I name a variety of common plants and flowers?</li> <li>Can I identify the differences between plants and trees, including deciduous and evergreen?</li> <li>Can I discuss and identify the basic structure of flowers?</li> <li>Can I discuss and identify the basic structure of trees?</li> </ul>	<p>Geography -</p> <ul style="list-style-type: none"> <li>Can I identify and name seasonal weather changes in the UK?</li> <li>Can I identify and name seasonal changes to weather patterns in the UK?</li> <li>Can I make comparisons with other places around the world?</li> <li>Can I identify hot and cold places around the world?</li> </ul> <p>History -</p> <ul style="list-style-type: none"> <li>Can I learn about the lives of significant people?</li> <li>Can I make comparisons between past and current events?</li> <li>Can I learn about our Kings and Queens?</li> </ul> <p>Science -</p> <ul style="list-style-type: none"> <li>Can I discuss the four seasons in the UK?</li> <li>Can I identify features of the four seasons?</li> <li>Can I talk about how and why the seasons impact our daily weather?</li> <li>Can I investigate what makes some days longer than others?</li> </ul>	<p>Geography -</p> <ul style="list-style-type: none"> <li>Can I use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map?</li> <li>Can I make a simple map?</li> <li>Can I locate local places on a map?</li> <li>Can I discuss human and geographical changes in landscapes?</li> </ul> <p>History -</p> <ul style="list-style-type: none"> <li>Can I discuss events beyond living memory?</li> <li>Can I research and investigate the first plane flight?</li> <li>Can I find out about Amelia Earhart?</li> <li>Can I create a factsheet about Amelia and her life?</li> </ul> <p>Science -</p> <ul style="list-style-type: none"> <li>Can I distinguish between an object and the material it is made of?</li> <li>Can I sort and identify objects made from manmade and natural materials?</li> <li>Can I describe some physical features of different materials?</li> </ul>	<p>Geography -</p> <ul style="list-style-type: none"> <li>Can I use my geography knowledge to imagine where different traditional tales take place?</li> <li>Can I discuss the differences and similarities in locations between different locations?</li> <li>Can I carry out geography field work around our school?</li> <li>Can I observe the human and natural features visible from our school site?</li> </ul> <p>History -</p> <ul style="list-style-type: none"> <li>Can I research the history of our school site?</li> <li>Can I observe and document the changes to our school site overtime?</li> <li>Can I discuss how wider historical events may have impacted our school?</li> </ul> <p>Science -</p> <ul style="list-style-type: none"> <li>Can I name the different body parts and structures of fish?</li> <li>Can I name the different body parts of birds?</li> <li>Can I name the different body parts of animals including mammals?</li> <li>Can I observe changes in weather linked to the season?</li> </ul>



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2	<b>Topic and Science</b>	<p><b>Beside the Seaside</b> Where are our Seasides ? Look at a map to identify seaside locations/islands. Discuss features of the seaside - use key vocabulary. Seaside past and present. Life/habitats on the seashore</p> <p><b>Science:</b> Animals including humans- animal offspring, lifecycles, growing up, survival, exercise, healthy living Focus on classification - omnivores, carnivores. An animal's structure - drawings and labelling NC: notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p><b>Nurturing Nurses</b> Florence Nightingale, Mary Seacole - develop an awareness of the lives of significant individuals in the past who have contributed to national achievements. How did these people improve nursing? Compare nursing care then/now.