

## 2023- 2024 whole school wider curriculum overview

English (see class curriculum webs, and English key skills)		Maths (see class curriculum webs and maths key skills)	
STEM (science, technology, engineering and maths)			
Cycle 1			
Autumn EXPLORE Geography Focus	Spring DISCOVER History Focus	Summer DISCOVER History Focus	
'Our beautiful Isle'	'Our Inspirational Isle'	'Our significant Isle'	
CREATE The Arts Focus 'Express Yourself'	EXPLORE Geography Focus	CREATE The Arts Focus 'Let's Sculpt'	
Key Concepts			
Change Strength Perseverance Dreams	Consequences Identity Beauty Trust	Equality Democracy Choice Power	

**'Our beautiful Isle'**

Volcanoes and Earthquakes

Bermuda

Where do we live?

Galapagos Islands

Is everywhere in the World the same?

**'Our Inspirational Isle'**

Mayan civilisation

Queen Victoria

The Plague and the Great Fire of London

Toys we used to play with

Long ago

**'Our significant Isle'**

A Royal residence or prison?

Skara Brae

Ancient Greeks

Queen Victoria

What did they do for us?

**'Express Yourself'**

Doorstep portraits

Frida Kahlo

The Artist in You

M.C. Escher

Everyday People

**Geography Focus**

The seaside

St Lucia

National park Peru

Weather

Where on Earth are we?

**'Let's Sculpt'**

Faberge

Plastic bottle art -Veronika Richterova

In proportion?

Alberto Giacometti

Plastic fantastic, rubbish or sculpture?

Transformers

<b>Starting Project</b>					
<i>Is everywhere in the World the same?</i>	<i>Express yourself</i>	<i>Long Ago</i>	<i>What makes an Island?</i>	<i>What did they do for us?</i>	<i>Transformers</i>
<b>The uniqueness of the Isle of Wight</b>					
<i>Where do we live?</i> An island – our place in the UK.	<i>Self portraits</i> <i>Doorstep artists - everyday people in our community</i>	<i>Toys from the past - what toys did our parents/grandparents have?</i>	Weather - the sunniest place in England?	<i>A Roman Isle /The Longstone</i> We do like to be beside the seaside - The Seaside/holidays through the years – steam railway A royal island – Osborne House and Queen Victoria Carisbrooke castle – life in a castle workshop	Glenn Martin – Beach find challenge
<b>Being British</b>					
Counties and cities of the UK Coastal comparison – physical and human	Everyday people Optical illusions	The Great plague of London and The Great fire of London	Britain’s worst weather	Roman Empire/Stone age, Bronze and iron	Making choices - looking at a range of designers What to use?
<b>The World Around Us</b>					
<i>Is everywhere in the World the same?</i> How we compare to other islands around the world? Volcanoes and earthquakes	<b>A diverse crowd</b>	<b>Ancient civilisations and their impact</b> <b>Mayans</b>	<b>National parks – mountain ranges major cities</b>	<b>Shaping the World we live in -</b> Ancient Greeks	<b>Artists around the world</b>
<b>Autumn</b>	<b>Spring</b>		<b>Summer</b>		
<b>How to be a geographer</b>	<b>How to be an artist</b>		<b>How to be an historian</b>		
<b>Geographical Enquiry</b> – <i>Ask relevant questions, collect and analyse data, and draw conclusions to understand the world, its environments and places near and far, and the processes that create and affect them - stimulating an interest in places people and our environment</i> <b>Locational knowledge</b> - <i>Learn the names of key places in the UK beyond their immediate environment and the names of the world’s oceans and continents, explore more of the world, understanding how the world has zones and the significance of those zones, explore Eastern Europe and South America, using their knowledge of longitude, latitude, coordinates and indexes to locate places.</i> <b>Place knowledge</b> – <i>Compare places in the UK with a place outside of the UK, compare regions by focusing on specific features, make links to places outside of the UK and where they live and observe similarities and differences to places as well as people.</i>	<b>The Arts-</b> Engage, inspire and challenge. Equip pupils with the knowledge and skills to experiment, invent and create. Increase self-confidence and a sense of achievement. Develop critical engagement with music, composing and listening with discrimination. Perform dances linking movement patterns to actions and developing sequences of movement through communication and collaboration. Express their thoughts, opinions, feelings and ideas clearly, creatively and powerfully. Speak audibly, clearly and with confidence, listening, valuing and appreciating the arts and developing their imagination. <b>Develop techniques by:</b> Recording observations and use them to review and revisit ideas. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Learn to sing and to use their voices, to create and compose music. Have the opportunities to learn a musical instrument and using technology appropriately. Develop competence to excel in a broad range of physical activities. Write narratives that are real and fictional, including poetry. <b>Use materials/instruments/equipment to:</b> Work creatively, exploring ideas and recording experiences. Explore how music is created, produced and communicated, including through the inter-related dimensions of pitch, duration, dynamics, tempo, timbre,		<b>Historical Enquiry/Investigations</b> – <i>Ask and answer questions about events, hypothesise, use evidence, make observations, reflect and evaluate</i> <b>Historical Interpretations</b> – <i>Identify different ways that the past is represented and how we find out about the past e.g. fictional accounts, illustrations, films, songs, museum displays;</i> <b>Chronological Understanding</b> – <i>Sequence events/objects in history, using chronological vocabulary</i> <b>Knowledge and Understanding of Events, People and Changes in the Past</b> – <i>Identify similarities and differences between ways of life in different periods, make connections, note contrasts and trends over time, examine causes and results and their impacts, identify key features of events</i> <b>Presenting, Organising and Communicating</b> - <i>Talk, write</i>		

