

Long Term Planning

Enrichment opportunities in **bold** are also in the Enrichment Passport

Phase 2 (Y2 & Y3)	Autumn Term	Spring Term	Summer Term
	YEAR A 2023/24, 2025/26 AND 2027/28		
Topic Theme	Weather	Great Fire of London	Romans
Core Concepts	<p>Time, change and chronology, – <i>when, what order, how have things changed?</i> (When in history, what has changed since and what has stayed the same? e.g. York floods)</p> <p>Reasons and Results – <i>why things happened, how people made a difference, change that followed</i> (significant weather events e.g. York floods)</p> <p>Historical evidence, – <i>how do we know about the past?</i> (evidence – newspapers and reports)</p> <p>Place - <i>what makes up a place? What are its characteristics</i> (immediate locality),</p> <p>Environment – <i>the significance of the environment</i> (atmospheric features of the environment – local, national and international)</p> <p>Scale – <i>geographical outcomes on different levels – cause and effect</i>(impact of global warming on local weather)</p> <p>Change – <i>how geographical phenomena change over time</i> (atmospheric features of the environment – local, national and international)</p>	<p>Time, change and chronology, – <i>when, what order, how have things changed?</i> (When in history and timeline of events)</p> <p>Reasons and Results – <i>why things happened, how people made a difference, change that followed</i> (what caused the fire, helped spread the fire what changed after the fire?)</p> <p>Historical evidence, – <i>how do we know about the past?</i> (evidence – diaries and other reports, maps)</p> <p>Place - <i>what makes up a place? What are its characteristics</i> (London),</p> <p>Scale – <i>geographical outcomes on different levels – cause and effect</i>(impact GFoL had on features of London and other cities)</p> <p>Change – <i>how geographical phenomena change over time</i> (change in London over time)</p>	<p>Time, change and chronology, – <i>when, what order, how have things changed?</i> (When in history and timeline of empire, future changes)</p> <p>Reasons and Results – <i>why things happened, how people made a difference, change that followed</i> (impact of the Roman empire on the world)</p> <p>Historical evidence, – <i>how do we know about the past?</i> (evidence – archaeology, ruins, modern day features e.g. baths and roads)</p> <p>Place - <i>what makes up a place? What are its characteristics</i> (Rome),</p> <p>Space- <i>the significance of location</i>. (place in Europe, Italy - characteristics)</p> <p>Scale – <i>geographical outcomes on different levels – cause and effect</i>(impact Roman empire had on Rome, Italy and Britain)</p> <p>Change – <i>how geographical phenomena change over time</i> (change in UK from the Roman empire)</p>
History	Significant events in history – weather related	Events from before living memory/history extending beyond 1066	Early civilisations – empire, army, buildings, beliefs
	Historical Skills - chronological awareness of events, comparing similarities and differences, vocabulary, historical sources		
Core concepts	Significance and cause and change	Chronology and interpretation	Similarities and differences, continuity and change
Geography	G3A – Climate What different weather can be found in different parts of the world, especially Europe? Hot and cold areas of the world. Can you explain how the weather affects different people? G4 Field work – observation of local area	G4I – Plans & Photographs Can you label a diagram or photograph using geographical vocabulary?	G1C – Europe G1F – UK Regions Can you name and locate the capital cities of neighbouring countries?

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Art & Design	Drawing/Collage – seasonal trees/weather photograph collage	Painting (contemporaneous – 17 th century paintings of the fire)	Sculpture – clay (Roman Sculptures – Medusa heads)
Computing	Computer Science: Coding Information Technology: Pictures, music and simulations	Information Technology: Spreadsheets, databases, graphing	Digital literacy: emails and search engines
Design & Technology	Textiles – 2D to 3D	Food – Healthy and Varied diet	Mechanisms – Levers and linkages project
Writing	Narrative Letter	Recount Information	Poetry Instructions
Class Novel	Lila and the Secret of Rain David Conway & Jude Daly The Rhythm of the Rain Grahame Baker-Smith Storm Sam Usher	Toby and The Great Fire Of London Margaret Nash & Jane Cope Vlad and the Great Fire of London Kate Cunningham & Sam Cunningham	Romans on the Rampage Jeremy Strong Romans Rule – poems
Enrichment	National Science and Media Museum York Mosque	Great Fire of London Experience (Mud Pie Arts) Pizza Express Visit Fire Service visitors	York Tour Day – city walls/Yorkshire museum Roman Day in School (inc Roman Banquet)
Values	Climate change	Female perspective of life in the time.	Diversity of the Roman empire
PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
RE	Y2 Unit 1.2 Who is a Muslim? Y3 Unit L2.1 What do different people believe about God? Christians and Hindus.	Y2 Unit 1.6 Celebrate Special Times Y3 Unit L2.4 Why do People pray?	Y2 Unit 1.8 Caring for others Y3 Unit L2.7 What does it mean to be a Christian Living in UK today?
PE	Y2 Football/dance Basketball/Multi skills Y3 Football/gymnastics Netball/basketball	Y2 Health-related exercise/dance Hockey/Dodging and weaving games Y3 Health related exercise/dance Hockey/Tag Rugby	Y2 Striking and fielding/Athletics Striking and fielding/Athletics Y3 Striking and fielding/gym/dance Striking and fielding/athletics
Music	Music specialist: Y2 Ocarinas Y3 Recorders	Music specialist: Y2 Ocarinas Y3 Recorders	Music specialist: Y2 Ocarinas Y3 Recorders
Science	Y2 Plants Y3 Forces and Magnets	Y2 Materials and their uses Y3 Rocks Y3 Animals including humans	Y2 Animals including humans Y2 Habitats Y3 Light Y3 Plants

