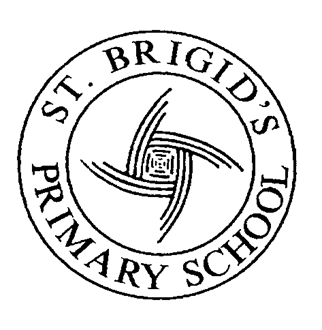
ST BRIGID’S PRIMARY, NURSERY SCHOOL AND AUTISTIC AND LEARNING SUPPORT CLASSES

**World Around Us**

**Policy and scheme**

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Policy Reviewed Summer 2022

Next Review Date Summer 2025

Signed …….. Chair of Governors



Signed………………………………… Principal

‘Be the best that you can be’

**Policy Statement**

This WAU policy is based on the requirements of the Northern Ireland Curriculum document (2007) which is the starting point for planning a school curriculum that meets the needs of individual children. Within these requirements we at St Brigid’s Primary & Nursery School aim to provide a broad and balanced curriculum to prepare our children for a rapidly changing world. We offer our pupils rich and varied contexts to acquire knowledge and to develop skills which are essential to learning in all aspects of life.

**Introduction**

St Brigid’s School opened in 1974 and is a mixed gender Catholic maintained school, which is situated on the edge of Carnhill in Derry. Currently there are 394 children enrolled at the school. The school is conveniently placed for easy access and attracts pupils from a wider catchment area. At St Brigid’s we set high standards in respect of attainment and behaviour and we expect our pupils to achieve these. In partnership with parents we encourage our children to develop the key personal qualities of self-esteem, tolerance, consideration and respect for others. We provide a safe learning environment where the health, safety and emotional well-being of everyone in our school is of the utmost importance.

**What is the ‘World Around Us’?**

Children are naturally curious and often ask profound questions about themselves and the nature of the world around them. The purpose of this area of learning is to find age appropriate answers to some of these big questions from the perspectives of geography, history and science and technology. (page 83 N.I. Curriculum Document)

The World Around Us is one of the six Areas of Learning in the Northern Ireland Curriculum. It focuses on the development of knowledge, skills and understanding in Geography, History, Science and Technology. St. Brigid’s Primary & Nursery School aims to retain the best of current practice within the three traditional subject areas, while developing a topic/theme based approach to this area of learning, and making relevant connections across all areas of learning, while ensuring breadth and balance.

The statutory curriculum for World Around Us is structured as follows:

**Nursery:** To help children develop skills and concepts related to the World Around them, they should have opportunities to engage in interesting activities that provide them with first-hand experiences to explore through their senses.

**Foundation Stage:** The World Around Us *including* Geography, History,

Science and Technology.

**Key Stages One & Two:** The World Around Us *through the contributory elements* of Geography, History, Science and Technology. *Thinking skills & Personal Capabilities, Thematic Units, Science & Technology Progression Guidance.*

The **World Around Us** is presented as four inter-related strands that connect learning. The four Statutory requirements are:

* **Interdependence**
* **Place**
* **Movement and Energy**
* **Change Over Time**

**Three contributory elements within the World Around Us:**

**Geography** explores the relationship between the earth and its people through the study of the environment, place and space. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills both inside and outside the classroom. Children should develop knowledge and understanding of their place in the world, other places, and the processes which affect the people, conditions and life in that place. They should explore ideas about people, jobs, the weather and the environment both locally and globally and begin to consider their part in maintaining a sustainable world.

Through our eco schools/green flag we will address areas that affect the environment both locally and globally. We will address elements such as single use plastics, recycling, energy and biodiversity.

**History** is concerned with the concepts of sequence and time and with evidence which allows us to find out what happened in the past. The concepts of chronology, change/continuity, empathy and cause & effect will be developed through investigation of life in the past.

Children should gain an awareness of their past and changes which have occurred over time through examining evidence, looking at photographs, watching TV and multimedia clips and listening to stories.

Children will recognise the importance of evidence in giving a picture of the past but will understand that there can be different interpretations of this depending on how it is viewed.

**Science and Technology** aims to stimulate a child’s curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national, and global level.

Children should have opportunities to develop the skills of Science and Technology and to develop awareness of the relevance and importance of Science and Technology in everyday life in finding out about themselves, the environment, the material and physical world.

# **Aims**

* To foster an enjoyment in studying the World Around Us
* To enable children to develop knowledge, understanding and skills in Interdependence, Place, Movement and Energy and Changes over time.
* To promote understanding, respect and appreciation for the world in which they live in.
* To acknowledge and appreciate a sense of the past, changes which have occurred and how these affect the world.
* To recognise the cross-curricular nature of World Around Us as a vehicle to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
* To develop attitudes such as co-operation, independence, tolerance, a sense of curiosity and enquiry, good working habits, perseverance, self-confidence and self-esteem.
* To develop an appreciation of the relevance and importance of STEM.

**Skills**

‘At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society. Through opportunities to engage in active learning contexts . . . children should develop **Cross- Curricular Skills** (in Communication, Using Mathematics and Using ICT) and **Thinking Skills and Personal Capabilities’** (page 5 NIC).

**Planning Approaches**

The WAU programme will be implemented at a level appropriate to the needs of the children in the context of our school and will also provide opportunities for pupils to explore their world in the context of home, school, the local area and the wider world. All planning is based on the statutory requirements of the Northern Ireland Curriculum. We will also use the Ideas for Connected Learning, Thematic Units and other guidance material from CCEA and E.A. in our planning. Whilst initial planning is for the pupils, at all stages children will be encouraged to become active participants in the planning/ learning process.

**Planning for Progression and Continuity**

Planning for the WAU builds on the earlier experiences of children and continues to help them to explore the world they live in. At Nursery & Foundation Stage, skills and concepts are developed during play, through outdoor & Activity Based Learning and other planned activities, relevant to the children’s interests and experiences. Careful observation informs the planning of future learning experiences within the World Around Us.

We ensure that the overall programme of learning in any one year group, and across the key stages, is broad and balanced and that there is continuity and progression in children’s learning. We are adopting **‘a spiral approach to the World around Us so that concepts, knowledge and skills are introduced without undue repetition or significant gaps and are reinforced in a variety of contexts**’ (page 85, NIC).

**Connected Learning**

Recognising the changes and requirements of the Northern Ireland Curriculum, we are planning in a thematic/ topic based approach. We emphasise the totality of the children’s learning across the curriculum by making meaningful links across the learning areas. We encourage children to transfer understanding and skills from one context to another, allowing them to practise and apply the skills they have gained.

World Around Usplanning aims to promote:

* Good investigations and the development of children’s enquiry skills.
* Good use of ICT to support teaching and learning.
* Effective use of the school/local environment, educational visits and visitors to the classroom.
* Progression in key aspects of geography, history and science and technology.
* Professional development through collaboration with outside agencies, STEM.

**Learning, Teaching & Assessment Cycle**

At St. Brigid’s, Learning, Teaching & Assessment approaches provide suitably challenging opportunities for all pupils to take part in lessons fully and effectively. Learning experiences are active, practical and enjoyable. We make use of a wide range of teaching methods balancing whole class, group and individual activities to engage children in effective learning. There is a clear focus on Active Learning across all year groups to develop and cater for all learning styles. In the Foundation stage children experience much of their learning through well planned and challenging play including learning in the outdoors. Children have opportunities to make choices and decisions, developing their own ideas and interests, either as starting points for learning activities or pursuing a topic in more depth. They are supported in taking risks in their efforts to succeed and are actively involved in planning, carrying out and reflecting on their work within the World Around Us Learning Area.

**Assessment**

Assessment in WAU, as in all areas of learning, will be used to promote, enhance and deepen the children’s learning. It involves formative, summative & effective feedback, with higher order questioning skills to evaluate the children’s learning, either individually or in groups. The outcomes from these assessments can then be used to identify the progress which pupils make in relation to the processes, skills, understanding and knowledge outlined in the NI Curriculum. We take account of Assessment for Learning strategies and allow this formative assessment to help and guide planning. The key reasons for assessment within WAU will be to:

* Enhance performance, self-esteem and self-confidence
* Promote greater resilience when faced with challenges
* Increase independence
* Develop a positive climate for learning
* Enhance positive, timely formative feedback

**Learning in the Outdoors**

We use our school grounds, greenery areas, the orchard & Outdoor Classroom to provide the pupils with an outdoor environment in which to learn. Our pupils have opportunities to develop skills and concepts in an outdoor learning environment where they will:

* Become more aware of, more observant in and more responsive to their surroundings
* Develop an approach to careful observation, accurate recording and thoughtful analysis
* Encourage an interest in environmental issues
* Promote high levels of engagement & enjoyment
* Be stimulated through enthusiastic investigation and experimentation
* Have enhanced imaginative play, developing talking & listening skills
* Foster a sense of wonder and discovery

Children will have the opportunity to study aspects of their own immediate world, including different features of town and countryside and make comparisons between local and wider world issues.

Children are encouraged to develop curiosity, sustained investigation and discovery through the combined use of their senses, physical activities and talking & listening skills through Activity Based Learning and learning through play in the outdoors.

**Health and Safety**

We enable pupils to have access to the full range of World Around Us activities. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure it is safe and appropriate for all pupils.

There will always be elements of risk and uncertainty as children engage in active learning. The NI Curriculum document states:

‘All activities must be taught within a safe environment and children must be made aware of safe practice at all times’ (page 84, NIC).

For WAU activities, we assess and manage risks with reference to the following documents as outlined in the whole school Health and Safety Policy.

* ASE: ‘Be Safe!’ which provides detail on legislation, teacher responsibilities, risk assessment and curriculum activity
* Department of Education/EA: ‘Out of School’ details statutory obligations of schools when taking children off the school premises.
* CLEAPSS: providing direct assistance to classroom teachers (Online teacher resource)

**WAU Coordinator’s Role and Responsibilities**

It is the responsibility of the World Around Us coordinator to:

* Draw up an action plan for the development of the World Around Us
* Monitor the implementation of the World Around Us scheme to ensure continuity and progression throughout the school.
* Negotiate, in accordance with the whole school Learning, Teaching & Assessment policy, the place of WAU within the SDP.
* Lead the Monitoring and Evaluating of WAU via Teachers’ Half Term Planners, Book Scoops and evaluations.
* Develop and disseminate knowledge and expertise of WAU in the context of the whole school policy on CPD.
* Advise and guide colleagues with regard to quality classroom practice.
* Maintain and amend the agreed WAU policy / scheme of work in collaboration with teachers and principal - in line with SDP.
* Formulate the policy within school. Undertake monitoring to include lesson observations, planning, and teacher evaluations.
* Ensure that the area of learning is properly resourced in terms of acquisition, safe storage and access.
* Liaise with appropriate advisory services e.g. CLEAPSS, ASE.
* Liaise with external agencies for educational visits.

**Monitoring and Review**

The implementation of this policy is the responsibility of all teachingstaff. Monitoring of the standards of children’s work and of the quality of teaching in Geography, History and Science and Technology within the World Around Us is the responsibility of the WAU coordinator.

