



Boutcher C.E. Primary Theme Curriculum Map 2019 – 2020

Year One				
Term:	Autumn	Spring	Summer 1	Summer 2
Subject and topic:	History: My Family History (including toys)	History: Great inventions- the first flight	Geography: Our local area	Geography: People and their communities
NC links:	Changes within living memory- change in national life	Events beyond living memory nationally or globally-The Wright brothers	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas</p> <p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Use basic geographical vocabulary to refer to physical and human features</p> <p>Identify seasonal and daily weather patterns in the UK (link to Science topic)</p> <p>Use simple fieldwork and observational skills to study the geography of the school and a different area (local walk and Godstone farm visit)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a non-European country</p> <p>Use compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map</p>



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Art Skills	Respond to the ideas and starting points and collect visual information Explore different methods and materials as ideas develop Draw lines of different sizes and thickness Can colour my own work neatly by following the lines Use thick and thin brushes Mix primary colours to make secondary colours Use a combination of materials that are cut, torn or glued Mix materials to create texture Use a combination of shapes, including lines and textures using a variety of materials Use repeating or overlapping shapes Mimic print from the environment Use objects to create print (e.g. fruit, veg, sponges) Press, roll, rub and stamp to make prints Use a wide range of tools to create (e.g. tablets, computers, cameras) Describe the work of notable artists, artisans and designers and use some of their ideas to create own works
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<p>Design and Technology</p>	<p><u>Developing, planning and communicating ideas</u> Begin to draw on their own experience to help generate ideas and research conducted on criteria. Begin to understand the development of existing products: what they are for, how they work, materials used. Start to suggest ideas and explain what they are going to do. Understand how to identify a target group for what they intend to design and make based on a design criteria. Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.</p> <p><u>Working with tools, equipment, materials and components to make quality products</u> Begin to make their design using appropriate techniques. Begin to build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. With help measure, mark out, cut and shape a range of materials. Explore using tools e.g. scissors and a hole punch safely. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Begin to use simple finishing techniques to improve the appearance of their product.</p> <p><u>Evaluating processes and products</u> Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). When looking at existing products explain what they like and dislike about products and why. Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>
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Year Two					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Subject and topic	Geography: Our wonderful world (7 wonders of the world)	History: Bonfire Night and Remembrance Day	History: The Great Fire of London	Geography: Journeys of our food	History: Florence Nightingale and Mary Seacole
NC links	<p>Name and locate the world's seven continents and five oceans</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 physical and human features</p> <p>Use world maps, atlases and globes to identify the UK, countries, continents and oceans of the world</p> <p>Devise a map and use basic symbols in a key</p>	<p>Events beyond living memory nationally or globally</p> <p>Significant historical events, people and places in the locality</p>	<p>Events beyond living memory nationally or globally</p>	<p>Use compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and other countries</p> <p>Use basic geographical vocabulary to refer to physical and human features</p>	<p>Lives of significant individuals in the past who have contributed to national and international achievements.</p>



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Art Skills	<p>Show patterns and texture by adding dots and lines Show different tones by using colour pencils Add white to make tints and black to make tones Create a colour wheel Sort and arrange different materials Use techniques such as rolling, cutting, moulding and carving Use weaving to create a pattern Join materials using glue and/or stitch Use plaiting Use dip dye techniques</p>
Design and Technology	<p><u>Developing, planning and communicating ideas</u> Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criteria. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.</p> <p><u>Working with tools, equipment, materials and components to make quality products</u> Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product. Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. Start to choose and use appropriate finishing techniques based on own ideas.</p> <p><u>Evaluating Processes and Products</u> Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.</p>



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Year Three				
	Autumn 1	Autumn 2	Spring	Summer
Subject and topic	History: The Stone Age	History: The Bronze Age to Iron Age	History: Ancient Egypt	Geography: Mountains, Rivers and Coasts



