

Wells Park School Curriculum coverage map Cycle A

Lower school Cycle A	<p align="center">Autumn 1: <u>Eat the seasons</u></p> <p>TRIP: pumpkin picking - Cammis Hall</p> <p>Geography focus: At the Farm NC Links: KS1: Human and physical geography Geographical skills and fieldwork KS2: Human and physical geography Geographical skills and fieldwork</p>	<p align="center">Autumn 2: <u>I am warrior!</u></p> <p>TRIP: celtic warrior</p> <p>History focus: Romans in Britain NC Links: KS1: -To develop an understanding of significant historical events, people, and places in their own locality. KS2: The Roman Empire and its impact on Britain</p>	<p align="center">Spring 1: <u>Burps, bottoms & bile</u></p> <p>TRIP: The old operating theatre OR Essex and Suffolk Water Chigwell (sewage work) Chinese New Year - trip to chinatown</p> <p>History focus: Nurturing nurses: Florence Nightingale and Mary Seacole NC links: KS1: The lives of significant individuals in the past who have contributed to national and international achievements. KS2: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Compare and contrast nursing throughout time).</p>	<p align="center">Spring 2: <u>Gods & mortals</u></p> <p>TRIP: British Museum</p> <p>History focus: Ancient Greece NC links: KS1: The lives of significant individuals in the past who have contributed to national and international achievements. KS2: To a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p align="center">Summer 1: <u>Life in the city</u></p> <p>TRIP: Open top bus tour and/or Sky Gardens</p> <p>Geography focus: Life in the City NC links: KS1: Place knowledge Human and physical geography Geographical skills and fieldwork KS2: Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork</p>	<p align="center">Summer 2: <u>Coastline</u></p> <p>TRIP: Mersea</p> <p>Geography focus: Map makers NC links: KS1: Locational knowledge Place knowledge and Geographical skills and fieldwork KS2: Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork</p>
	<p>Art focus: Giuseppe Arcimboldo (Printing and painting)</p> <p>KS1: Artist study, portraits, printing, and painting, food D.T KS2: Artist study, portraits, printing, and painting, food D.T</p>	<p>D.T focus: Jewellery making (Joins and bonding)</p> <p>KS1: Design, make and evaluate, materials and structures. KS2: Design, make and evaluate, materials and structures.</p>	<p>Art: Leonardo Da Vinci Anatomical Sketches (Sketching)</p> <p>KS1: Artist study, drawings, observations. KS2: Artist study, drawings, sketching, observations, evaluation.</p>	<p>Art: Greek pottery (Clay and painting)</p> <p>KS1: Sculpture, design colour, pattern, texture, line, shape, form KS2: Observations, sketch, design, sculpture.</p>	<p>Art: D.T: Junk modelling robots (Recycled art)</p> <p>KS1: Design, make and evaluate, materials and structures. KS2: Design, make and evaluate, how to strengthen, stiffen and reinforce more complex structure</p>	<p>DT: D.T: Lighthouses (Electrical circuits)</p> <p>KS1: Design, make and evaluate, materials and structures. KS2: Design, make and evaluate, how to strengthen, stiffen and reinforce more complex structure, to understand and use electrical systems in their products</p>
	<p>Science: Seasonal Changes</p>	<p>Science: Everyday Materials</p>	<p>Science: My body</p>	<p>Science: Super Scientists</p>	<p>Science: Growing Plants</p>	<p>Science: Light and shadow</p>