The work of the WAU coordinator also involves supporting colleagues in the teaching of this Learning Area, being informed about current developments, and providing a strategic lead and direction.

The WAU coordinator gives the principal and the Board of Governors an annual report in which she evaluates the strengths and weaknesses in this Learning Area.

The Senior Leadership Team is responsible for reviewing the policy and the needs of the school in order to develop and progress within the WAU and STEM.

**Resources**

We are continuously developing resources for all WAU topics/themes in the school. We keep some essential equipment and practical materials in central areas which are easily accessed by all staff. Class teachers will supplement these resources with their own (and children’s) materials. Each year group has been provided with a STEM resource box, that includes group projects for theme based and stand-alone investigations. The library contains a comprehensive supply of topic and reference books and computer software is available to support children’s individual research. The coordinator has scheduled timed deliveries for project boxes for themes from E.A central library Derry.

**Appendix 1 Geography, History and Science and Technology skills**

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| Key | Meaning |
| (MI) | Managing Information |
| (TPD) | Thinking Problem solving and decision making |
| (BC) | Being Creative |
| (WO) | Working with others |
| (SM ) | Self-Management |

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| **Nursery** | **Learning Intention (We are learning . . .)** |
|  | * To begin to have a sense of the world around them (BC) * To show interest in and care for their environment (BC) * To care for and respect living things and handle them sensitively (WWO) * To talk about themselves, their families, their pre-school setting and the wider environment (WWO) * To recognise the role of some people who work within the setting and the local community (MI) * To show an awareness of time as they talk about seasonal and festive events and take part in daily routines (BC) * To observe, explore, investigate and select materials and equipment in a range of situations (TPD) * To ask questions about why things happen and how things work (MI) * To use skills such as cutting, sticking, folding, pouring and building as they work with a variety of materials (SM) * To begin to name parts of the body (TPD) * To identify a variety of familiar sounds (MI) * To talk about their observations and make simple predictions about things, for example what would happen if water was added to sand; (TPD) and * To show an awareness of some environmental and safety issues. (MI) |

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| **Foundation**  **Stage** | **Learning Intention (We are learning . . .)** |
|  | * To begin to have a sense of the world around them (BC) * To become familiar with concepts such as fair/not fair, the past, my place (MI) * To use our senses to find out about our world (TPD) * To stop to look closely and carefully (MI) * To use a magnifying glass, digital microscope (MI) * To record independently in a variety of ways (MI) * To make suggestions when planning what to do (BC) * To use simple subject specific language (TPD) * To begin to have a sense of the passage of time (MI) * To be aware of how to find out about the past (TPD) * That we can find out by exploring (BC) * To begin to ask questions relevant to our explorations (BC) * To recognise change in our own lives (MI) |

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| **Key Stage One** | *As for Foundation Stage and* |
|  | To begin to have a sense of how geography, history, science and technology help us to understand our world (MI)  * To begin to ask more focussed questions around our observations (BC) * To make simple predictions and give reasons for these (TPD) * To recognise and begin to explain why tests are fair/not fair (TPD) * To classify according to simple differences (TPD) * To recognise patterns in the natural and built environment e.g. Spring growth, house types etc.(MI) * To interpret information from simple maps (MI) * To begin to plan what to do (MI) * To follow a structured enquiry (MI) * That we may use all senses to explore and survey the natural and built environments (MI) * To use standard measures when working (MI) * That we can record work in a variety of ways (MI) * To describe what happens and explain why (TPD) * To relate what happened to what we predicted (TPD) * To examine evidence and opinions from a range of sources (TPD) * To record information using simple timelines (MI) * To begin to understand what life was like for older people we know (BC) * To be aware of how people’s experiences may have influenced how they felt (BC) * To identify how life in other time periods is similar to, or different from, the present day (TPD) * To begin to identify why events happened in the past (TPD) |

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| **Key Stage Two** | As for Key Stage One and |
|  | * To use more precise subject specific language (TPD) * To suggest subject specific questions using an enquiry-based approach (MI) * To record and present information in appropriate formats (MI)  To use different ways to find out about our world e.g. exploration, survey, fair test (BC)  * To make predictions based on previous knowledge (TPD) To design and carry out a fair test (TPD) * To make observations noting close detail and to be able to use microscope (MI) * To make observations taking account of the need for care and accuracy (SM) * To make decisions about what, when and how to measure with increasing accuracy (TPD) * To draw conclusions and make comparisons from our work (TPD) * To sort and classify according to more complex similarities and differences, offering explanations (TPD) * To begin to relate cause with effect (TPD) * To structure a simple enquiry (TPD) * To investigate an issue from different viewpoints (BC) * To develop a sense of place through the use of maps, plans, photographs and atlases etc.(MI) * To examine evidence and opinions from a range of sources and distinguish between fact and opinion (TPD) * To order and sequence information to demonstrate understanding (MI) * To create timelines within a broad historical period (TPD) * To identify change and continuity within a period studied and suggest reasons (MI) * To appreciate that there may be different points of view and different causes and consequences of an event or situation (WWO) |

This Policy will be reviewed every three years and is due for renewal in Spring 2025.

**St. Brigid’s Primary and Nursery School and Autistic and Learning Support Classes**

**World Around Us**

**Scheme of work**

Year 1 – Year 7

**YEAR 1**

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| **Year**  **1** | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER |
| **THEME** | **Myself** | **Gruffalo** | **Pirates** | **At the Farm** | **Under the Sea** | |
| S  T  A  T  U  T  O  R  Y  R  E  Q  U  I  R  E  M  E  N  T  S | **Interdependence:**  The children will learn;  Who am I?  What am I?  To recognise and name parts of the body. (S)  About the main strategies in human development. (S)  To recognise that they have personal history. (H)  Am I the same as everyone else?  To be aware of similarities and differences between themselves and others. (S)  About significant people in the past. (H)  That other people share some seasonal and topical significant events. (G)  About the jobs people do within the local community. (G)  **Movement & Energy:**    Some of the ways in which things are made to move;  (how our joints move in our bodies e.g. knee, elbow) (S)  **Place:**  To be aware of where their home is. (G)  About their journey to and from school. (G)  To recognise basic features of their home. (G)  How have I changed over time?  To recognise they have a personal history. (H)  About some of the special events which are important in their lives. (H)  **Change Over Time:**  How do things change?  How can they change the materials they play with? (S)  How people grow and change? (S) | **Interdependence:**  The children will learn;  What else is living?  Living things can be sorted into plants and animals. (S)  How do living things survive?  About weather in different seasons and how it affects living things. (G)  **Movement & Energy:**  That living things move on the ground, underground, in the air and in water. (S)  **Place:**  Where do I live? To have awareness of features of the local landscape. (G)  How have I changed over time? Ways in which life changes over time. (H)  What is beyond my world?  How weather is different and can have an impact on living things.  Changes between day and night.  **Change Over Time:**  How do things change?  How the weather changes through the seasons**?**  How animals and plants are influenced by changes in weather. (seasons**)** | **Interdependence:**  The children will learn;  That others share some seasonal and topical significant events (Chinese New Year) (G)  **Movement & Energy:**  An awareness that they move things by pushing or pulling them. (S)  **Place:**  That we can travel to other places and means of travel. (G)  Some of the changes to their locality. (G)  **Change Over Time:**  That people and places change. (H)  About some of the changes of familiar things over time. (H)  Some of the ways we can change our immediate environment, both positively and negatively.(G) | **Interdependence:**  The children will learn;  That living things can be sorted into plants and animals. (S)  That there is a wide variety of plants and animals in the locality. (G)  That living things need food and water to keep them alive. (S)  **Movement & Energy:**  That animals move in a variety of ways. (S&T)  How seasonal change causes animals to move. (S&T)  That changes to the environment can cause people and animals to move. (S&T)  That weather affects the movement of people, goods and animals. (G)  **Place:**  That living things in any given place can be sorted into plants and animals. (S&T)  Some of the ways in which people in the past relied on their environment. (H)  **Change Over Time:**  To recognise the young of some familiar animals. (S)  How animals and plants are influenced by changes in the weather (seasons). | **Interdependence:**  The children will learn;  To be aware that there are plants and animals from other parts of the world.  That living things need food and water to keep them alive. (S)  **Movement & Energy:**  That living things move in water.  That some animals move to other parts of the world at different times of the year.  **Place:**  That they share their world with other living things.  About other localities which are different from theirs.  **Change Over Time:**  Some of the ways we can change our immediate environment, both positively and negatively.  That we can heat or cool substances to change them. | |
| S  K  I  L  L  S  F  O  C  U  S | **Focus:**  **Skills Development**  Science  Use the senses to make observations and provide descriptions of what they notice.  Ask different types of questions. Be curious, ask and respond to questions about the world around them.  Make simple predictions and see possibilities. Give opinions and reasons.  Geography  Respond to and ask geographical questions, for example, What/Where is it?  Record and present geographical information in a variety of ways, for example, role play or drawings.  Sort and classify photos of and information about features/activities in their locality.  History  Ask and respond to questions about a topic.  Show the ability to sequence and order information about people and events in the past on simple timelines.  Develop their memories by recalling and restructuring  experiences and stories from the past. | **Focus:**  **Skills Development**  Science  Use simple equipment and methods to estimate, measure and compare data.  Talk about fair and unfair when testing.  Suggest what to make and what materials to use when assembling and rearranging materials.  Geography  Recognise patterns made by physical /humanfeatures in the environment, for example, seasonalchange in school grounds or features of the town/countryside.  Draw simple story/picture maps to locate significant features in relation to a story, for example, Little Red Riding Hood’s journey  through the forest, or a personal journey.  Develop their sense of place through play, using  jigsaw maps, games, puzzles and picture maps  etc.  History  Take part in role-play, including the use of, for  example, story sacks or finger puppets, to act out  how characters in stories may have felt.  Talk about the way they have worked individually, in pairs or in groups, for example, how well they worked as a group, did they stay on task or get distracted? | **Focus:**  **Skills Development**  Science Make simple predictions and see possibilities. Give opinions and reasons. Derive excitement, enjoyment and surprise in learning.  Be willing to take on new challenges. Talk about fair and unfair testing.  Suggest what to make and what materials to use when assembling and rearranging materials.  Geography Record and present geographical information in a variety of ways, for example, role play or drawings and maps.  Identify similarities and differences between features of their own locality and those of other places.  Follow and give directions using left and right.  Develop their sense of place through play, using picture maps. Encourage pupils to listen and value the contributions made by their peers.  HistoryIdentify and name objects and events between past and present and identify them as same/different.  Become aware that there were reasons/causes why people in the past acted as they did and the consequences.  Take part in role-play, including the use of, for example, story sacks or finger puppets, to act out how characters in stories may have felt. | **Focus:**  **Skills Development**  Science  Use the senses to make observations and provide descriptions of what they notice.  Sort and put into groups according to observable features.  Talk about what they have done and what they have learned based on their observations and first-hand experience.  Animals and plants need food, light, water, warmth, shelter to grow.  Different seasons affect plants and animals in a variety of ways.  Geography  Respond to and ask geographical questions, for example, What/Where is it?  Use the senses to explore and respond to the natural environment, for example sensory trails.  Generate appropriate geographical questions to ask, for example during the trip to the farm.  Talk about what they have learned about how the work was carried out.  History  Ask and respond to questions about a topic.  Use all the senses to help pupils experiment with questions and ideas about people and events in the past.  Using photographs  to show children farms in the past.  Shared activities and roles comparing the past to the present e.g. farm machinery here and now. | **Focus:**  **Skills Development**  Science  Ask different types of questions. Be curious, ask and respond to questions about the world around them.  Use simple equipment and methods to estimate,  measure and compare data.  There are a wide variety of plants and animals in the immediate locality.  Geography  Respond to and ask geographical questions, for example, What/Where is it? For example, different oceans.  Develop their sense of place through play, using maps to identify oceans.  Use videos to create a picture of under the sea.  History  Use their own and others ideas to access a wide variety of sources of information such as pictures, photos, books, videos etc.  Become aware that there are reasons/causes for how people behaved in the past (the commercialisation of the oceans, fisheries etc. |
| S  T  E  M | Experiment  Which material is most suitable for a window?  Experiment  Change in leaves from season to season, record dates and times. | Experiment  How to make a good umbrella? | Experiment Does it float or does it sink? How many marbles will it take to make the boat sink? | Experiment  Taste: To identify different foods, with their eyes covered they have to taste the sample and identify what it is. | Experiment  Motion in the ocean.  Children will create their own mini oceans to understand how motion affects the waves. |
| G  L  O  B  A  L  L  E  A  R  N  I  N  G | Discuss how we are all different.  Discuss similarities and what makes us similar.  Discuss how our families are different e.g. how many brothers and sisters we have?  Complete All About Me booklet. | Discuss how the environment changes over seasons, relate this to global poverty.  Discuss how we look after the environment and how this effects animal’s habitats. | Discuss how Ireland is an island.  Discuss how we can help to keep the oceans clean for the sea life. | To be aware that there are other animals and plants from different parts of the world e.g. bananas and kangaroos.  To identify that some people and animals move to other places at different times of the year. | Discuss how other nationalities rely on the ocean as sources of food and livelihood.  Discuss how important clean water is and explain that not all countries have clean water access. |
| E  C  O  S  C  H  O  O  L  S | Set up and train eco-monitors in the classroom.  Focus on recycling and using the yellow bin. | Appoint a class champion for eco-warriors.  Focus on saving energy, turning off IWB and lights. | Focus on not wasting water, turning off the taps.  Link to NI water saving scheme. | To understand that food can be used as a compost.  To understand the uses of the different bins and becoming aware of litter in the local environment. | To understand that materials can be recycled.  To appoint a bin monitor to keep yellow bins for only recycling. |