Phase 2 (Y2 & Y3)	Autumn Term	Spring Term	Summer Term
	YEAR B 2022/23, 2024/25 AND 2026/27		
Topic Theme	Schools Then and Now	Explorers	On The Move

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Core Concepts	<p>Time, change and chronology, – when, what order, how have things changed? <i>(Comparison of the old school and the new school, similarities and differences, simple timeline)</i></p> <p>Historical evidence, – how do we know about the past? <i>(first hand – old school, photographs, people sharing stories)</i></p> <p>Place - what makes up a place? What are its characteristics <i>(immediate locality, school),</i></p> <p>Environment – the significance of the environment <i>(Heslington village features)</i></p>	<p>Time, change and chronology, – when, what order, how have things changed? <i>(When in history/time periods)</i></p> <p>Reasons and Results – why things happened, how people made a difference, change that followed <i>(What the explorers did and the changes that came as a result)</i></p> <p>Historical evidence, – how do we know about the past? <i>(books, reports, photographs)</i></p> <p>Place - what makes up a place? What are its characteristics <i>(Different places – oceans and continents),</i></p> <p>Space- the significance of location. <i>(Northern Hemisphere, where in the world, what it means physically)</i></p> <p>Environment – the significance of the environment <i>(climate features of the continents in the Northern Hemisphere)</i></p>	<p>Time, change and chronology, – when, what order, how have things changed? <i>(When in history – different transport, how has it developed and changed)</i></p> <p>Reasons and Results – why things happened, how people made a difference, change that followed <i>(development of transport, impact of key designs e.g. Stephenson's Rocket)</i></p> <p>Historical evidence, – how do we know about the past? <i>(museums, books, photographs)</i></p> <p>Place - what makes up a place? What are its characteristics <i>(Capital cities of neighbouring countries, recognising capital cities from photographs of landmarks),</i></p> <p>Scale – geographical outcomes on different levels – cause and effect <i>(impact of more accessibility of transport links)</i></p> <p>Change – how geographical phenomena change over time <i>(how transport links have changed over time)</i></p>
History	Local history study - similarities and differences	Significant individuals and their contributions, comparing life in different time periods	Changes within living memory/development of transport
	Historical Skills - chronological awareness of events, comparing similarities and differences, vocabulary, historical sources		
Geography	G2 Place Knowledge similarities and differences UK/Europe (How is Heslington similar/different to ...?) G4 Fieldwork of school grounds and area	G1 G4A - Locating and naming Oceans & Continents Can you name a number of countries in the Northern Hemisphere? G4 Compass directions	G1C - Europe G1F - UK Regions Can you name and locate the capital cities of neighbouring countries?
Art & Design	Drawing - pencil sketches (Old and New School)	Painting / printing - collagraph printing (creating textures e.g. with string on a printing block)	Painting (Landscapes e.g. holiday destinations/journeys)
Computing	Computer Science: Coding IT: Pictures, music and simulations	IT: Spreadsheets, databases, graphing	Digital literacy: emails and search engines
Design & Technology	Food – preparing fruit and vegetables	Textiles – Templates and Joining	Mechanisms – Wheels and Axles
Writing	Narrative Recount	Non-chronological report Instructions	Poetry Explanation
Class Novel	Folk tales from non-European country	Amazing Expeditions – Journeys that Changed the World Anita Ganeri & Michael Mullan Captain Cat and the Treasure Map	Journey Aaron Becker The Hundred Decker Bus Mike Smith Cycle City Alison Farrell

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Enrichment	York open top bus / boat tour 1950s school day	Captain Cook Birthplace Museum	Hull Street Life Museum Yorkshire Air museum Railway Museum Bikes / scooters in
Values	Non-European and female explorers	Diversity of York Investigating a non-European country	Women in transport Windrush Sustainable transport
PSHE (Jigsaw)	BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships CM (Changing Me) Coping positively with change
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