

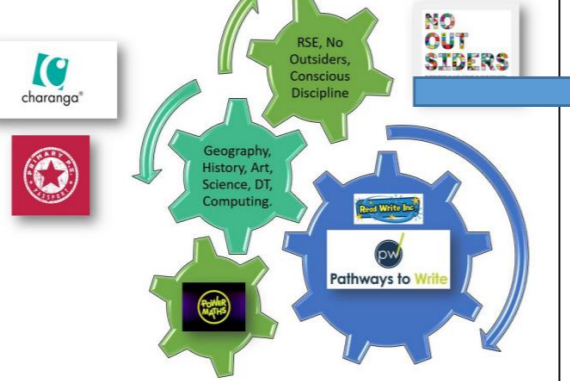
How our Connected Curriculum is designed;

There are various key elements that have been incorporated and interwoven, where appropriate, to develop our **broad and balanced, ambitious Connected Curriculum.**

Some elements of our curriculum are taught **discretely** and others are **connected** to the main **Pathways to Write** book for the term. In all respects, subject leaders have developed a well sequenced and progressive long term plan for their subject area. These plans are then distilled into medium-term year group plans. All individual subject plans are constantly updated and amended as appropriate.



For example – in Y6 in the Spring Term, pupils study the book **'Can we save a Tiger?'**. The writing outcome for this unit is to produce a hybrid text including information and persuasion. Obvious and clear links to the Y6 programme of study in Science are made (**Living things and their habitats**) as well as elements of Geography and History. Medium term plans show areas of discrete and connected study (highlighted in purple (discrete) or blue (connected)).



Teachers then develop their own short term planning to ensure coverage of each curriculum area, linking to the subject specific progression map. We are cognisant of the fact that it would be difficult to teach every subject, every week. All core subjects – Reading, Writing and Maths are taught daily with other foundation subject areas being blocked according to, and fitting in with the main Pathways to Write book.

Pupils will, over the course of the school year, complete all the programmes of study for each subject area.

We utilise a range of high quality resources to support and develop our curriculum foundation subject planning and delivery such as Charanga for Music and Primary PE Passport for P.E. Teachers and subject leads continually update and adapt planning to take into consideration the needs of individual cohorts.

How we **connect** to others in and beyond our community is an important element that shapes our ethos and the curriculum. Links to **Storyhouse** in Chester support our Drama and Dance curriculum with a creative practitioner on site every Thursday. **No Outsiders** is a core element of our RSE offer with links being made to other school within the trust and beyond.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	 Geography of their school grounds Cold areas of the world South Pole, North Pole	 Hot areas of the world Equator	 Use world maps, atlases and globes – begin to name world's seven continents and 5 oceans			
Year 2	 Compare a small area of the UK with a small area in a contrasting non-European country (another location where owls live)	 World's seven continents and 5 oceans Which continents have owls on? Compare and contrast physical similarities and differences of Chester against a non-European country	 Use simple compass directions (North, South, East and West) and locational and directional language Use aerial images and plan perspectives to recognise landmarks and basic physical features. Identify physical features: beach, cliff, coast, forest, hill, sea, ocean, valley			
Year 3	 Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. What journey will Tom and Grandad go on around the UK.	 Equator North and South Pole (Arctic and Antarctic) - linking to weather in the book. Describe and understand key aspects of rivers, mountains and hills. Types of landforms Water cycle – When Winter ends and spring arrives.		 Name and locate the world's continents and oceans through whale migration Locational knowledge – oceans, hemispheres – where in the world do whales live? North Pole and South Pole, Arctic and Antarctic, equator – Linking to text		

	Year 1 Seven Continents and Chequer	Year 2 Seven Continents/Non EU country and Weather	Year 3 United Kingdom- Counties and Cities Rivers, Mountains and Hills	Year 4 European Countries and Volcanoes and Earthquakes	Year 5 World Countries, North America and South America climate zones	Year 6 World Countries Coastal
Geography Curriculum Objectives	Investigate places This concept involves understanding the geographical location of places and their physical and human features.	Locational Knowledge <ul style="list-style-type: none"> Name, locate and identify characteristics of the four main countries and islands of the United Kingdom. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents studied (start to look at the seven continents and 5 oceans) 	Locational Knowledge <ul style="list-style-type: none"> Name, locate and identify the United Kingdom, geographical regions and their identifying human and physical characteristics. Name and locate the world's seven continents and seas. 	Locational Knowledge <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics, major cities and different environmental regions, key geographical features, focusing on South America – Link to book (vegetation and climate zones) Time zones 	Locational Knowledge <ul style="list-style-type: none"> Latitude, Longitude, Equator, northern and southern hemispheres North and South America – concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Topic of Copacabana and canyon Arctic and Antarctic circle 	Locational Knowledge <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Australia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Topic of Copacabana and canyon Arctic and Antarctic circle Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, climate zones. Key geographical features and landscape patterns, and understand how some of these aspects have changed over time.
	Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how they impact each other and the location.	Place Knowledge <ul style="list-style-type: none"> Learn about the physical aspects of Kelsall and its surrounding area. 	Place Knowledge <ul style="list-style-type: none"> compare and contrast physical similarities and differences of a small area of the United Kingdom, Chester and of a contrasting non-European country Capital cities of 4 countries 	Place Knowledge <ul style="list-style-type: none"> United Kingdom – identify their main physical and human characteristics Equator North and South Pole Name and locate the world's continents and seas. 	Place Knowledge <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics North and South America 	Place Knowledge <ul style="list-style-type: none"> North and South America – identify their main physical and human characteristics Southern Hemisphere Australia – ask to look (animals)