**YEAR 2**

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| **Year**  **2** | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER |
| **THEME** | **Rumble in the Jungle** | **Superheroes** | **Dinosaurs** | **Hospital** | **In the Toybox** | |
| S  T  A  T  U  T  O  R  Y  R  E  Q  U  I  R  E  M  E  N  T  S | **Interdependence:**  The children will learn;  That living things can be sorted into plants and animals. (S)  To be aware that there are plants and animals from other parts of the world. (G)  That there is a variety of plant and animal life in the world around them. (S&T)  To recognise that there are different environments in which plants and animals can live together. (S&T)  **Movement & Energy:**  That living things move on the ground, underground, in the air and in the water. (S)  **Place:**  That they share their world with other living things. (G)  About other localities which are different from theirs. (G)  How weather is different in different places and can have an impact on living things. (S)  **Change Over Time:**  How animals and plants are influenced by changes in weather. (S) | **Interdependence:**  The children will learn;  To be aware of some of the similarities and differences between themselves and other children.  About significant people in their past.  About the jobs people do within the local community.  That living things need food and water to keep them alive.  **Movement & Energy:**  That living things move on the ground, underground, in the air and in water. (S)  **Place:**  To recognise that they have a personal history.  About the variety of buildings in their locality, including their purpose.  Some of the jobs of familiar people in school and in the locality.  **Change Over Time:**  How people grow and change.  About change all around them (buildings, clothing, food, school environment).  Some of the ways we can change our immediate environment, both positively and negatively. | **Interdependence:**  The children will learn;  That there is a wide variety of plants and animals in the locality.  To be aware that there are plants and animals from other parts of the world.  That living things need food and water to keep them alive.  About weather in the different seasons and how it affects living things.  **Movement & Energy:**  To recognise things around us that move.  That living things move on the ground, underground, in the air and in water.  Some of the reasons why people and animals move from place to place.  **Place:**  To have an awareness of features of the landscape (e.g. hill).  That they share their world with other living things.  Some of the similarities and differences among plants and animals.  **Change Over Time:**  How animals and plants are influenced by changes in weather. (seasons) | **Interdependence:**  The children will learn;  To recognise and name parts of the body.  To be aware of some of the similarities and differences between themselves and other children.  About the jobs people do within the local community.  **Movement & Energy:**  That living things move on the ground, underground, in the air and in water.  **Place:**  To recognise that they have a personal history.  To recognise the different materials used every day.  About the variety of buildings in their locality, including their purpose.  Some of the jobs of familiar people in school and in the locality.  **Change Over Time:**  About change all around them (buildings, clothing, food, school environment).  About some of the changes of familiar things over time.  Some of the ways we can change our immediate environment, both positively and negatively. | **Interdependence:**  The children will learn;  To recognise that they have a personal history.  To be aware of some of the similarities and differences between themselves and other children.  About significant people in their past.  **Movement & Energy:**  To recognise things around us that move.  Some of the ways in which things are made to move.  An awareness that they move things by pushing or pulling them.  An awareness of what makes everyday things work.  That light comes from a variety of sources.  That sound comes from a variety of sources.  An awareness of sound and light in their immediate environment.  **Place:**  To recognise that they have a personal history.  Ways in which their lives have changed over time.  About some of the special events which are important in their lives.  **Change Over Time:**  How they can change the materials they play with.  How people grow and change.  That people and places change.  About some of the changes of familiar things over time. | |
| S  K  I  L  L  S  F  O  C  U  S | **Focus:**  **Skills Development**  Ask different types of questions. Be curious, ask and respond to questions about the world around them. (S&T)  Derive excitement, enjoyment and surprise in learning. Be willing to take on new challenges. (S&T)  Talk about what they have done and what they have learned based on their observations and first hand experiences. (T&S)  Talk about fair and unfair when testing. (T&S)  There may be different animals and plants in other places. (PL4)  Animals and plants need food, light, warmth and shelter to live.  (I4, I5 PDMU)  Animals and plants undergo change over time.  (CoT1 ME3, ME4, ME5)  Materials have a wide variety of uses.  (PL3)  Talk about what they have done and what they have learned based on their observations and first hand experiences.  Use simple methods to record information. Communicate what they have found out in a variety of ways.  Sort and put into groups according to observable features. (S&T)  Use imagination to explore how people acted as they did in the past and how they may have felt, for example, ‘How might Florence Nightingale have felt about her work?’ or ‘How an evacuee felt leaving home’. (H)  Take part in role-play, including the use of, for  example, story sacks or finger puppets, to act out  how characters in stories may have felt. (H)  Use a variety of strategies to allow children to work together to develop and use historical language, and to increase understanding, for example, structured play, class visits, role-play, games, quizzes etc. (H)  Talk about what they enjoyed and what they found difficult. (H)  Respond to and ask geographical questions, for example, What/Where is it? Why is it there? What is it like? How is it similar to/different from? (G)  Identify similarities and differences between  features of their own locality and those of other places, for example, clothes, homes and weather. (G)  Use a variety of strategies to allow children to work together. (H)  Talk about what they have learned. (H)  Develop their sense of place through play, using jigsaw maps, games, puzzles and picture maps  etc. (G)  Use a variety of strategies to enable children to work together to develop and use geographical language and to increase understanding, for example, activity-based play, class visits, games, quizzes etc. (G) | **Focus:**  **Skills Development**  Ask different types of questions. Be curious, ask and respond to questions about the world around them. (S&T)  Use the senses to make observations and provide descriptions of what they notice. (S&T)  Make simple predictions and see possibilities. Give opinions and reasons.  Experiment and investigate with fictional, imaginary and real life issues.  Derive excitement, enjoyment and surprise in learning. Be willing to take on new challenges.  Our bodies are unique to us and need to be cared for in order to remain healthy and kept safe.  (I1, I2, I3 PDMU)  Use imagination to explore how people acted as they did in the past and how they may have felt, for example, ‘How might Florence Nightingale have felt about her work?’(H)  Use a variety of strategies to allow children to  work together. (H)  Talk about what they have learned. (H)  Use a variety of strategies to enable children to work together to develop and use geographical language and to increase understanding, for example, activity-based play, class visits, games,  quizzes etc. (G) | **Focus:**  **Skills Development**  Ask different types of questions. Be curious, ask and respond to questions about the world around them. (S&T)  There may be different animals and plants in other places. (PL4)  Animals and plants need food, light, warmth and shelter to live. (I4, I5 PDMU)  Animals and plants undergo change over time.  (CoT1 ME3, ME4, ME5)  Air, water, rocks and soil make up our place and other places. (PL1)  The local physical environment is made up of a variety of materials with a range of observable features. (PL1, PL3)  Sort and put into groups according to observable features. (S&T) Draw simple conclusions about the past from a range of evidence. (H) Make simple deductions/reasonable guesses about life in the past. (H)  Use a variety of strategies to allow children to work together. (H)  Talk about what they have learned. (H)  Respond to and ask geographical questions, for  example, What/Where is it? Why is it there? What is it like? How is it similar to/different from? (G)  Use their own and other’s ideas to locate and gather information.  Recognise patterns made by physical/ human features in the environment.  Use artefacts, holiday videos and music to create  a picture of other places.  Use a variety of strategies to enable children to work together to develop and use geographical language and to increase understanding, for example, activity-based play, class visits, games,  quizzes etc. (G) | **Focus:**  **Skills Development**  Ask different types of questions. Be curious, ask and respond to questions about the world around them. (S&T)  Suggest possible solutions to problems. Be systematic and work through the stages in a task. (S&T)  Derive excitement, enjoyment and surprise in learning. Be willing to take on new challenges. (S&T)  Use their own and other’s ideas to access a wide variety of sources of information such as pictures, photographs, artefacts, films, books, people, and multimedia to find out about people, places and events in the past. (H)  Record and present information in a variety of  appropriate ways including spoken and written forms, for example, drawings, captions, labels and phrases. (H) Use imagination to explore how people acted as they did in the past and how they may have felt, for example, ‘How might Florence Nightingale have felt about her work?’(H)  Take part in role-play, including the use of, for example, story sacks or finger puppets, to act out  how characters in stories may have felt. (H)  Use play to experiment with the past. (H)  Use a variety of strategies to allow children to work together. (H)  Talk about what they have learned. (H)  Sort and classify photos of and information about  features/activities. (G)  Use a variety of strategies to enable children to work together to develop and use geographical language and to increase understanding, for example, activity-based play, class visits, games,  quizzes etc. (G) | **Focus:**  **Skills Development**  Ask different types of questions. Be curious, ask and respond to questions about the world around them. (S&T)  Things may move or change shape when they are pushed or pulled. (ME2)  Movement of objects will be different depending on the surface they are moving on. (ME1)  A dropped object will travel downwards. (ME1)  Sounds can be made in a variety of ways and can be altered in terms of loudness. (CoT1)  Many of the appliances we use are powered by electricity. (ME6)  Use their own and other’s ideas to access a wide variety of sources of information such as pictures, photographs, artefacts, films, books, people, and multimedia to find out about people, places and events in the past. (H)  Record and present information in a variety of appropriate ways including spoken and written forms, for example, drawings, captions, labels and phrases. (H)  Show the ability to sequence and order information about people and events in the past on simple timelines. (H)  Develop their memories by recalling and restructuring experiences. (H)  Identify and name objects and events between past and present. (H)  Use words and phrases connected to the passing of time, for example, months of the year, years ago, modern/old/ grandmother’s time. (H)  Draw simple conclusions about the past from a range of evidence. (H)  Compare/contrast things that have changed and things that have remained the same. (H)  Make simple deductions/reasonable guesses about life in the past. (H)  Use all the senses to help pupils experiment with questions and ideas about people and events in the past using artefacts, stories, photographs, multimedia as stimulus. (H)  Talk about what they have learned. (H)  Sort and classify photos of and information about features/activities. (G)  Develop their sense of place through play, using  jigsaw maps, games, puzzles and picture maps etc. (G)  Use a variety of strategies to enable children to work together to develop and use geographical language and to increase understanding, for example, activity-based play, class visits, games, quizzes etc. (G) |
| S  T  E  M | Use a variety of materials to find out which material is waterproof and suitable to wear in the jungle.  Build a bridge to be able to cross a swamp in the jungle. | Investigate magnets to make superheroes move in a variety of ways.  Melting Ice Treasure Hunt –Which superhero can find the treasure using his powers? | Children will carry out an experiment to make a chemical reaction. They will mix certain solids together with fluids to create a volcano style eruption.  Class Tasting Experiment- Children will enjoy a healthy snack consisting of cheese, milk and yoghurt and recognise why these foods are important for our bones and skeleton. | Make germs scatter experiment.  Soap PH testing. The necessity of using soap for hand hygiene. | Children will make a simple toy i.e. a puppet.  Sound cup experiment. |
| G  L  O  B  A  L  L  E  A  R  N  I  N  G | LO: Understand the effects of deforestation for animals in the Amazon rainforest. | LO: Identify some vegetables and find out where they grow. | LO: Understand plant growth and how buds grow into plants. | LO: To listen and retell the story of Patrick.  Discuss how Patrick is world famous for teaching people in Ireland about Jesus.  Discuss how he travelled to Ireland by boat. | LO: Discuss where Barnaby bear goes on his journeys.  Watch Barnaby’s clips and locate where Barnaby goes on an atlas. |
| E  C  O  S  C  H  O  O  L  S | Discuss Eco monitors in the class and their roles.  Class discussion of how we can use the yellow bin in our classroom to recycle paper and the benefits of recycling. | Choose 2 members from Year group to join the Eco-Committee.  Hold class meeting to feedback areas for whole school Eco-meeting. | Choose 2 new light monitors for the new term and discuss reason why we need these.  Reinforce Paper recycling and choosing 2 new bin monitors. | Reinforce the need for a light monitor.  Choose 2 new Water monitors and ensure water bottles in class are recycled. | Choose new heat monitors to ensure windows are open/closed etc. |