</p> <p><b>Science:</b> Scientists and Inventors Louis Pastuer - How can doctors use Science ? Charles Macintosh's invention - work scientifically, test/investigate materials</p>	<p><b>Let's go to China</b> Where is China ? Name the capital city in China. Look at physical and human features. Chinese costume/culture. Chinese writing/numerals Landmarks in China - build The Great Wall of China Culminate work with chinese craft and banquet Chinese Zodiac</p> <p><b>Science:</b> Wonderful Weather Weather Experiments - make barometers/gauges, measure in mils/degrees Collect data</p>	<p><b>The Great Fire of London</b> Compare past and present - how has life changed ? Why did the fire burn so quickly ? Write a diary - Samuel Pepys Do a newspaper report Timelines</p> <p>Science: Continue weather - look at clouds - structure /different types of</p> <p>Living things and their habitats: explore types of habitats to include humans and animals. explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p><b>Significant Explorers</b> Shakleton, Henson, Scott C.Columbus Darwin - Galapagos Islands</p> <p><b>Science:</b> Plants - classification. Wildflowers/non wildflowers - compare growing areas of different species. Observations - label illustrations. Design a flower and seed packet. Link to Scientist work - Greenhouse Growing NC: observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><b>What a wonderful World</b> continents and oceans, hot and cold climates, Europe, aerial photographs Make a paper mache globe Mapping/field work</p> <p><b>Science:</b> Biodiversity and minibeasts Name plants and animals in their habitats including microhabitats. Link survival to habitats, describe how most living things live in habitats to which they are suited. Food chains How do different types of animals and plants depend on each other ? NC: identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats</p>
	<b>Subjects taught</b>	<p><b>Geography:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>History:</b> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>History:</b> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p><b>Geography:</b> 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</p>	<p><b>History:</b> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p><b>History:</b> the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Geography:</b> name and locate the world's seven continents and five oceans</p>



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3	<b>Topic and Science</b>	<b>Topic:</b> Stone Age to Bronze Age <b>Science:</b> Animals including humans	<b>Topic:</b> The UK <b>Science:</b> Light and Shadows	<b>Topic:</b> Anglo Saxons and Vikings <b>Science:</b> Rocks	<b>Topic:</b> Extreme Earth <b>Science:</b> Forces and Magnets	<b>Topic:</b> Ancient Egypt <b>Science:</b> Plants	<b>Topic:</b> The Rainforest <b>Science-</b> Scientists and inventors
	<b>Subjects taught</b>	<p><u>The Stone Age to Iron Age</u> <b>History:</b></p> <ul style="list-style-type: none"> <li>How Did People Survive During the Stone Age?</li> <li>What Changed For People Living in Stone Age Britain?</li> <li>How Do We Know About Life in the Stone Age?</li> <li>How Did Life Change in the Bronze Age?</li> <li>What Do We Know About Britain's Prehistoric Tombs and Monuments?</li> <li>Who Were the Celts and How Did They Make Iron in the Iron Age?</li> </ul> <p><b>English:</b>Stone Age Boy</p> <p>Cave paintings, Iron Age decorative work culminating in metal sheet designs, Biscuit Henge</p> <p>Finding out about palaeolithic bone flutes and pipes, phalangeal whistles, bullroarers and rasps.</p> <p><u>Animals including humans</u> <b>Science</b></p> <ul style="list-style-type: none"> <li>Nutrition</li> <li>Food Labels</li> <li>Skeletons</li> <li>Human Skeletons</li> <li>Muscles</li> </ul>	<p><u>The United Kingdom</u> <b>Geography:</b></p> <ul style="list-style-type: none"> <li>Countries and Cities</li> <li>Rivers and Seas</li> <li>Around the Counties</li> <li>Hills and Mountains</li> <li>How London Grew</li> <li>Our Changing Nation</li> </ul> <p><u>Light</u> <b>Science</b></p> <ul style="list-style-type: none"> <li>Light and Dark</li> <li>Reflective Surfaces</li> <li>Marvellous Mirrors</li> <li>Sun safety</li> <li>Making Shadows</li> <li>Changing Shadows</li> </ul>	<p><u>Vikings and Anglo-Saxons</u> <b>History:</b></p> <ul style="list-style-type: none"> <li>Viking Raiders and Invaders</li> <li>Anglo-Saxon Kings</li> <li>Danegeld</li> <li>Viking Life</li> <li>Laws and Justice</li> <li>The last Anglo Saxon Kings</li> </ul> <p>Viking Long boats, Design and create figureheads based on Norse Mythology</p> <p>Viking Saga Songs, use sticks and rocks as percussion instruments to accompany our Viking music compositions.</p> <p><u>Rocks</u> <b>Science</b></p> <ul style="list-style-type: none"> <li>What are rocks?</li> <li>Properties of Rocks</li> <li>Weathering and Erosion</li> <li>How are fossils formed?</li> <li>What is Soil?