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Literacy	Seal Surfer	Seal Surfer	Seal Surfer	Seal Surfer	Seal Surfer	Seal Surfer	Seal Surfer
Maths	Power Maths	Power Maths	Power Maths	Power Maths	Power Maths	Power Maths	Power Maths
Reading	Town Is By The Sea	Jawzi - Seals	Claudy With A Chance Of Meatballs	This is Me - The Greatest Showman	Freddie And The Fairy	How Far I'll Go	
Science	Animals Including Humans: Types of Nutrition How do living things get their food?	Animals Including Humans: Research - Why do animals need to eat different foods? Making bird feeders	Types of Skeletons Exploring Skeletons of the boy and a seal Animals Including Humans: Naming Bones	Tell the children that they are pretending to be palaeontologists who have found some mysterious bones and want to work out what type of animal it is and why it needs a skeleton 'Bones' made from Plaster of Paris in plastic moulds	Animals including Humans: Functions of a Skeleton Make a model- the human skeleton	Animals Including Humans: Mighty Muscles What is the function of muscles? Making joints	Identifying bones
History	Study the UK Capital cities Landmarks	Name and locate countries and cities of the United Kingdom, geographical regions	Cities in the UK	Tom and Grandad go on a journey around different cities in the UK - using NESW	Identifying human and physical characteristics Where have you been on a holiday Coastal Physical and human Link to the book	N/A	Sea, coasts and oceans Send a postcard from grandad to Tom. Explaining where he is along the coast. What is it like? Journey along the coast Weather, scenery
Art	PPA	PPA	PPA	PPA	PPA	PPA	PPA
PE	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket
Computing							
RE	RE Lesson 1 Hinduism						
Music		Charanga				Charanga	

Connected Curriculum

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Geography End Points	To develop a secure knowledge of European countries are located; using map work and geographical language to describe their locality in the world and the political impact and changes that have occurred.	To name and locate some of the world and their identifying human and physical characteristics, including hills, mountains, rivers, climate zones, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	To develop understanding of 6 figure grid references.	To develop a secure knowledge of some areas within the Southern Hemisphere including their landscapes, habitat, and residents; using map work and geographical language to describe their locality in the world and the impact climate change is having on them and places faraway.	develop a secure knowledge of the water-cycle how the weather affects physical changes to the land; How humans use their environment for economic activities.	develop a secure knowledge of coastal erosion and strategies to slow it down.	To have an awareness of coastal erosion and strategies to slow it down.
Curriculum Objectives (Substantive Knowledge)	Physical Name and locate the European countries and other areas involved in WWII (linked to history and English book). Human To identify the changes that occurred due to the changing political landscape.	Physical Understand how animals change because of humans. How human lifestyle needs to change – living with tigers. Locate tiger habitats and the surrounding geography including changes over time. Human The economic activity including trade links, distribution of natural resources including energy, food, minerals and water supplies.	To map out the route that Charles Darwin took from England to the Galapagos Islands.	Place Knowledge <ul style="list-style-type: none"> Southern hemisphere South America Human and Physical Geography <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics and countries. 	Human and Physical Geography <ul style="list-style-type: none"> Describe and understand key aspects of coasts - linked to water Resources including water cycle Economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. How animals change because of humans. 	Human and Physical Geography <ul style="list-style-type: none"> Describe and understand key aspects of coasts - erosion Human <ul style="list-style-type: none"> Reducing coastal/beach erosion. What is happening and what ideas on how to improve the protection of coastlines 	Human and Physical Geography <ul style="list-style-type: none"> Describe and understand key aspects of coasts - erosion Human <ul style="list-style-type: none"> Reducing coastal/beach erosion. What is happening and what ideas on how to improve the protection of coastlines
Geography Fieldwork & Skills (Disciplinary Knowledge)	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, six 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 						
Key Vocabulary	abrasion arch attrition bay beach cave cliff coastline corrosion current deposition landforms erosion grove headland landslide longshore drift sea defences sea wall spit Stack stump swash/ backwash advantageous disadvantageous living things change fossils offspring vary identical v adaptation evolution Charles Darwin adapt environment extreme conditions						

Discrete Curriculum