<p>KS1: Working scientifically, Seasonal changes (Year 1 and 2)</p> <p>KS2: Working scientifically, Plants, Animals, including humans (Year 3)</p>	<p>KS1: Working scientifically, everyday materials, uses of everyday materials. (Year 1 and 2)</p> <p>KS2: Working scientifically, states of matter (Year 4)</p>	<p>KS1: Working scientifically, Animals, including humans. (Year 1 and 2)</p> <p>KS2: Working scientifically, Animals, including humans. (Year 3)</p>	<p>KS1: Working scientifically, forces, electricity, light and sounds (Year 1 and 2)</p> <p>KS2: Working scientifically Animals including humans, Living things and their habitats, Plants, Working scientifically (Year 3, Year 4)</p>	<p>KS1: Working scientifically, plants (Year 2)</p> <p>KS2: Working scientifically, plants (Year 3)</p>	<p>KS2: Working scientifically, light (Year 3)</p>
<p>Computing: Networks and technology around us (Introduction into technology)</p>	<p>Computing: Data and information – Grouping data</p>	<p>Computing: Creating digital media , - writing (Published writing linked to English)</p>	<p>Computing: Moving a robot (Beebots) (Creating a Greek maze)</p>	<p>Computing: Programming – intro to animation (Introduction to Scratch)</p>	<p>Computing: Creating digital media – painting (Creating landscape pictures)</p>
<p>Music: Blues Focus: Musicianship Pitch</p>	<p>Music: Classical Focus: Singing</p>	<p>Music: Folk Focus: Listening</p>	<p>Music: Jazz Focus: Composing</p>	<p>Music: Rock Focus: Musicianship Pulse/Beat</p>	<p>Music: Country Focus: Musicianship Rhythm</p>
<p>Unit 7 Who do Christians say made the world? (Creation)</p>	<p>Unit 8 Why does Christmas matter to Christians? (Incarnation)</p>	<p>Unit 9 Who is Jewish and how do they live? (Judaism)</p>	<p>Unit 10 What do Christians believe God is like? (God)</p>	<p>Unit 11 What does it mean to belong to a faith community? (Thematic)</p>	<p>Unit 12 How should we care for the world and for others, and why does it matter? (Thematic)</p>
<p>PSHE: Being me in my world (See PSHE document)</p>	<p>PSHE: celebrating difference (See PSHE document)</p>	<p>PSHE: Healthy Me (See PSHE document)</p>	<p>PSHE: Dreams and goals (See PSHE document)</p>	<p>PSHE: Changing me (See PSHE document)</p>	<p>PSHE: Relationships (See PSHE document)</p>
<p>P.E: Gymnastic Tournament: Basketball</p>	<p>P.E: Curling Tournament: Curling</p>	<p>P.E: Health related exercise Tournament: Dodgeball</p>	<p>P.E: Boccia Tournament: Health related exercise 1 v 1</p>	<p>P.E: Athletics Tournament: Football</p>	<p>P.E: Games/competitions Tournament: Athletics</p>

MFL: Spanish Greetings & Puppets	MFL: Numbers & ages	MFL: Shapes & Colours	MFL: Classroom objects	MFL: Where do you live?	MFL: Journey around Latin America
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Curriculum coverage

Cycle A

Upper school Cycle A	<p><u>Autumn 1: Beast creator</u></p> <p><u>TRIP: Suntrap centre</u></p> <p>Geography focus: South America/The Rainforest</p> <p><u>KS2:</u> Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork</p>	<p><u>Autumn 2: 1066</u></p> <p><u>TRIP: Mountfitchet Castle and Tower of London</u></p> <p>History focus: Vikings, Anglo Saxon, and Norman Britain</p> <p><u>KS2:</u> The study of Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><u>Spring 1 Stargazers</u></p> <p><u>TRIP: London Planetarium</u></p> <p>Geography focus: Scandinavia</p> <p><u>KS2:</u> Locational knowledge, place knowledge, Human, and physical geography and geographical skills</p>	<p><u>Spring 2: Revolution</u></p> <p>TRIP: Ragged School Museum</p> <p>History focus: Victorians (Children in Victorian Britain)</p> <p><u>KS2:</u> To undertake a local history study The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><u>Summer 1: Misty Mountain, Winding River</u></p> <p>TRIP: Whitewater centre / fairlop waters</p> <p>Geography focus: Investigating mountains and rivers</p> <p><u>KS2:</u> Locational knowledge, Human, and physical geography and geographical skills</p>	<p><u>Summer 2: Time traveller</u></p> <p>TRIP: Mudlarking - on the River Thames</p> <p>History focus: Britain since 1948</p> <p><u>KS2:</u> To undertake a local history study The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
	<p>DT: Seasonal food (A South American dish)</p> <p><u>KS2:</u> Design, make and evaluate, to understand and apply the principles of a healthy and varied diet, prepare, and cook a variety of predominantly savoury dishes using a range of cooking techniques and understand seasonality,</p>	<p>Art: Painting (Water colours) landscapes (Buildings including castles)</p> <p><u>KS2:</u> Landscape, painting, observations, sketching.</p>	<p>Art: photography (Different viewpoints)</p> <p><u>KS2:</u> Viewpoints, observations, sketches, drawing.</p> <p>8</p>	<p>DT: Watermills and windmills (Mechanisms)</p> <p><u>KS2:</u> Design, make and evaluate, to understand, and use mechanical systems.</p>	<p>Art: Andy Goldsworthy (Sculptures in nature)</p> <p><u>KS2:</u> Artist study, drawing, texture, form, sculpture.</p>	<p>DT: Sewing (Fashion and textile focus to sell at the summer fair)</p> <p><u>KS2:</u> Design, make and evaluate, textiles understanding of how to strengthen, stiffen and reinforce more complex structures</p>