**YEAR 3**

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| **Year**  **3** | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER |
| **THEME** | **Myself** | **Winter/ Seasonal Change** | **Transport** | **Animals** | **Minibeasts** | |
| S  T  A  T  U  T  O  R  Y  R  E  Q  U  I  R  E  M  E  N  T  S | **Interdependence:**  The children will learn;  The basic needs of animals and plants for survival.  To recognise the effects of seasonal change on humans.  **Movement & Energy:**  Some of the ways in which light and sound are used to keep us safe in road safety and our everyday lives.  **Place:**  How changes in technology over time has influenced life in their locality.  That people can improve the places where they live.  **Change Over Time:**  How we grow, move and use our senses.  How we can reduce, reuse, recycle. | **Interdependence:**  The children will learn;  To recognise the effects of seasonal change on humans.  Interdependence of people, plants animals and place.  **Movement & Energy:**  Changes in movement and energy over time.  How and why people and animals move.  **Place:**  Change over time in local places.  Ways in which change occurs in the natural world.  **Change Over Time:**  Ways in which change occurs in the natural environment. | **Interdependence:**  The children will learn;  ‘Me’ and my world.  The effect of people on the natural environment.  **Movement & Energy:**  How transport has changes in movement and energy over time.  Sources of energy in the world.  **Place:**  Change over time in local places.  Positive and negative effects of people on places.  **Change Over Time:**  Ways in which change occurs in the natural environment.  How people and places have changed over time. | **Interdependence:**  The children will learn;  How plants and animals rely on each other in the natural world.  Interdependence of people, plants animals and place.  **Movement & Energy:**  How and why people and animals move.  **Place:**  How place influences plant and animal life.  Ways in which living things depend on and adapt to their environment.  **Change Over Time:**  Ways in which change occurs in the natural environment.  How people and places have changed over time. | **Interdependence:**  The children will learn;  How plants and animals rely on each other in the natural world.  Interdependence of people, plants animals and place.  **Movement & Energy:**  How and why people and animals move.  **Place:**  How place influences plant and animal life.  Ways in which living things depend on and adapt to their environment.  **Change Over Time:**  Ways in which change occurs in the natural environment.  How people and places have changed over time. | |
| S  K  I  L  L  S  F  O  C  U  S | **Focus:**  **Skills Development**  Use the senses to observe and describe, identifying similarities and differences by making simple comparisons and connections.  Ask more focused questions and suggests ideas for enquiry.  Respond to and ask geographical questions, for  example, What/Where is it? Why is it there? What is it like? How is it similar to/different from?  Follow a structured geographical enquiry.  Identifying what they know and what they need to find out. Begin to plan what to do.  Recognise the need for a fair test, and identify when carrying out a test whether or not it is fair.  Talk about what they have learned, how the work  was carried out, what the purpose was, what they have achieved and what aspects could be improved.  Talk about the way they have worked individually, in pairs or in groups, for example how well they worked as a group, did they stay on task of get distracted?  Talk about what they have enjoyed and what they have found difficult.  Encourage pupils to listen to and value the contributions made by their peers.  Generate and identify appropriate geographical  questions to ask, for example during visits,  fieldtrips, or to school visitors.  Ask and respond to questions about a topic,  identifying what they know and what they need to know; and begin to plan what to do.  Use their own and other’s ideas to access a wide variety of sources of information such as pictures, photographs, artefacts, films, books, people, and multimedia to find out about people, places and events in the past.  Use a variety of strategies to allow children to work together to develop and use historical language, and to increase understanding, for  example, structured play, class visits, role-play, games, quizzes etc.  Record and present information in a variety of appropriate ways including spoken and written forms, for example, drawings, captions, labels and phrases. | **Focus:**  **Skills Development**  Use the senses to observe and describe, identifying similarities and differences by making simple comparisons and connections.  Ask more focused questions and suggests ideas for enquiry.  Respond to and ask geographical questions, for example, What/Where is it? Why is it there? What is it like? How is it similar to/different from?  Follow a structured geographical enquiry.  Identifying what they know and what they need to find out. Begin to plan what to do.  Experiment with objects and ideas in a playful way.  Experiment and investigate real life issues.  Make simple predictions, for example, what would  it be like to live in a hotter/colder country?  Talk about what they have learned, how the work was carried out, what the purpose was, what they have achieved and what aspects could be improved.  Talk about the way they have worked individually, in pairs or in groups, for example how well they worked as a group, did they stay on task of get distracted?  Talk about what they have enjoyed and what they have found difficult.  Experiment with different ideas and design, for example, design a house in a hot or cold country.  Encourage pupils to listen to and value the contributions made by their peers.  Generate and identify appropriate geographical  questions to ask, for example, during visits,  fieldtrips, or to school visitors.  Ask and respond to questions about a topic,  identifying what they know and what they need to know; and begin to plan what to do.  Report results of work or findings to the rest of  the class.  Use their own and other’s ideas to access a wide variety of sources of information such as pictures, photographs, artefacts, films, books, people, and multimedia to find out about people, places and events in the past.  Record and present information in a variety of appropriate ways including spoken and written forms, for example, drawings, captions, labels and phrases. | **Focus:**  **Skills Development**  Use the senses to observe and describe, identifying similarities and differences by making simple comparisons and connections.  Ask more focused questions and suggests ideas for enquiry.  Respond to and ask geographical questions, for  example, What/Where is it? Why is it there? What is it like? How is it similar to/different from?  Follow a structured geographical enquiry. Identifying what they know and what they need to find out. Begin to plan what to do.  Use their own and other’s ideas to locate and gather information, for example, primary sources, such as, first hand observation, fieldwork, questionnaires, surveys and secondary sources, such as, pictures, photographs, videos and books.  Examine evidence and opinions from a range of  sources, for example, results of shopping survey,  questionnaires.  Recognise the need for a fair test and identify when carrying out a test whether or not it is fair.  Talk about what they have learned, how the work was carried out, what the purpose was, what they have achieved and what aspects could be improved.  Talk about the way they have worked individually, in pairs or in groups, for example how well they worked as a group, did they stay on task of get distracted?  Talk about what they have enjoyed and what they have found difficult.  Encourage pupils to listen to and value the contributions made by their peers.  Generate and identify appropriate geographical  questions to ask, for example during visits, fieldtrips, or to school visitors.  Ask and respond to questions about a topic.  Identifying what they know and what they need to know; and begin to plan what to do.  Use their own and other’s ideas to access a wide variety of sources of information such as pictures, photographs, artefacts, films, books, people, and multimedia to find out about people, places and events in the past.  Use words and phrases connected to the passing  of time, for example, months of the year, years ago, modern/old/ grandmother’s time.  Compare/contrast things that have changed and  things that have remained the same, for example,  basic household furniture has remained the same but  the material they were made of differed. | **Focus:**  **Skills Development**  Use the senses to observe and describe, identifying similarities and differences by making simple comparisons and connections.  Ask more focused questions and suggests ideas for enquiry.  Respond to and ask geographical questions, for  example, What/Where is it? Why is it there? What is it like? How is it similar to/different from?  Follow a structured geographical enquiry.  Identifying what they know and what they need to find out. Begin to plan what to do.  Question the reliability of evidence. Explain and justify methods, opinions and conclusions.  Sort, order and group criteria that have been provided.  Talk about what they have learned, how the work was carried out, what the purpose was, what they have achieved and what aspects could be improved.  Talk about the way they have worked individually, in pairs or in groups, for example how well they worked as a group, did they stay on task of get distracted?  Talk about what they have enjoyed and what they have found difficult.  Encourage pupils to listen to and value the contributions made by their peers.  Generate and identify appropriate geographical  questions to ask, for example, during visits,  fieldtrips, or to school visitors.  Ask and respond to questions about a topic,  identifying what they know and what they need to know and begin to plan what to do.  Record and present information in a variety of  appropriate ways including spoken and written forms, for example, drawings, captions, labels and phrases.  Take part in role-play, including the use of, for  example, story sacks or finger puppets, to act out  how characters in stories may have felt.  Use a variety of strategies to allow children to work together to develop and use historical language, and to increase understanding, for  example, structured play, class visits, role-play,  games, quizzes etc.  Generate and identify appropriate historical questions to ask, for example, talking to older  members of the community or visits to museums or history parks. | **Focus:**  **Skills Development**  Use the senses to observe and describe, identifying similarities and differences by making simple comparisons and connections.  Ask more focused questions and suggests ideas for enquiry.  Respond to and ask geographical questions, for  example, What/Where is it? Why is it there? What is it like? How is it similar to/different from?  Follow a structured geographical enquiry. Identifying what they know and what they need to find out. Begin to plan what to do.  Question the reliability of evidence. Explain and justify methods, opinions and conclusions.  Sort, order and group criteria that have been provided.  Use the senses to explore and respond to the natural environment, for example, sensory trails, find and feel trails around the school grounds etc.  Talk about what they have learned, how the work  was carried out, what the purpose was, what they have achieved and what aspects could be improved.  Talk about the way they have worked individually, in pairs or in groups, for example, how well they worked as a group, did they stay on task of get distracted?  Talk about what they have enjoyed and what they have found difficult.  Encourage pupils to listen to and value the contributions made by their peers.  Generate and identify appropriate geographical  questions to ask, for example, during visits, fieldtrips, or to school visitors.  Ask and respond to questions about a topic. Identifying what they know and what they need to know; and begin to plan what to do.  Record and present information in a variety of appropriate ways including spoken and written forms, for example, drawings, captions, labels and phrases.  Take part in role-play, including the use of, for example, story sacks or finger puppets, to act out how characters in stories may have felt.  Use a variety of strategies to allow children to work together to develop and use historical language and to increase understanding, for example, structured play, class visits, role-play, games, quizzes etc.  Generate and identify appropriate historical questions to ask, for example, talking to older members of the community or visits to museums  or history parks. |
| S  T  E  M | Body melting experiment. (Touch)  Taste the crisps experiment.  Sound identification.  Optical illusion – sight.  How good is your sense of smell? | Melting ice- to investigate what salt and food colouring does to ice. | Sink and Float- investigate how many marbles it takes to sink the boat they have designed. | Stick and Straw houses- to build a house from materials provided that will not be blown down by the ‘Big, Bad Wolf’. | Seeds in a bag- to germinate seeds. |
| G  L  O  B  A  L  L  E  A  R  N  I  N  G | To recognise our favourite things.  To recognise who I am and where I come from.  Look a maintaining a healthy lifestyle. | Identify materials used to build a house that will support change in weather conditions.  Learn about different types of homes people live in. | How people can damage or improve the environment. | Reflect on the dangers of dropping litter for animals. | Reflect on the dangers of dropping litter for animals. |
| E  C  O  S  C  H  O  O  L  S | Reduce, reuse, recycle.  Use of the yellow bins.  Turning off lights and other electrical equipment. | Choose two new heat monitors and why we need heat. | Choose two new electricity monitors to turn off the lights and computers. | Whole class litter picking in playground and school grounds. | Choose two members to represent the class for the eco committee. Whole class meeting to feedback areas for whole school eco meeting. |