<p>Develop vocabulary relating to physical and human geographical features.</p> <p><b>Understanding and knowledge of human and physical geography</b> – Identify the physical and human features of geography and the difference between them, use precise vocabulary, explaining the processes of physical and human geography and their significance</p> <p><b>Geographical skills and field work</b> - Use maps to locate places, identify features using keys and symbols, and communicate locations through grid references and coordinates, thinking about what makes a good map symbol and why.</p> <p>Look at how the environment has changed over time, begin to use fieldwork skills to monitor and explain patterns in human and physical features and observe and record changes.</p> <p>EYFS -          KS1 – Four countries and capitals of the UK and surrounding seas, seasonal and daily weather, key physical and human features in the locality and contrasting non-European country, World’s seven continents and five oceans, hot and cold areas of the world.          Lower KS2 – counties and cities of UK, geographical regions identifying key human and physical characteristics, settlements and land use compare region of UK and non-European country          World zones, longitude latitude, equator etc, compare UK country with a region in North America          Upper KS2 – The countries of the world, environmental regions and key physical/human characteristics, distribution of natural resources rivers mountains, volcanoes and earthquakes, compare regions in UK and in South America, economic activity, including trade links.</p>		<p>texture, structure and appropriate musical notations. Engage in a broad range of physical activities. Write ideas, key words, and new vocabulary encapsulating what they want to say or express.</p> <p><b>Understand how the arts contribute to the history and culture of our nation by:</b></p> <p>Learning about great artists, craft makers and designers, and understanding the historical and cultural development of their art forms. Performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Collaborating with activities that build character and help to embed values such as fairness, discipline, responsibility and respect. Developing their love of literature and appreciating our rich and varied literary heritage. Learning how to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.</p> <p><b>Music:</b> Through the exploration of cultural heritage -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvising and composing music for a range of purposes using the inter-related dimensions of music.  <b>Art:</b> Exploring the art of our cultural heritage - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  <b>Dance:</b> Exploring our cultural heritage - performing dances using a range of movement patterns.  <b>Creative writing:</b> Explore the great writers and poets of our cultural heritage - understanding how different types of writing, including narratives, are structured and how they can be drawn on for their own writing. Develop and order their ideas through playing roles and improvising scenes in various settings.</p>		<p><i>and draw about things from the past, use historical vocabulary and appropriate historical terms, use drama and role play to communicate knowledge</i></p> <p>EYFS – making connections, spotting similarities and differences between things in the past and the present day, lives of people around them and their roles</p> <p><b>KS1 – changes within living memory, events beyond living memory, lives of significant individuals and significant historical events – Guy Fawkes, Activists and Explorers</b>  <b>Lower Key Stage 2 – Invaders and settlers (Anglo Saxons Vikings</b>  <b>Upper Key stage 2 - Mayan civilisation community, culture and legacy, Egyptians as a World power</b></p>	
<b>Enhancement</b>		<b>Enhancement</b>		<b>Enhancement</b>	
Arts	History	History	Geography	Geography	Arts
<b>School value</b>					
Challenge	Achieve	Respect	Enjoy	All	Respect
<b>British values</b>					
Individual Liberty		Mutual respect and Tolerance		Rule of Law	Democracy