	and know where and how a variety of ingredients are grown, reared, caught, and processed.					
Science: Living in the Environment (Life Cycles)	Science: Forces in Action	Science: Earth and Space	Science: Circuits and conductors	Science: rocks fossils and soils	Science: evolution and inheritance	
KS2: Working scientifically, Living things and their habitats (Y4)	KS2: Working scientifically, Forces (Y5)	KS2: Working scientifically, Earth and Space (Y5)	KS2: Working scientifically, Electricity (Y4)	KS2: Working scientifically, rocks (Y3),	KS2: Working scientifically, Evolution and inheritance (Y6)	
Computing: Computing systems and networks – The Internet	Computing: Creating media - Audio production (Retelling of the Bayeux tapestry using audio production)	Computing: Creating media – Photo editing (Edit Earth and space photos)	Computing: Data and information – Data logging (Discrete topic linking with Maths)	Computing: Programming A – Repetition in shapes (Creating patterns)	Computing: Programming B – Repetition in games (Create a game)	
Music: Blues Focus: Listening	Music: Classical Focus: Singing	Music: Folk Focus: Improvising	Music: Jazz Focus: Composing	Music: Rock Focus: Performing	Music: Country Focus: Reading notation	
Unit 19 What is it like for someone to follow God?	Unit 20 What is the ‘Trinity’ and why is it important to Christians? (also cover birth of Jesus, Advent.....)	Unit 21 How do festivals and worship show what matters to a Muslim?	Unit 22 How do festivals and family life show what matters to Jewish people	Unit 23 What do Christians learn from the creation story?	Unit 24 How and why do people try and make the world a better place?	
PSHE: Being me in my world (Belonging) (See PSHE document)	PSHE: celebrating differences (See PSHE document)	PSHE: Healthy Me (See PSHE document)	PSHE: Dreams and goals (See PSHE document)	PSHE: Changing me (See PSHE document)	PSHE: Relationships (See PSHE document)	

	P.E: Gymnastic Tournament: Basketball	P.E: Curling Tournament: Curling	P.E: Health related exercise Tournament: Dodgeball	P.E: Boccia Tournament: Health related exercise 1 v 1	P.E: Athletics Tournament: Football	P.E: Games/competitions Tournament: Athletics
	MFL: Describing family and friends	MFL: Spanish portraits	MFL: Sports	MFL: Food & drink	MFL: A trip across Spain	MFL: Saving South America