**YEAR 4**

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| **Year**  **4** | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER |
| **THEME** | **Eco-warriors** | **Polar explorers** | **Egyptians** | **My Fantastic Body** | **Holidays & Travel** | |
| S  T  A  T  U  T  O  R  Y  R  E  Q  U  I  R  E  M  E  N  T  S | **Interdependence:**  The children will learn;  That there is a variety of plant and animal life in the world around them. (S&T)  To be aware that human waste can be harmful for living things in the environment. (S&T)  To recognise changes that people have made to the environment over time. (H)  How people’s actions can affect plants, animals and places. (G)  **Movement & Energy:**    That changes to the environment can cause people and animals to move. (S&T)  **Place:**  About some of the different plants and animals from a variety of places. (G)  About how weather in other places differs from that in their own area and how it affects the lives of the people living there. (G)  How the lives of people or communities have changed over time? (H)  That human activity affects the environment, both locally and globally. (G)  That people can improve the places where they live. (G)  **Change Over Time:**  How people and places have changed over time. (H)  Similarities and differences in people’s lives past and present. (H)  How we can reduce, reuse and recycle. (S&T)  About the impact of human activity on our environment. (G)  About problems with litter in the environment. (G)  About the impact of litter on living things and their habitats. (G, S&T)  About their part in protecting the earth. (G) | **Interdependence:**  The children will learn;  To recognise the effects of seasonal change on humans. (S&T)  To be aware of some of the ways people use the environment every day. (G)  **Movement & Energy:**  Some of the ways in which light and sound are used to keep us safe in road safety and our everyday lives. (S&T)  **Place:**  About some of the different plants and animals from a variety of places. (G)  How colour is used in the natural environment. (e.g. camouflage, protection) (S&T)  About how weather in other places differs from that in their own area and how it affects the lives of the people living there. (G)  That human activity affects the environment, both locally and globally. (G)  **Change Over Time:**  How we can reduce, reuse and recycle. (S&T)  That everyday materials can be changed by heating or cooling. (S&T)  About the impact of litter on living things and their habitats. (G, S&T)  About their part in protecting the earth. (G) | **Interdependence:**  The children will learn;  To learn about the significance of seasonal events and the effect they have and have had on people’s lives. (H) (Sand storms)  To be aware of some of the ways people use the environment every day. (G) (Water & food sources)  **Movement & Energy:**  To learn that the strength of a push or pull can make things speed up or move more slowly. (S&T)  Learn some of the ways people lived in the past before electricity. (H)  Investigate how people in the past travelled from place to place. (H)  To recognise how models and machines allow movement and how this has changed over time. (S&T)  To learn how transport has changed over time. (H)  **Place:**  Research and learn what plants need in order to grow. (S&T)  To learn about materials in the natural and built environment. (G) (H)  About the properties of everyday materials and their uses. (S&T)  The purposes of different buildings and features in the locality. (G)  **Change Over Time:**  How goods and services in the local area have changed. (G)  How everyday items have changed over time. (H)  That some people try to preserve our heritage. (H)  About the impact of human activity on our environment. (G) | **Interdependence:**  The children will learn;  To be aware that human waste can be harmful for living things in the environment. (S&T)  The basic needs of animals and plants for survival. (S&T)  To be aware of how people used plants and animals in the past for survival. (H)  There are conditions for healthy growth of animals. (Including exercise, healthy diet and dental hygiene).  All living things undergo a cycle of life.  **Movement & Energy:**  Some of the ways in which light and sound are used to keep us safe in road safety and our everyday lives. (S&T)  **Place:**  What humans need in order to grow. (S&T)  Some of the ways in which people in the past relied on their environment. (H)  How the lives of people or communities have changed over time? (H)  **Change Over Time:**  How living things grow and change. (S&T)  How we grow, move and use our senses. (S&T)  About the impact of human activity on our environment. (G) | **Interdependence:**  The children will learn;  To recognise the effects of seasonal change on humans. (S&T)  To recognise the effect that people, places and things in the past have had on me and their locality. (H)  To recognise changes that people have made to the environment over time. (H)  **Movement & Energy:**  How people travel and products are transported from place to place in the locality. (G)  That weather affects the movement of people, goods and animals. (G)  **Place:**  To be aware of where their home is; to have an awareness that different people live in different homes.  About other localities which are different from theirs.  That some of our goods and services come from other places.  How weather is different in different places and can have an impact on living things.  That we can travel to other places, and the means of travel.  **Change Over Time:**  How weather causes change. (G)  How people and places have changed over time. (H)  Similarities and differences in people’s lives past and present. (H)  That some people try to preserve our heritage. (H)  About their part in protecting the earth. (G) | |
| S  K  I  L  L  S  F  O  C  U  S | **Focus:** *Sustainability*  **Skills Development**  Question the reliability of evidence. Explain and justify methods, opinions and conclusions. (S&T)  Identifying similarities and differences by making simple comparisons and connections. (S&T)  Ask more focused questions and suggest ideas for enquiry. (S&T)  Talk about what they have done, how the work was carried out, what the purpose was, whether they have achieved it and what aspects could be improved. (S&T)  Ask and respond to questions about a topic, identifying what they know and what they need to know; and begin to plan what to do. (H)  Use their own and other’s ideas to access a wide variety of sources of information such as pictures, photographs, artefacts, films, books, people, and multimedia to find out about people, places and events in the past. (H)  Draw simple conclusions about the past from a range of evidence. (H)  Compare/contrast things that have changed and things that have remained the same. (H)  Use imagination to explore how people acted as they did in the past and how they may have felt. (H)  Take part in role-play. (H)  Talk about what they have learned, how the work was carried out, what the purpose was, have they achieved it and what aspects could be improved. (H)  Respond to and ask geographical questions. (G)  Identify similarities and differences between features of their own locality and those of other places. (G)  Use basic terms to describe geographical features. (G)  Explore possible solutions to a local problem, for example, litter around the school. (G)  Use improvisations, role play and story-telling to develop empathy. (G) | **Focus:** *Weather & Habitat*  **Skills Development**  Enjoy the unexpected, unusual and surprising. (S&T)  Experiment and investigate real life issues. (S&T)  Use simple equipment and methods to estimate, measure and compare data, recognising the need to use standard units of measurement. (S&T)  Use the senses to observe and describe, identifying similarities and differences by making simple comparisons and connections. (S&T)  Use a variety of strategies to allow children to work together to develop and use historical language, and to increase understanding. (H)  Use basic terms to describe geographical features. (G)  Explore possible solutions to a local problem, for example, litter around the local community. (G)  Use their own and other’s ideas to access a wide variety of sources of information such as pictures, photographs, artefacts, films, books, people, and multimedia to find out about people, places and events in the past. (H) | **Focus:** *History*  **Skills Development**  Ask more focused questions and ideas for enquiry.  Experiment with objects and ideas in a playful way.  Make ideas real by experimenting with different designs, actions and outcomes.  Enjoy the unexpected, usual and surprising.  Experiment and investigate real life issues.  Identify and use a variety of methods to record information.  Begin to identify audience and purpose when communicating.  Humans make use of the natural materials that make up our place and other places.  An object will remain stationary unless a push and pull is applied.  A push or pull is known as a force.  The degree of push and pull may bring about change in the movement of an object the push and pull may speed up or slow down.  Use artefacts, holiday videos and music to create a picture of other places.  Make simple predictions, for example, what would it be like to live in a hotter/colder country?  Generate and identify appropriate geographical  questions to ask. | **Focus:** *Science & Technology*  **Skills Development**  Use the senses to observe and describe, identifying similarities and differences by making simple comparisons and connections.  Sort, order and group using criteria that have been provided.  Use simple equipment and methods to estimate, measure and compare data, recognising the need to use standard units of measurement.  Recognise the need for a fair test, and identify when carrying out a test whether or not it is fair.  Ask and respond to questions about a topic, identifying what they know and what they need to know; and begin to plan what to do.  Begin to understand the relevance of some sources over others and give reasons for this; and select information relevant to an enquiry and comment on its usefulness.  Talk about what they enjoyed and what they found difficult. | **Focus:** *Geography*  **Skills Development**  Set goals for their work, break tasks into smaller parts and plan the next steps, using their own and others’ ideas to identify, locate and select various sources of information.  Sort, order and group using criteria that have been provided.  Identify and use a variety of methods to record information.  Begin to identify audience and purpose when communicating.  Record and present information in a variety of appropriate ways including spoken and written forms, for example, drawings, captions, labels and phrases.  Report results of work or findings to the rest of the class.  Talk about what they enjoyed and what they found difficult.  Respond to and ask geographical questions, for example, What/Where is it? Why is it there? What is it like? How is it similar to/different from?  Record and present geographical information in a variety of ways, for example, role play, drawings, maps, diagrams, graphs, models or lists.  Identify similarities and differences between features of their own locality and those of other places, for example, clothes, homes and weather.  Interpret information from a range of maps for example, use of colour, relative size of places on globe/world map etc.  Use artefacts, holiday videos and music to create a picture of other places. |
| S  T  E  M | LO: Become aware of natural disasters such as earthquakes, hurricanesetc.  LO: Understand the use of camouflage within butterflies using chromatography. | LO:Become aware of an Anemometer and what it is used for?  LO: Become aware of dissolving and Saturated Solutions. Link with Salinity within Icebergs and the Arctic/Antarctic regions. | LO:Explore the structure of a rocket to create the least amount of air resistance and accuracy of flight.  LO: Understand what static electricity is and how to create it. | LO: Explore the structure of the heart and how it works?  LO: Become aware of the human body (anatomy) focusing on the digestive system. | LO: Identify the renewable resource of wind and how it is used?  LO: Understand how a Windmill works and construct a pin wheel. |
| G  L  O  B  A  L  L  E  A  R  N  I  N  G | LO: Become aware of their environment and the effects of litter on it.  LO: Understand the differences in the weather of hot/cold countries. | LO: Discuss how the weather affects how people live and work.  LO: Compare temperatures in contrasting cities. | LO: To explore drought and famine and how charities can help. Discuss how many people in areas of drought and famine have little to eat.  LO: Discuss the work of Trocaire and other charities in providing food and shelter for these people. Research Trocaire “Rwanda Food Poverty” activities and discuss how Domatilles diet is different to ours- why is this? | LO: To learn what is required to keep healthy and safe.  LO: To learn about the components of a healthy diet. | LO: Understand that there are different forms of money in different countries.  LO: Become aware of the different types of energy used here in Ireland and in other countries of the world. |
| E  C  O  S  C  H  O  O  L  S | Class discussion and reminder of ‘how we are an eco-school?’  Eco monitors voted and elected.  Review of recycling and how to recycle within our school | Choose 2 members to represent the class for the Eco-Committee.  Hold class meeting to feedback areas for whole school Eco-meeting.  Veggie Pal Whole School Participation and Display. | Choose 2 new heat monitors for the new term and discuss reason why we need these.  Reinforce Paper recycling and choosing 2 new bin monitors.  Choose 2 new Water monitors linking with the Water bus. | Choose 2 new light monitors for the new term and discuss reason why we need these.  Complete a litter check on the school grounds and prevent findings to the whole school. | Become aware of the different elements needed for plant growth.  Discuss the negative effects of weeds in the growing beds.  Plant various seeds in the designated growing beds. |