</li> <li>Investigating the permeability of soils</li> </ul>	<p><u>Extreme Earth</u> <b>Geography:</b></p> <ul style="list-style-type: none"> <li>Layers of the earth</li> <li>Volcanoes</li> <li>Earthquakes</li> <li>Tsunamis</li> <li>Tornadoes</li> </ul> <p>Explore a range of artists' work who have created depictions of the weather; specifically Turner, Constable, Van Gogh and Katsushika Hokusai.</p> <p>Listening to music inspired by Planet Earth such as Depeche Mode: The Landscape Is Changing, Queen: Is This The World We Created...?</p> <p>Creating our own music about planet Earth</p> <p><u>Forces and Magnets</u> <b>Science</b></p> <ul style="list-style-type: none"> <li>Pushes and Pulls</li> <li>Exploring Surfaces</li> <li>Testing Surfaces</li> <li>Magnetic Materials</li> <li>Magnet Strength</li> </ul>	<p><u>Ancient Egypt</u> <b>History:</b></p> <ul style="list-style-type: none"> <li>Who Were the Ancient Egyptians?</li> <li>What Was Life Like in Ancient Egypt?</li> <li>Mummies</li> <li>Tutankhamun</li> <li>The River Nile</li> <li>Write Like an Egyptian</li> <li>Egyptian Gods</li> </ul> <p>Designing Egyptian outfits, Egyptian bread, Egyptian board games, How to age paper to make it look like papyrus and make final pieces using our names in hieroglyphics and depictions of Egyptian Gods.</p> <p><u>Plants</u> <b>Science</b></p> <ul style="list-style-type: none"> <li>Parts of Plants</li> <li>What do plants need to grow well</li> <li>Moving water</li> <li>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> <li>Life cycles</li> </ul>	<p><u>The Rainforest</u> <b>Geography:</b></p> <ul style="list-style-type: none"> <li>Where Are the Rainforests?</li> <li>The Rainforest Climate</li> <li>Layers of the Rainforest</li> <li>Life in the Rainforest</li> <li>The Amazon Rainforest</li> <li>Protecting the Rainforests</li> </ul> <p><b>English:</b> The Great Kapok Tree</p> <p><u>Scientists and Inventors</u> <b>Science</b></p> <ul style="list-style-type: none"> <li>Plant hunters</li> <li>Marie Curie</li> <li>George Washington Carver</li> <li>Fossil hunters including Mary Anning and William Smith, Inge Lehmann</li> </ul>



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4	<b>Topic and Science</b>	<p><b>Topic:</b> The Ancient Romans</p> <p><b>Science:</b> Living things and Their Habitats</p>	<p><b>Topic:</b> The Ancient Romans</p> <p><b>Science:</b> Animals Including Humans</p>	<p><b>Topic:</b> South America</p> <p><b>Science:</b> States of Matter</p>	<p><b>Topic:</b> South America</p> <p><b>Science:</b> Sound</p>	<p><b>Topic:</b> Tudor Times</p> <p><b>Science:</b> Electricity</p>	<p><b>Topic:</b> Tudor Times</p> <p><b>Science:</b> Consolidation of objectives &amp; review of working scientifically</p>
		<p><b><u>The Roman Empire</u></b></p> <ul style="list-style-type: none"> <li>How did the Roman empire begin?</li> <li>What was life like in Britain before the Romans?</li> <li>Why did the Romans come to Britain?</li> <li>How did the Romans change Britain?</li> <li>What was Boudicca's legacy?</li> </ul> <p>Creating maps of the Roman Empire, comparing life in Britain before, during and after the Romans, making Roman shields and Looking at Boudicca's story and her legacy.</p> <p><b><u>Living things and Their Habitats</u></b> Working Scientifically skills and processes + *recognise that living things can be grouped in a variety of ways *explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment *recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p><b><u>The Roman Empire</u></b></p> <ul style="list-style-type: none"> <li>What did the Romans do for entertainment?</li> <li>What were buildings like in Ancient Rome?</li> <li>What was life like for an Ancient Roman?</li> <li>What happened to the Roman empire?</li> </ul> <p>Building Roman chariots, designing Roman gladiators, and looking at daily life for Romans.</p> <p><b><u>Animals Including Humans</u></b> Working Scientifically skills and processes + *describe the simple functions of the basic parts of the digestive system in humans *identify the different types of teeth in humans and their simple functions *construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p><b><u>South America</u></b></p> <ul style="list-style-type: none"> <li>What are the Andes Mountains?</li> <li>What is Machu Picchu?</li> <li>What is the Amazon River?</li> <li>Why is the Amazon Rainforest important?</li> <li>What are the threats to the Amazon rainforest?</li> </ul> <p>Mapping the topography of South America, exploring the Amazon river and rainforest and the threats they face.