Cycle B

Lower school Cycle B	<p>Autumn 1: Tribal tales</p> <p>TRIP: lambourne end/girl guide centre - bushcraft/team building</p> <p>History: Stone Age/Iron Age KS1: Pupils should understand some of the ways in which we find out about the past and identify different ways in which it's represented.</p> <p>KS2 Pupils should regularly address and sometimes devise historical valid questions about change, cause, similarity and difference.</p>	<p>Autumn 2: Predator</p> <p>TRIP: Zoo trip (London Zoo) / Whipsnade train</p> <p>Geography: Let's go on Safari (Kenya)</p> <p>NC links: KS1: Place knowledge Human and physical geography Geographical skills and fieldwork</p> <p>KS2: Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork</p>	<p>Spring 1: Tremors</p> <p>TRIP: Science museum day children: lunch buffet / street food / Walthamstow market</p> <p>Geography – Countries of the World</p> <p>NC links: KS1: Place knowledge Human and physical geography Geographical skills and fieldwork</p> <p>KS2: Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork</p>	<p>Spring 2: Traders & raiders (Explorers)</p> <p>TRIP: Cutty Sark / taxi boat around london /</p> <p>History: Intrepid Explorers</p> <p>KS1: Pupils should understand historical concepts, such as similarity and difference. Pupils should develop an awareness of the past, using common words, phrases relating to the passing of time. Pupils should know where the people and events they study fit within a chronological framework.</p> <p>KS2: Pupils should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Summer 1: Wriggle and crawl</p> <p>TRIP: Kew Gardens / pond dipping / zoo lab / suntrap centre</p> <p>Geography –Let's go to the jungle (India focus)</p> <p>NC links: KS1: Place knowledge Human and physical geography Geographical skills and fieldwork</p> <p>KS2: Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork</p>	<p>Summer 2: Land Ahoy!</p> <p>TRIP: Frinton / History of the page / Maldon</p> <p>History: Seaside holidays in the past</p> <p>KS1: Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>KS2: Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
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			Pupils should understand historical concepts, such as continuity and change		
DT: (Textile) Sewing flags	Art: Investigating patterns	Art: Papier Mache and Sculpture	DT: Catapults	Art: Henri Rousseau	D.T: (Food focus): Seaside snacks
Science: Growth and Survival Working scientifically, Animals including humans (Year 2)	Science: Identifying animals Working scientifically, Animals including humans (Year 1)	Science: forces and magnets Working scientifically, Forces (Year 3)	Science: Exploring everyday materials Working scientifically, Materials and matter (Year 2)	Science: Living in habitats Working scientifically, Living things and their habitats (Year 2)	Science: Identifying plants Working scientifically, Plants (Year 1)
Computing: Computing systems and networks – IT around us	Computing: Creating media – Digital photography	Computing: Programming A – Robot algorithms	Computing: Data and information – Pictograms	Computing: Creating media - Digital music	Computing: Programming B - Programming quizzes
Music: Nuthatchess Focus: Listening	Music: Classical Focus: Singing	Music: Folk Focus: Composing	Music: Jazz Focus: Pulse/Beat	Music: Rock Focus: Rhythm	Music: Country Focus: Pitch
Unit 13 What is the good news Christians say Jesus brings? (part 1)	Unit 14 What is the good news Christians say Jesus brings? (part 2)	Unit 15 Who is a Muslim and how do they live?(part 1)	Unit 16 Why does Easter matter to Christians?	Unit 17 Who is a Muslim and how do they live?(part 2)	Unit 18 What makes some places sacred to believers?
PSHE: Being me in my world (see PSHE/RSE doc)	PSHE: celebrating difference (see PSHE/RSE doc)	PSHE: Healthy Me (see PSHE/RSE doc)	PSHE: Dreams and goals (see PSHE/RSE doc)	PSHE: Changing me (see PSHE/RSE doc)	PSHE: Relationships (see PSHE/RSE doc)

	P.E: Gymnastic Tournament: Basketball	P.E: Curling Tournament: Curling	P.E: Health related exercise Tournament: Dodgeball	P.E: Boccia Tournament: Health related exercise 1 v 1	P.E: Athletics Tournament: Football	P.E: Games/competitions Tournament: Athletics
	MFL: Dates in Spanish	MFL: Pets	MFL: Weather	MFL: In a Spanish Cafe	MFL: Spanish celebrations	MFL: The Amazon Rainforest