**YEAR 5**

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| **YEAR 5** | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER |

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| THEME | **Hibernation, Migration and Habitats** | **Plant Growth and Living Things** | **Water** | **The Romans** | **Electricity** |

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| S  T  A  T  U  T  O  R  Y  R  E  Q  U  I  R  E  M  E  N  T  S | **Interdependence:**  The children will learn;  About the variety of living things and the conditions necessary for their growth and survival. (S&T)  About the interrelationships between animals and plants in a habitat. (S&T)  To understand the interdependency that exists in simple food chains and webs. (S&T)  **Movement & Energy:**  How seasonal change causes animals to move. (S&T)  How human activities affect habitats and ecosystems. (S&T) (G)  **Place:**  About some of the plants and animals in a chosen habitat locally or elsewhere. (G)  The conditions necessary for life in a variety of places. (S&T)  How place affects the plant and animal life there. (S&T)  About simple food chains in different places. (S&T)  How weather affects the lives of people and animals here and elsewhere. (G)  About the similarities and differences in places. (G)  How some living things can change in order to adapt and survive in their environment and that there are places where living things cannot survive. (S&T)  How seasonal change affects the behaviour of animals and plants. (S&T)  **Change Over Time:**  About the importance of conserving the environment including protection of habitats and wildlife. (G)  About organisations who work to protect the environment and wildlife. (G) | **Interdependence:**  The children will learn;  About the variety of living things and the conditions necessary for their growth and survival. (S&T)  To understand some of the ways in which living things rely on common landscape features. (G)  **Movement & Energy:**  How human activities affect habitats and ecosystems. (S&T) (G)  **Place:**  About some of the plants in a chosen habitat locally or elsewhere. (G)  The conditions necessary for life in a variety of places. (S&T)  How place affects the plant life there. (S&T)  **Change Over Time:**  About the life cycles of some plants. (S&T)  About the importance of conserving the environment including protection of habitats and wildlife. (G) | **Interdependence:**  The children will learn;  That some waste materials can be recycled and that this can be of benefit to the environment. (S&T)  About the effects that people’s actions have on the natural environment. (S&T) (G)  **Movement & Energy:**  How natural events can impact on the environment and habitats of animals. (S&T) (G)  About the impact of famine, floods, wars, migration and emigration on the everyday lives of  people in place. (H)  The effects of natural disasters. (G)  About issues associated with the conservation, preservation and regeneration of the  environment. (G)  **Place:**  How place affects the plant and animal life there. (S&T)  How weather affects the lives of people and animals here and elsewhere. (G)  About the position of the major organs in the body and their importance for life. (S&T)  That features and materials in places impacted on settlements there. (H)  About the natural resources of Northern Ireland and of other places. (G)  That extreme weather affects the lives of people here and elsewhere. (G)  How natural and human events / disasters can cause changes to the landscape and environment. (G)  About the effects of natural disasters on a place and how they can bring about and affect change.  **Change Over Time:**  About the relevance of the water cycle. (S&T) (G)  That some substances dissolve and others do not. (S&T)  The changes brought about to a community by a natural disaster. (G) | **Interdependence:**  The children will learn;  How people used to live, including roles and responsibilities in society, and how this has shaped  our lives today. (H)  How people in the past interacted with their environment for transport and communications. (H)  **Movement & Energy:**  About the impact of famine, floods, wars, migration and emigration on the everyday lives of  people in place. (H)  About the impact of significant natural disasters in the past. (H)  How explorers and/or conquerors had both positive and negative impact on the communities  affected. (H)  **Place:**  How people from the past affected the place where they live. (H)  About the impact of different people over time on places. (H)  That some buildings have been used in the past for different purposes. (H)  About the jobs people have done in the past in different places. (H)  **Change Over Time:**  About how developments in technology have affected life now and in the past. (H)  That locations / buildings need conservation / preservation. (H)  To recognise the continuity and change in lifestyles over time. (H)  How materials used to make products have changed over time. (H)  Some of the major changes in the past which have affected our lives today. (H)  How developments in communication and transport have impacted on our world. (H) | **Interdependence:**  The children will learn;  To be aware of how modern technology has inﬂuenced design and production of everyday objects. (S&T)  How advances in technology have changed the ways we live, work, travel and use our leisure time. (G)  About the effects that people’s actions have on the natural environment. (S&T) (G)  **Movement & Energy:**  That a complete circuit is needed for a device to work. (S&T)  That some materials do not allow electricity to pass and these are called insulators. (S&T)  That some materials do allow electricity to pass and these are called conductors. (S&T)  About the safe use of mains electricity and the dangers associated with electricity in their locality. (S&T)  About the inﬂuence of some inventors in the development of electricity. (H)  The advantages and disadvantages of renewable and non-renewable energy sources. (G)  **Place:**  That there are differences between renewable and  non-renewable energy sources. (S&T)  **Change Over Time:**  About the environmental beneﬁts of reducing, reusing and recycling. (S&T)  About the role they have in conserving energy. (G) (S&T)  Some of the major changes in the past which have affected our lives today. (H) |
| S  K  I  L  L  S  F  O  C  U  S | **Focus:**  **Skills Development**  *Managing Information;*  Be able to ask deeper and wider questions. Recognise the differences between why, what, where, when, how and what if questions. Learn from and build on their own and others’ ideas and experiences.  Respond to and ask geographical questions.  Use their own and other’s ideas to locate and gather information.  *Thinking Problem Solving and Decision Making*  Recognise the need for a fair test and identify when carrying out a test whether or not it is fair.  Engage with a range of problem-solving methods. Seek out problems to solve.  *Being Creative;*  Experiment with objects and ideas in a playful way.  *Working with others;*  Report results of work and findings to the rest of the class.  Encourage pupils to listen to and value the contributions made by their peers.  *Self-Management;*  Talk about what they have learned, how the work was carried out, what the purpose was, what they have achieved and what aspects could be improved. | **Focus:**  **Skills Development**  *Managing Information;*  Be able to ask deeper and wider questions.  Recognise the differences between why, what, where, when, how and what if questions.  Learn from and build on their own and others’ ideas and experiences.  Choose appropriate tools and materials when planning and experiment by incorporating movement and/or control in designs.  *Thinking Problem Solving and Decision Making*  Suggest reasons for significant observations by examining evidence and making links between possible cause and effect.  *Be Creative;*  Pose questions about the reliability of evidence and the consequences for reaching conclusions.  *Working with Others;*  Report results of work and findings to the rest of the class.  Encourage pupils to listen to and value the contributions made by their peers.  *Self-Management;*  Be able to plan and set goals. Select the most appropriate methods for a task*.* | **Focus:**  **Skills Development**  *Managing Information;*  Be able to ask deeper and wider questions. Recognise the differences between why, what, where, when, how and what if questions.  Learn from and build on their own and others’ ideas and experiences.  Make and test predictions, examine evidence and make links between possible causes and effects. Predict likely consequences and evaluate the outcomes.  Engage with a range of problem solving  methods. Seek out problems to solve.  *Working with others*  Report results of work and findings to the rest of the class.  Encourage pupils to listen to and value the contributions made by their peers.  *Self-management;*  Be able to plan and set goals. Select the most appropriate methods for a particular task. | **Focus:**  **Skills Development**    *Managing Information;*  Ask deeper and wider question to structure a simple historical enquiry.  Select appropriate sources of information to gain information about an aspect of the past, for example, use photographs, film, written evidence or make visits to a local museum or an interpretive centre.  *Working with others;*  Use a variety of strategies to allow children to work together to develop and use historical language, for example, shared investigations, exploratory visits, fieldwork, games, quizzes etc.  Begin to manage collaborative projects involving the sharing of information, resources, roles and co-operate with outside groups, for example, creating an oral history account, organising a Victorian school day or locate and recording information from the internet on a famous historical person.  Demonstrate skills of working in groups, (adopting roles, taking responsibility, managing disagreements), for example, running a class debate . | **Focus:**  **Skills Development**  *Managing Information;*  Be able to ask deeper and wider questions. Recognise the differences between why, what, where, when, how and what if questions.  Learn from and build on their own and others’ ideas and experiences.  Choose appropriate tools and materials when planning and experiment by incorporating movement and/or control in designs.  *Thinking Problem Solving and Decision Making;*  Use the senses to observe and describe. Suggest reasons for significant observations by examining evidence and making links between possible cause and effect.  *Being Creative;*  Pose questions about the reliability of evidence and the consequences for reaching conclusions.  *Working with others*  Report results of work and findings to the rest of the class.  *Self-Management;* Be able to plan and set goals. Select the most appropriate methods for a particular task. |
| S  T  E  M | Investigate how animals store fat and stay warm during hibernation.  Class experiment  Blubber gloves to investigate the importance and necessity of insulation. | Investigate the best conditions for plant growth.  Investigate food deterioration to examine how food has a limited lifespan and can deteriorate to a condition in which it is inedible.  Investigate how various substances can be used to preserve food. | Understand the changes that occur to everyday substances when dissolved in water.  Take into account the importance of fair testing.  Investigate how temperature affects time taken for water to evaporate. | Understand changes in state through investigating time taken for ice to melt. | To investigate how electrical circuits work.  To investigate which materials allow materials to pass through and do not allow materials to pass through. |
| G  L  O  B  A  L  L  E  A  R  N  I  N  G | Investigate the routes taken by birds to migrate and why this is essential to their survival.  Discuss habitats from around the world. | Discuss why plants are so important in the world and how humans and animals depend on the rainforests for the majority of the earth’s oxygen.  Investigate the cutting down of tress through industrial deforestation and this affects the environment.  Develop an understanding of how Christmas is celebrated around the world. | To understand the changes that occur in the water cycle.  Discuss whether all people are treated equally?  Develop an understanding of our role and the responsibilities of being consumers in our society. | To understand the effects of dirty water through discussing the poor hygiene of the Romans, making links with how people in Africa still suffer from diseases like cholera in the present day. | Investigate energy sources, including renewable and non-renewable sources of energy.  Recognise different ways in which we can save energy in the home. |
| E  C  O  S  C  H  O  O  L  S | Nominate two members of the class to attend and work as part of the eco-council.  Assign different roles for implementing eco policies in school.  Encourage recycling using the yellow or orange bins. | Nominate members of the class to water the plants we have planted through the Bulb Project.  Continue to encourage recycling and remind of energy saving strategies for home and school. | Discuss ways in which we can save water at home and in school.  Discuss strategies for saving water, for example save a flush and using a cup to brush our teeth. | Discuss ways in which we can save energy in the home and at school. | Discuss ways in which we can save energy in the home and at school; for example, perhaps there is less necessity for lights on in the classroom on bright sunny days, could we turn off a set of lights? |