</p> <p><b><u>States of Matter</u></b> Working Scientifically skills and processes + *compare and group materials together, according to whether they are solids, liquids or gases *observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) *identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p><b><u>South America</u></b></p> <ul style="list-style-type: none"> <li>What are the main cities of South America?</li> <li>How is South America similar to Sidmouth?</li> <li>Who were the Maya people?</li> <li>What was Maya culture like?</li> <li>What happened to the Maya people?</li> </ul> <p>Mapping the human geography of South America, a comparison between Sidmouth and an area of South America, Researching the Mayan culture and exploring their technology and fate.</p> <p><b><u>Sound</u></b> Working Scientifically skills and processes + *identify how sounds are made, associating some of them with something vibrating *recognise that vibrations from sounds travel through a medium to the ear *find patterns between the pitch of a sound and features of the object that produced it *find patterns between the volume of a sound and the strength of the vibrations that produced it *recognise that sounds get fainter as the distance from the sound source increases</p>	<p><b><u>Tudor Times</u></b></p> <ul style="list-style-type: none"> <li>What was 'the war of the roses'?</li> <li>Who were the Tudors?</li> <li>What was life like in Tudor times?</li> <li>Who was Henry the VIII?</li> <li>What was Henry VIII's legacy?</li> </ul> <p>Creating a timeline of Tudor events, detailing what life was like during Tudor times, Exploring the life of Henry VIII and the consequences of his reign.</p> <p><b><u>Electricity</u></b> Working Scientifically skills and processes + *identify common appliances that run on electricity *construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers *identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery *recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit *recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p><b><u>Tudor Times</u></b></p> <ul style="list-style-type: none"> <li>What towns and cities did the Tudors have?</li> <li>How did the Tudors use the land?</li> <li>How does Tudor Britain compare to modern?</li> <li>What did the Tudors give us?</li> </ul> <p>Mapping the towns and cities of Tudor times, comparing Tudor and modern times, and exploring what we have today thanks to advances during Tudor times.</p> <p>Consolidation of objectives &amp; review of working scientifically</p>



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Year Group		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
5	<b>Topic and Science</b>	<b>Topic:</b> Greece  <b>Science:</b> Forces	<b>Topic:</b> Greece  <b>Science:</b> Animals, including humans	<b>Topic:</b> The Victorian Era  <b>Science:</b> Electricity (2024/25 only, review Sept '25)	<b>Topic:</b> The Victorian Era  <b>Science:</b> Light & Sound (2024/25 only, review Sept '25)	<b>Topic:</b> Early Islamic Civilisations  <b>Science:</b> Living things and their habitats (2024/25 only, review Sept '25)	<b>Topic:</b> Early Islamic Civilisations  <b>Science:</b> Living things and their habitats (2024/25 only, review Sept '25)
	<b>Subjects taught</b>	<b>History: Ancient Greece</b> Who were the Ancient Greeks and where do they fit into world history? What can I learn about Ancient Greeks from myths and legends? Who were the scientists, mathematicians and philosophers of the age and how have they influenced modern thinking? How do I use secondary sources to increase my understanding and knowledge of the Greek achievements? What do I know about the origins of The Olympics and Democracy?  <b>Through English:</b> Aesop's Fables  <b>Science: Forces</b> Gravity Levers & pulleys Gears Friction Water resistance Air resistance	<b>Geography: Locational &amp; Place Knowledge</b> Locating European countries Countries, their major cities, landmarks etc. Environmental regions Comparing the UK with Greece Geographical similarities and differences Key physical and human characteristics Personal research on a European country of choice  <i>Relevant geographical skills and fieldwork.</i>  <b>Science: Humans</b> <ul style="list-style-type: none"> <li>Keeping healthy - lifestyle, diet &amp; exercise</li> <li>Pulse rate</li> <li>The heart and the circulatory system</li> </ul>	<b>History: British History (Victorians)</b> <ul style="list-style-type: none"> <li>Why is it called the Victorian Era?