Cycle B

Upper school Cycle B	Autumn 1: Hola Mexico!	Autumn 2: A child's war	Spring 1: Frozen kingdom	Spring 2: Blood heart History: Medicine and disease	Summer 1: Pharaohs History focus: Ancient Egypt	Summer 2: Allotment
	<p>TRIP: London Zoo - rainforest experience / Kew gardens</p> <p>Geography focus: Mexico and the cities on Ancient Maya KS2: Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork</p>	<p>TRIP: secret bunker / gunpowder mills / Duxford / imperial war museum</p> <p>History: children in World War 2 (local history)</p> <p>KS2: Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>TRIP: Maritime museum / snow dome / musical - frozen</p> <p>Geography – Polar regions KS2: Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork</p>	<p>TRIP: Tower of London (BOOK VERY EARLY) / London jail - pickford</p> <p>KS2: Pupils should understand how our knowledge of the past is constructed from a range of sources. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods of study.</p>	<p>TRIP: British museum / John Soane museum</p> <p>KS2: Pupils should understand how our knowledge of the past is constructed from a range of sources. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods of study. Pupils should note connections, contrasts and trends over time. Pupils should continue to develop a chronologically secure knowledge and</p>	<p>TRIP: Kidzania / City Farm</p> <p>Geography: Earning a Living</p> <p>KS2: Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork</p>

		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods of study.		Pupils should understand historical concepts, such as cause and consequence.	understanding of British, local and world history, establishing clear narratives within and across periods of study. Pupils should understand historical concepts, such as similarity and difference.	
Art: Frida Kahlo KS2:	DT: bomb shelters KS2:	Art: Edward Wilson (expedition artist) KS2	DT: Pop ups KS2:	DT: to design transportation for pyramid building KS2:	Art: impressionist artists KS2:	
Science: Changing sound Working scientifically. Sound (Year 4)	Science: properties and changes of materials Working scientifically. Materials and matter (Year 5)	Science: states of matter Working scientifically. Materials and matter (Year 4)	Science: Healthy bodies / eating and digestion Working scientifically. Animals including humans (Year 6)/ Animals including humans (Year 4)	Science: seeing light /changing circuits Working scientifically. Light and sound (Year 6)/ Electricity (Year 6)	Science: How plants grow /classifying organisms Working scientifically. Plants (Year 3) Animals including humans Plants (Year 6)	
Computing: Computing systems and networks - Systems and searching	Computing: Creating media - Video production	Computing: Programming A – Selection in physical computing	Computing: Data and information – Flat-file databases	Computing: Creating media – Introduction to vector graphics	Computing: Programming B – Selection in quizzes	
Music: Nuthatchess Focus: Listening	Music: Classical Focus: Singing	Music: Folk Focus: Improvising	Music: Jazz Focus: Composing	Music: Rock Focus: Performing (Instrumental performance)	Music: Country Focus: Reading notation	

	Unit 25 What kind of world did Jesus want?	Unit 26 When Jesus left, what was the impact of Pentecost? (also cover birth of Jesus, Advent.....)	Unit 27 What do Hindus believe God is like?	Unit 28 Why do Christians call the day Jesus died, Good Friday?	Unit 29 What does it mean to be a Hindu in Britain today?	Unit 30 How and why do people mark significant events of life?
	PSHE: Being me in my world (see PSHE/RSE doc)	PSHE: celebrating difference (see PSHE/RSE doc)	PSHE: Healthy Me (see PSHE/RSE doc)	PSHE: Dreams and goals (see PSHE/RSE doc)	PSHE: Changing me (see PSHE/RSE doc)	PSHE: Relationships (see PSHE/RSE doc)
	P.E: Gymnastic Tournament: Basketball	P.E: Curling Tournament: Curling	P.E: Health related exercise Tournament: Dodgeball	P.E: Boccia Tournament: Health related exercise 1 v 1	P.E: Athletics Tournament: Football	P.E: Games/competitions Tournament: Athletics
	MFL: Clothes	MFL: School life	MFL: Household tasks	MFL: Shopping	MFL: Free time	MFL: Maya city treasure hunt