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<p>NC links</p>	<p>Late Neolithic hunter-gatherers and early farmers, for example Skara Brae</p> <p>Bronze Age religion, technology and travel, for example Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>The early civilisation. Achievements.</p>	<p>With increasing accuracy, locate countries in Europe, North and South America on a map</p> <p>With increasing accuracy, locate cities of the United Kingdom</p> <p>Identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian</p> <p>Study a small area in the U.K and in a non-European country understanding similarities and differences in human and physical geography</p> <p>Describe some aspects of physical geography Pupils can describe a few aspects of human geography</p> <p>With support use maps, atlases, globes and digital/ computer mapping to locate countries.</p> <p>Introduced to four figure grid references, becoming increasingly accurate with symbols and key</p> <p>Starting to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>
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Art Objectives	<p>Create a sketch book and know what it is for</p> <p>Use different hardness of pencils to show line, tone and texture</p> <p>Annotate sketches to explain and elaborate on ideas.</p> <p>Can sketch lightly</p> <p>Use shading to create light and shadow</p> <p>Use hatching and cross hatching to show tone and texture</p> <p>Select and arrange materials for striking effect</p> <p>Ensure that my work is precise</p> <p>Use mosaic and montage</p> <p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)</p> <p>Use layers of 2 or more colours</p> <p>Replicate patterns observed in natural and built environments</p> <p>Can make printing blocks</p> <p>Create images, videos and sound recordings and explain why they are created.</p> <p>Replicate some of the techniques used by notable artists</p> <p>Create original pieces of my own that are influenced by studies of others.</p>
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<p>Design and Technology</p>	<p><u>Developing, planning and communicating ideas</u> With growing confidence generate ideas for an item, considering its purpose and the user/s. Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the construction technique. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. Start to understand whether products can be recycled or reused. Know to make drawings with labels when designing. When planning explain their choice of materials and components including function and aesthetics.</p> <p><u>Working with tools, equipment, materials and components to make quality products</u> Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Start to understand that mechanical and electrical systems have an input, process and output. Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. Know how simple electrical circuits and components can be used to create functional products. Measure, mark out, cut, score and assemble components with more accuracy. Start to work safely and accurately with a range of simple tools. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Start to measure, tape or pin, cut and join fabric with some accuracy.</p> <p><u>Evaluating processes and products</u> Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose Begin to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world. Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose Begin to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.</p>
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Year Four				
	Autumn 1	Autumn 2	Spring	Summer
Subject and topic	History: The Roman empire and its impact on Britain		History: Britain's settlement by Anglo Saxons and Scots The Viking and Anglo Saxon struggle	Geography: Extreme weather – Earthquakes and Volcanoes



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<p>NC links</p>	<p>The legacy of Roman culture on later periods in British history including the present day.</p> <p>Julius Caesar's attempted invasion in 55-54BC</p> <p>The Roman empire by AD42 and the power of its army</p> <p>Successful invasion by Caludius and conquest, including Hadrian's wall</p> <p>British resistance, for example, Boudicca</p> <p>Romanisation of Britain : sites such as Caerwent and the impact of Technology, culture and beliefs, including early Christianity</p>	<p>Roman withdrawal from Britain in C AD410 and the fall of the western Roman Empire</p> <p>Scots invasion from Ireland to North Britain (now Scotland)</p> <p>AngloSaxon invasions, settlements and kingdoms: places names and village life.</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>Viking raids and invasions</p> <p>Resistance by Alfred the Great Athelstan, the king of England</p> <p>Further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</p>	<p>Confidently locate countries in Europe, North and South America on a map</p> <p>Locate cities of the United Kingdom and begin to identify counties</p> <p>Identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones</p> <p>Study a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between physical and human geography</p> <p>To describe an increased range of aspects of physical and human geography</p> <p>Become more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Start to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</p> <p>To fieldwork to observe, measure, record</p>
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Art Skills	Develop ideas from starting points in the curriculum Collect information, sketcher and resources Adapt and refine ideas as they progress Comment on artwork using visual language Mix colours effectively Use a number of brush techniques using thick and thin brushes to produce shapes, textures, lines and patterns Use watercolour paint to produce washes for backgrounds and then add detail Experiment with creating mood with colour Use coiling, overlapping and tessellation Include texture and other mouldable materials Add material to provide interesting detail Shape and stitch materials Use basic cross stitch and back stitch Colour fabric Quilt, pad and gather fabric
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Design and Technology	<p><u>Developing, planning and communicating ideas</u> Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science. Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products. When planning consider the views of others, including intended users, to improve their work. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. When planning explain their choice of materials and components according to function and aesthetic.</p> <p><u>Working with tools, equipment, materials and components to make quality products</u> Select a wider range of tools and techniques for making their product safely. Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Start to join and combine materials and components accurately in temporary and permanent ways. Know how mechanical systems such as cams or pulleys or gears create movement. Understand how more complex electrical circuits and components can be used to create functional products. Continue to learn how to program a computer to monitor changes in the environment and control their products. Understand how to reinforce and strengthen a 3D framework. Now sew using a range of different stitches, to weave and knit. Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy. Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p><u>Evaluation processes and products</u> Evaluate their products carrying out appropriate tests. Start to evaluate their work both during and at the end of the assignment. Be able to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.</p>
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Year Five			
	Autumn	Spring	Summer
Subject and topic	Islamic civilisation	The Victorians	Ancient Greece
NC links	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Changes in an aspect of social history</p> <p>A non-European society that provides contrast with British history.</p> <p>Locate countries of the world on a map</p> <p>Identify aspects of the physical and human geography that have changed over time</p> <p>Confidently use: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p>	<p>The changing power of monarchs, using case studies</p> <p>Change in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</p>	<p>The legacy of Greek culture (art, architecture or literature) on later periods of British history, including the present day.</p> <p>A study of Greek life and achievement and their influence of the western world.</p> <p>Study a region of the U.K, a region in a European country (from previous term) and can identify similarities and differences between the two in physical and human geography.</p> <p>Describe and understand an increasing variety of key aspects of physical and human geography</p>



