**Greenfields Curriculum overview**

As a school we have decided on 5 threads which run through all of our school curriculum and shape the topics we have chosen to teach. Those five threads are:

⃝ **Cause and Consequence**

⃝ **Comparison**

⃝ **Civilisation, Community and Culture**

⃝ **Chronology**

⃝ **Legacy**

**Important to us:**

Philosophy, Latin, Outdoor learning, creativity, sports, social skills/ mental health, Cultural capital, whole school projects

Reading, Writing, Maths, Science, ICT, RE

*RSHE/ PSHE*

**EYFS/ KEY STAGE 1**

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|  | **Year A** | | | | | **Year B** | | | | | **Year C** | | | | |
| **2022-23** | | | | | **2023-24** | | | | | **2024-25** | | | | |
| **Autumn Term** | **Japan**  Japan- Comparing lifestyles and cultural norms for children in UK and Japan  What is life like for a child in the UK and what is life like for a child in Japan? | | | | | **Polar Explorers**  Comparing explorers and modes of travel, location of the poles.  This will be the first time many of the children have learnt about events from the past and we will begin to make a ‘class timeline’ of events that happened during this time. | | | | | **Gunpowder Plot**  We will learn about religious differences and how this affected Britain. Also about how Guy Fawkes night was, from then on celebrated as a commemoration of the plot going wrong and the parliament existing still.  We will learn the history of the Gunpowder plot-sequencing the events. | | | | |
| Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy |
| **Spring Term** | **Our World**  How does pollution effect the planet? | | | | | **Opposites**  Comparing different types of weather in the UK and internationally. Impact on clothing choices and places to live.  Opposites to include, temperature, distance, light/ dark, land/sea life, foods and music | | | | | **Flight and Transport**  Comparing explorers and modes of travel  Order events in the development of flight on a timeline. | | | | |
| Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy |
| **Summer Term** | **Great Fire of London**  To learn what started the fire and how this impacted people’s lives in London.  To order events chronologically, make a class timeline of the sequence of events throughout the fire.  The people of London used the Thames to transport their possessions on to boats and away from the fire. | | | | | **Castles**  Life in a castle keep (local: Framlingham and Orford) Positions of castles and their locations.  Discover the changes to castles over time. | | | | | **Dinosaurs**  Ask questions such as: what was it like for people (or dinosaurs) in the past. What happened and how long ago? How do we know?  Place dinosaurs into the three periods of the Mesozoic Era. | | | | |
| Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy |

**LOWER KEY STAGE 2**

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|  | **Class 3 Year A** | | | | | **Class 3 Year B** | | | | | |
| **Autumn** | **Rainforests**  To look at the causes and consequences of deforestation on the world  To study the lifestyle and culture of the Kayapo tribe | | | | | **Maya**  To understand how the Maya fit in to world history  To find out what life was like for the ancient Maya and why they fell | | | | | |
| Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy |
| **Spring** | **Active Planet**  To look at the causes and consequences of volcanoes and earthquakes  Compare the different types of volcanoes | | | | | **UK and Beyond**  Comparing settlements in the UK- asking and answering geographical questions about the physical and human characteristics of a location | | | | | |
| Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy |
| **Summer** | **Egyptians**  To develop an understanding of Life in Ancient Egypt, the importance of the Nile, religion and archeology. How have the Egyptians influenced the modern day?  Understand how and why the ancient civilization ended | | | | | **London- The relevance of the River**  To understand the importance of the river Thames on lifestyle, trade, culture and community | | | | | |
| Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy |

**UPPER KEY STAGE 2**

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|  | **Class 4 Year A** | | | | | **Class 4 Year B** | | | | |
| **Autumn** | **World War II**  To focus on the war from different points of view- holocaust victims, Women at home and in different roles, children and soldiers | | | | | **3 Monarchs**  Focusing on the life and reign of Henry VIII, Queen Victoria and Queen Elizabeth I.  Who was the most successful leader? Focus on accomplishments and failings  Comparison of life for their subjects during their reigns | | | | |
| Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy |
| **Spring** | **South America**  Focusing on fair trade, comparisons of culture and climate to that in the UK  Understanding and reading maps | | | | | **Extreme Weathers**  Looking at the impact of climate change and the extreme weather changes that it is, and will cause including Tsunami, drought, and what these will lead to  Impact on human and physical geography | | | | |
| Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy |
| **Summer** | **Native/ Indigenous America**  Focusing on the impact that invaders had on Native American life and the oppression that they receive  What’s in a name?  Interracial relationships- Pocahontas | | | | | **Ancient Greece**  How have the ancient Greeks influenced modern day life? | | | | |
| Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy | Chronology | Civilisation, culture and Community | Comparison | Cause and Consequence | Legacy |

***Built in to the school ethos: (Previous School Drivers)***

**Environment**: To appreciate the local environment and understand how their actions and nature impact our world

**Community**: To be introduced to the community around them, forming wider relationships and a deeper understanding of citizenship

**Diversity**: To explore cultural and social differences within our community and beyond

**Initiative**: To show initiative by taking risks, working independently and being responsible for themselves