**YEAR 6**

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| **Year**  **6** | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER |
| **THEME** | **VIKINGS** | **FLIGHT** | **MATERIALS** | **FORCES/ BRIDGES** | **OUR REGION** | |
| S  T  A  T  U  T  O  R  Y  R  E  Q  U  I  R  E  M  E  N  T  S | **Interdependence:**  The children will learn;  How people in their past interacted with others. (S3)  How people in the past interacted with their environment for transport and communications. (H)  **Movement & Energy:**    How explorers and/or conquerors had both positive and negative impact on the communities affected. (H)  About some of the causes of movement of people in the past. (H)  How the lack of basic resources impacts on the lives of people in different countries?  That the journey of a product can affect the environment both locally and globally.  **Place:**  About the lifestyles of people in the past in a variety of places. (H)  To recognise that they have a personal history;  ways in which their lives have changed over time.  How places locally and globally, influence identity, way of life and culture. (H)  That features and materials in places impacted on settlements there.  How place impacted on the lives and lifestyle of people in the past. (H)  How developments, such as farming and industry, impacted on places in the past. (H)  **Change Over Time:**  How people and places have changed over time. (H)  Similarities and differences in people’s lives past and present. (H)  The history of some people and places. (H)  About jobs people did in the past. (H)  How everyday items have changed over time. (H) | **Interdependence:**  The children will learn;  Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications; how people in the past interacted with their environment for transport and communications.  **Movement & Energy:**  Gravity is the force that attracts all objects to the ground.  Dropped objects will be observed moving downwards at different speeds.  **Place:**  That human events in the past have brought about change in flight and connected places.  **Change Over Time:**  How developments in communication and transport have impacted on our world. (H) | **Interdependence:**  The children will learn;  Materials can exist in different states and change state. Some changes are permanent or temporary. Some mixtures can be separated.  **Movement & Energy:**  Some materials (conductors) carry electricity; some (insulators) do not.  A completed circuit is needed for electricity to ‘flow’.  **Place:**  Some materials can be recycled for different purposes.    How the use of materials relates to their properties? (S&T)  **Change Over Time:**  Heating or cooling materials can be used to bring about change/dissolving.  How changes in industry can affect people both locally and globally. (G) | **Interdependence:**  The children will learn;  How they and others interact in the world.  How people in the past interacted with their environment for transport and communications. (H)  **Movement & Energy:**  A push or pull is known as a force. A force can change shape, speed and shape. If forces are equal, there is no movement.  **Place:**  About the properties of everyday materials and their uses. (S&T)  The purposes of different buildings and features in the locality. (G)  About how developments in technology have affected life now and in the past in terms of bridge building.  **Change Over Time:**  About the impact of significant changes which have taken place in their locality. (H)  Some of the major changes in the past which have aﬀected our lives today. (H) | **Interdependence:**  The children will learn;  Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications.  **Movement & Energy:**  Energy is the ability to make things work.  Identify a sense of place through the use of maps, plans, photographs, atlases etc.  **Place:**  About the jobs people do to provide goods and services. (G)  Use more precise geographical vocabulary to describe geographical features, patterns,  processes and changes,  about the natural resources of Northern Ireland and of other places. (G)  About the importance and use of natural resources locally and globally. (G)  How locations in Northern Ireland can depend on one another. (G)  About the jobs people do to provide goods and services. (G)  **Change Over Time:**  Some of the ways we can change our immediate environment, both positively and negatively.  About changes in their local area over time. (H)  That some people try to preserve our heritage. (H)  About the impact of human activity on our environment. (G) | |
| S  K  I  L  L  S  F  O  C  U  S | **Focus:**  **Skills Development**  Examine the decisions made by historical characters, considering their options and weighing the pros and cons, for example, a family’s decision to emigrate during  the Irish famine or the Vikings decision to raid or to settle.  Ask deeper and wider question to structure a  simple historical enquiry. (H)  Identify patterns and relationships, for example, between different features of a past society and thus begin to get a sense of period. (H)  Construct their own representation of the past  through the use of music, art, collage, and ICT. (H)  Identify a sense of place through the use of maps, plans, photographs, atlases etc. (G)  Use a variety of strategies to allow children to  work together to develop and use geographical  language, for example, shared investigations,  exploratory visits, fieldwork, games, quizzes etc. (G)  Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications. (S&T) | **Focus:**  **Skills Development**  Be able to ask deeper and wider questions.  Recognise the differences between why, what, where, when, how and what if questions.  The causes and effect of energy, forces and movement. (S&T)  Gravity is the force on earth that attracts all objects towards the ground. (S&T)  Force is needed to make an object move, change speed or change direction. (S&T)  The use of resources is necessary, and waste is always produced. (S&T)  Use appropriate maps for different purposes. (G)  Use sensory stimuli to help generate questions  and ideas and make connections. (G)  Draw conclusions by examining evidence, identifying patterns and making links between cause and effect. Explain and justify methods, opinions and conclusions. Question the accuracy and reliability of evidence and how it could be improved. (S&T) | **Focus:**  **Skills Development**  Make and test predictions, examine evidence and make links between  possible causes and effects.  Predict likely consequences and evaluate the outcomes.  Try out different ways to solve problems. (G)  Explain and justify their actions, choices, methods and conclusions. (G)  Compare their approaches with others and identify their own strengths and weaknesses (G)  Use all the senses to explore and generate questions combining their own knowledge with a range of given sources. (H)  Electrical energy can be stored in a battery. (S&T)  Some materials (conductors) carry electricity; some (insulators) do not. (S&T)  If a circuit is deliberately broken to stop the flow of electricity and then completed again, this constitutes a switch. (S&T)  Materials can exist in different states. (S&T)  States of materials can be changed from one to another. (S&T)  Changes in materials can be temporary or permanent. (S&T) | **Focus:**  **Skills Development**  Learn from and build on their own and others’ ideas and experiences.  Make and test predictions, examine evidence and make links between possible causes and effects.  The causes and effect of energy, forces and movement. (S&T)  Force is needed to make an object move, change speed or change direction. (S&T)  How movement can be accelerated by humans. (S&T)  Draw conclusions by examining evidence, identifying patterns and making links between cause and effect. Explain and justify methods, opinions and conclusions. Question the accuracy and reliability of evidence and how it could be improved. (S&T)  Positive and negative effects of natural and human events upon a place over time. (S&T)  Ways in which change occurs over both short and long periods of time in the physical and natural world. (S&T)  Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications. (S&T) | **Focus:**  **Skills Development**  Recognise the differences between why, what, where, when, how and what if questions.  Make and test predictions, examine evidence and make links between possible causes and effects.  Identify a sense of place through the use of maps, plans, photographs, atlases etc.  Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications. (S&T)  Positive and negative effects of natural and human events upon a place over time. (S&T)  Positive and negative effects of natural and human events upon a place over time. (S&T)  Identify a sense of place through the use of maps, plans, photographs, atlases etc. (G)  Populations have a shared responsibility to find ways to reduce the negative impact that humans have on the earth. (S&T)  Animals and plants together form ecosystems, and interdependence within systems is essential. (S&T) |
| S  T  E  M | Floating and sinking.  Materials.  Ship building.  Materials, food and diet.  How did the Vikings get their salt?  How did the VikingsKeep warm? | To make a Kite.  Look at the four forces of flight ( i.e. Lift, drag, weight and thrust ) affects the kite in the same way they affect airplanes , and anything else. | Which materials are the most absorbent?  Which materials are conductors/ insulators?  Which materials are magnetic?  How to complete an electrical circuit?  What are the properties of solids liquids and gases? | Build a bridge using the strongest elements you can use with paper.  Experiment using 3D shapes which ones would be sturdy to hold the main part of a bridge up.  Test which bridge is strongest by applying weights on it. ( Year 6 ) | Explore the seasons and how the seasons are determined by the tilt of the Earth.  Record temperatures during Summer months. |
| G  L  O  B  A  L  L  E  A  R  N  I  N  G | Locate in a world map where the Scandinavian countries are on a world map.  Look at the most advantageous ways the Vikings could travel in order to benefit their way of living. (travelling through countries ports to gather food) | Look at flight patterns and world times from GMT.  Research flight history and famous flyers.( Wright Brothers, Amelia Earhart) | *Science; (Materials)*  LO: Know how waste can be reduced, re-used and recycled.  *Suggested Activities;*  Discussion; Do they recycle at home? Why is recycling a good thing? What are the disadvantages?  Create a reduce, re-use, recycle persuasive poster.  Track a product from production to the shelf considering the trade routes that were taken.  Discuss Fair Trade; Do we trade fairly? Do all parties get a share equally in the path from farm to fork? | Research Bridges around the world.  Locate where these are on a world map.  Research the different types of bridges and how technology allows for longer spans/ longest bridges in the world. | Locate main cities in Ireland.  Plan a holiday and write about each you visited.  Research main activities you can do in each town and write about these  e.g. Waterworld in Portrush. |
| E  C  O  S  C  H  O  O  L  S | Keeping warm.  Nominate Eco monitors to ensure doors are closed and windows shut.  Discuss ways we can keep safe and warm during winter. | Investigate the rise of eco-friendly vehicles.  Fuel vs Electric advantages and disadvantages. | Children are learning about problems with litter in the environment. (G)  About the impact of litter on living things and their habitats.  Discuss the negativity about having too much screen time. | Research and explore green and eco-friendly bridges in the world.  [www.inhabit.com](http://www.inhabit.com)  Explore top 5 eco-friendly bridges in the world. | Explore different energy sources in Northern Ireland and which is most economical. (solar panel, wind turbines)  Children are learning about problems with litter in the environment. (G)  About the impact of litter on living things and their habitats. |