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Art Skills	<p>Present my ideas imaginatively in my sketch book</p> <p>Use the qualities of materials to enhance ideas</p> <p>Spot the potential in unexpected results as work progresses</p> <p>Comment on artwork with a fluent grasp of visual language</p> <p>Use a variety of techniques to add interesting effects to depict movement, perspective, shadows and reflection</p> <p>Choose a style of drawing suitable for the work e.g. realistic or impressionistic</p> <p>Use lines to represent movement</p> <p>Mix textures</p> <p>Combine visual and tactile qualities</p> <p>Show precision in techniques</p> <p>Choose from a range of stitching techniques</p> <p>Combine previously learnt techniques to create pieces</p> <p>Enhance digital media by editing</p> <p>Give detail about the style of some notable artists, artisans and designers</p> <p>Show how the work of those studied was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and styles</p>
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Design and Technology	<p><u>Developing, planning and communicating ideas</u> Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence apply a range of finishing techniques, including those from art and design. Draw up a specification for their design- link with Mathematics and Science. Use results of investigations, information sources, including ICT when developing design ideas. With growing confidence select appropriate materials, tools and techniques. Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p><u>Working with tools, equipment, materials and components to make quality products</u> Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Understand how mechanical systems such as cams or pulleys or gears create movement. Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p><u>Evaluating processes and products</u> Start to evaluate a product against the original design specification and by carrying out tests. Evaluate their work both during and at the end of the assignment. Begin to evaluate it personally and seek evaluation from others. Evaluate the key designs of individuals in design and technology has helped shape the world. Understand that mechanical and electrical systems have an input, process and output. Begin to measure and mark out more accurately. Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product. Weigh and measure accurately (time, dry ingredients, liquids). Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>
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Year Six		
	Autumn	Spring
Subject and topic	Islamic civilisation	A local History study – the Docklands



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<p>NC links</p>	<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Changes in an aspect of social history</p> <p>A non-European society that provides contrast with British history.</p> <p>Locate countries of the world on a map</p> <p>Identify aspects of the physical and human geography that have changed over time</p> <p>Confidently use: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>A depth study</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>Changes in an aspect of social history</p> <p>A significant turning point in British history.</p> <p>Locate counties and cities of the United Kingdom</p> <p>Study a region of the U.K, a region in a European country (from previous term) and can identify similarities and differences between the two in physical and human geography.</p> <p>Describe and understand an increasing variety of key aspects of physical and human geography</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</p>
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Art Skills	<p>Sketch lightly before painting to combine line and colour.</p> <p>Create a colour palette based on colours observed in the natural or built world</p> <p>Use the qualities of acrylic and watercolour paint to create visually interesting pieces</p> <p>Combine colours, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Develop a personal style of painting and drawing based on ideas from other artists</p> <p>Use ceramic, mosaic materials and techniques</p> <p>Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, textures and patterns</p> <p>Combine visual and tactile qualities</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Build up layers of colour</p> <p>Create an accurate pattern showing fine detail</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>
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Design and Technology	<p><u>Developing, planning and communicating ideas</u> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Accurately apply a range of finishing techniques, including those from art and design. Draw up a specification for their design- link with Mathematics and Science. Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products. Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p><u>Working with tools, equipment, materials and components to make quality products</u> Confidently select appropriate tools, materials, components and techniques and use them. Use tools safely and accurately. Assemble components to make working models. Aim to make and to achieve a quality product. With confidence pin, sew and stitch materials together to create a product. Demonstrate when make modifications as they go along. Construct products using permanent joining techniques. Understand how mechanical systems such as cams or pulleys or gears create movement. Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. Know how to reinforce and strengthen a 3D framework. Understand that mechanical and electrical systems have an input, process and output. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p><u>Evaluating Processes and products</u> Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels.</p>
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