</li> <li>Who were the inventors and scientists and how have they impacted modern day?</li> <li>How was Education reformed?</li> <li>What developments happened around horticulture? (Kew Gardens)</li> <li>Why was literature / publishing important for the Victorians?</li> <li>How did transatlantic travel and communication advance?</li> <li>How do I use primary sources to increase my understanding and knowledge about the Victorians? (local study)</li> </ul> <b>Through English:</b> Just So Stories  <b>Science: Electricity</b> <ul style="list-style-type: none"> <li>Uses of electricity</li> <li>Electrical Safety</li> <li>Building a Circuit</li> <li>Conductors &amp; insulators</li> </ul>	<b>Geography: Locational Knowledge</b> <ul style="list-style-type: none"> <li>Longitude and latitude</li> <li>Equator</li> <li>Northern Hemisphere &amp; Southern Hemisphere</li> <li>Tropics of Cancer &amp; Capricorn</li> <li>Arctic &amp; Antarctic Circle</li> <li>Prime / Greenwich Meridian</li> <li>Time zones</li> </ul> <b>Geography: Human (local study)</b> <ul style="list-style-type: none"> <li>Types of settlement</li> <li>Land use</li> <li>Economic activity</li> <li>Trade links</li> </ul> <i>Relevant geographical skills and fieldwork.</i>  <b>Science: Light &amp; Sound</b> Spectrum of colours Light sources Reflectors Shadows Workings of the human eye  Vibrations Pitch & volume Workings of the human ear Sound-proofing	<b>History: Non-European Society (Early Islamic Civilisation)</b> <ul style="list-style-type: none"> <li>What can I learn about the founder of Islam?</li> <li>What can maps tell us about the people who made them?</li> <li>Why did Islam spread so far and so quickly?</li> <li>What was the Silk Road?</li> <li>Who were the citizens of Baghdad?</li> <li>Why was art, culture and maths so important?</li> </ul> <b>Through English:</b> One Thousand and One Nights Stories  <b>Science: Life Cycles</b> Flowering plants Insects Amphibians Mammals Birds Unusual life cycles	<b>Geography: Physical</b> <ul style="list-style-type: none"> <li>Climate zones</li> <li>Rivers</li> <li>Mountains</li> <li>Water cycle</li> </ul> <i>Relevant geographical skills and fieldwork.</i>  <b>Science: Food Chains</b> Producers Predators Prey Relationships between plants & animals Complex / Unusual food chains Impact of humans on food chains



# ST JOHN'S SCHOOL

## SIDMOUTH, UNITED KINGDOM

## Junior School Programme

Year Group		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
6	<b>Topic and Science</b>	World War 2 Science: Separation Techniques in Term 1a Science: Humans and Animals in term 1b		Year 6 Personal Projects - projects led by the Year 6 children's personal choice.  This is followed by a mini geography topic on Africa.  Science: Material Changes Forces and Motion		St John's - a local geography and history study  Science: Living things in the environment	
	<b>Subjects taught</b>	<u><b>History - World War 2</b></u> <ul style="list-style-type: none"> <li>The build-up to World War 2</li> <li>Neville Chamberlain and Appeasement</li> <li>Winston Churchill</li> <li>Dunkirk</li> <li>the Battle of Britain</li> <li>The Blitz</li> <li>Children in WW2</li> <li>Interrogating sources of evidence</li> <li>the role of men and women</li> <li>rationing of food and clothes.</li> </ul>	<u><b>History - World War 2</b></u> <ul style="list-style-type: none"> <li>Kindertransport</li> <li>Anne Frank</li> <li>The Holocaust</li> <li>The Ghettos and 'Jewish laws'</li> <li>How are the D-Day Landings significant?</li> <li>Which events brought an end to World War 2?</li> <li>Street Party Celebrations.</li> </ul>			<u><b>Geography - St John's School</b></u> <ul style="list-style-type: none"> <li>the geography of Sidmouth</li> <li>coastal erosion</li> <li>St John's School</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>devise a simple map and use and construct basic symbols in a key.</li> <li>Use simple fieldwork and observational skills to study the geography of St John's and its grounds</li> <li>and the key human and physical features of its surrounding environment.</li> </ul>	<u><b>History - St John's School</b></u> <ul style="list-style-type: none"> <li>the history of St John's School</li> <li>St John's as a Convent</li> <li>Sidmouth and significant inhabitants in history</li> <li>key events in local history.</li> </ul>