**YEAR 7**

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| **Year**  **7** | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER |
| **THEME** | **Around the World** | **Sound** | **Victorians** | **Our body** | **Renewable Energy** | |
| S  T  A  T  U  T  O  R  Y  R  E  Q  U  I  R  E  M  E  N  T  S | **Interdependence:**  The children will learn;  The issues associated with the conservation, preservation and regeneration of the environment. (At maintaining)  How advances in technology have changed the ways we live, work, travel and use our leisure time. (G)  About the effects that people’s actions have on the natural environment. (S&T) (G)  **Movement & Energy:**  How natural disasters and extreme weather cause the movement of people and animals.  About some of the causes of movement of people in the past. (H)  How natural disasters and extreme weather cause the movement of people and animals. (G)  About the impact of significant natural disasters in the past.  **Place:**  The impact of different people over time on places.  How natural and human events/ disasters can cause changes to the landscape and environment.  **Change Over Time:**  How change is a feature of the human and natural world and has consequences for the wonders of the world. | **Interdependence:**  The children will learn;  How people used to live, including roles and responsibilities in society, and how this has shaped our lives today. (H)  To be aware of how modern technology has influenced design and production of everyday objects. (S&T)  How advances in technology have changed the ways we live, work, travel and use our leisure time. (G)  That some waste materials can be recycled and that this can be of benefit to the environment. (S&T)  **Movement & Energy:**  That there are different ways to make sounds. (S&T)  That when an object vibrates, sound is produced. (S&T)  Ways in which sound and light are used to communicate safety and danger. (S&T)  **Place:**  About the ways in which people may conserve and change the environment both locally and globally (G).  **Change Over Time:**  About how developments in technology have affected life now and in the past. (H)  How properties of materials relate to how they are used. (S&T) | **Interdependence:**  The children will learn;  How people used to live, including roles and responsibilities in society, and how this has shaped our lives today. (H)  To understand some of the ways in which living things rely on common landscape features. (G)  About the effects that people’s actions have on the natural environment. (S&T) (G)  To be aware of the changes in their local environment over time. (H)  Some of the ways people affect the built and natural environment. (G)  **Movement & Energy:**  The advantages and disadvantages of renewable and non-renewable energy sources. (G)  How human activities affect habitats and ecosystems. (S&T) (G)  How technological change is affecting the movement of population. (G) (H)  **Place:**  How people from the past affected the place where they live. (H)  About the impact of different people over time on places. (H)  That some buildings have been used in the past for different purposes. (H)  About the jobs people have done in the past in different places. (H)  How developments, such as farming and industry, impacted on places in the past. (H)  About some positive and negative changes in the locality caused by human/natural events.  **Change Over Time:**  About organisations who work to protect the environment and wildlife. (G)  About the impact of significant changes which have taken place in their locality. (H)  About how developments in technology have affected life now and in the past. (H)  How changes in industry can affect people both locally and globally. (G)  The changes brought about to a community by a natural disaster. (G) | **Interdependence:**  The children will learn;  How lifestyle choices can affect the health of themselves and others. (S&T)  Lifestyle choices can have a positive or negative impact on body organs and on human health.  There are conditions for healthy growth of animals (including exercise, healthy diet and dental hygiene) and plants (including water and light).  **Movement & Energy:**  That the human body has joints to help it move. (S&T)  **Place:**  How human activities create a variety of waste products. (S&T)  **Change Over Time:**  To understand the importance of developing a healthy lifestyle. (S&T)  About the impact of significant changes which have taken place in their locality. (H)  How change is a feature of the human and natural world and may have consequences for our lives and the world around us. | **Interdependence:**  The children will learn;  To be aware of how modern technology has inﬂuenced design and production of everyday objects. (S&T)  How advances in technology have changed the ways we live, work, travel and use our leisure time. (G)  About the effects that people’s actions have on the natural environment. (S&T) (G)  **Movement & Energy:**  To recognise the development of renewable energy sources over time. (G) (H)  The advantages and disadvantages of renewable and non-renewable energy resources.  About global energy issues. (G)  **Place:**  That there are differences between renewable and non-renewable energy sources. (S&T)  That human events in the past have brought about change in places. (H)  That some human events in the past impacted globally. (H)  About the ways in which people may conserve and change the environment both locally and globally. (G)  **Change Over Time:**  About how developments in technology have affected life now and in the past. (H)  That locations / buildings need conservation / preservation. (H)  How long or short term climatic changes are impacting on our environment. (G) (S&T) | |
| S  K  I  L  L  S  F  O  C  U  S | **Focus:**  **Skills Development**  Identify a sense of place through the use of maps, plans, photographs, atlases etc.  Design and create a model e.g. volcano, to simulate a volcanic eruption.  Work collaboratively to create a PowerPoint presentation about the 7 natural wonders.  Use geographical language.  Demonstrate group work skills, adopting roles, taking responsibility, managing disagreements, debate.  Work collaboratively to carry out eco-monitor duties.  Evaluate and compare own work.  Become more self-directed by working on their own and managing their time.  Work towards personal targets. | **Focus:**  **Skills Development**  Use the senses to observe and describe. Suggest reasons for significant observations by examining evidence and making links between possible cause and effect.  Make and test predictions, examine evidence and make links between possible causes and effects. Predict likely consequences and evaluate the outcomes.  Pose questions about the reliability of evidence and the consequences for reaching conclusions.  Choose appropriate equipment and techniques to measure accurately.  Design and carry out fair tests, identifying what should be changed, measured and kept the same.  Choose appropriate tools and materials when planning and experiment by incorporating movement and/or control in designs.  Draw conclusions by examining evidence, identifying patterns and making links between cause and effect.  Explain and justify methods, opinions and conclusions.  Question the accuracy and reliability of evidence and how it could be improved. | **Focus:**  **Skills Development**  Be able to ask deeper and wider questions. Recognise the differences between why, what, where, when, how and what if questions. Learn from and build on their own and others’ ideas and experiences.    Make and test predictions, examine evidence and make links between possible causes and effects.  Predict likely consequences and evaluate the outcomes.  Pose questions about the reliability of evidence and the consequences for reaching conclusions. | **Focus:**  **Skills Development**  Use the senses to observe and describe. Suggest reasons for significant observations by examining evidence and making links between possible cause and effect.  Pose questions about the reliability of evidence and the consequences for reaching conclusions.  Make and test predictions, examine evidence and make links between possible causes and effects. Predict likely consequences and evaluate the outcomes.  Choose appropriate equipment and techniques to measure accurately.  Draw conclusions by examining evidence, identifying patterns and making links between cause and effect.  Explain and justify methods, opinions and conclusions.  Question the accuracy and reliability of evidence and how it could be improved.  Choose appropriate tools and materials when planning and experiment by incorporating movement and/or control in designs | **Focus:**  **Skills Development**  Be able to ask deeper and wider questions. Recognise the differences between why, what, where, when, how and what if questions. Learn from and build on their own and others’ ideas and experiences.    Choose appropriate tools and materials when planning and experiment by incorporating movement and/or control in designs.  Use the senses to observe and describe. Suggest reasons for significant observations by examining evidence and making links between possible cause and effect.  Pose questions about the reliability of evidence and the consequences for reaching conclusions.  Report results of work and findings to the rest of the class.  Be able to plan and set goals.  Select the most appropriate methods for a particular task. |
| S  T  E  M | Simulate a volcanic eruption with volcano experiment.  Add vinegar to baking soda. | Investigate vibrations in sound.  How an ear works.  Create sound cups.  Investigate the hearing ranges of people of different ages. | Plimsoll line investigation.  Decomposition of food. Bacteria growth. | Lung Model.  Investigate how lungs work.  Explore lung capacity.  Investigate respiratory system. | Individually make their own flower using practical resources such as straws, paper, Blu tac.  Show PowerPoint (from Roisin Crawford) on pollination.  Group discussion/written follow-up work on the importance of interaction of plants and animals. |
| G  L  O  B  A  L  L  E  A  R  N  I  N  G | Understand how humans and global warming effect the natural wonders.  Understand the importance of protecting the natural environment including habitats and wild life | Children will appreciate how animals use sound and the importance of protecting their environments, e.g. bats, dolphins, whales. | Discuss how much of the goods that we buy are imported.  Know the reasons for and effects of the great famine.  Link with famine in Africa today.  Examine reasons for Irish emigration during the famine (Dunbrody) ship. | Discuss how much of the goods that we buy are imported.  Discuss the significance of media in our lives and how we are constantly connected to the wider world through the internet and TV.  Discuss how events in other countries influence our lives, e.g. Brexit could be a topic that is touched upon. | Investigate energy sources, including renewable and non-renewable sources of energy.    Recognise different ways in which we can save energy in the home. |
| E  C  O  S  C  H  O  O  L  S | Remind children of their role in preserving the natural environment by turning off lights, electrical appliances etc. and recycling. | Children will make posters about recycling plastic, considering pollution in the ocean. | Discussion with Eco buddies: recycling paper, plastic bottles. | Encourage recycling at home: Use of compost bin, use of blue bin at home for recycling, visiting the recycling centre in Pennyburn. | Discuss ways in which we can save energy in the home and at school, for example, perhaps there is less necessity for lights on in the classroom on bright sunny days, could we turn off a set of lights? |