

Holy Family Catholic School Science and Humanities Long Term Plan

	1	2
FSU Autumn	All about me <ul style="list-style-type: none"> ✓ They talk about the features of their own immediate environment and how environments might vary from one another. ✓ Shows care and concern for living things and the environment. ✓ Developing an understanding of growth, decay and changes over time. 	Seasons <ul style="list-style-type: none"> ✓ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Notices detailed features of objects in their environment. ✓ Looks closely at similarities, differences, patterns and change.
Spring	Animals and habitats <ul style="list-style-type: none"> ✓ Enjoys playing with small-world models such as a farm, a garage, or a train track. ✓ Can talk about some of the things they have observed such as plants, animals, natural and found objects ✓ They make observations of animals and plants and explain why some things occur, and talk about changes. ✓ Shows care and concern for living things and the environment. 	Plants <ul style="list-style-type: none"> ✓ Shows care and concern for living things and the environment. ✓ Developing an understanding of growth, decay and changes over time. ✓ They make observations of animals and plants and explain why some things occur, and talk about changes.
Summer	Materials <ul style="list-style-type: none"> ✓ Looks closely at similarities, differences, patterns and change. ✓ Talks about why things happen and how things work. ✓ Notices detailed features of objects in their environment. 	Insects <ul style="list-style-type: none"> ✓ Children know about similarities and differences in relation to places, objects, materials and living things. ✓ They make observations of animals and plants and explain why some things occur, and talk about changes. ✓ Shows care and concern for living things and the environment.

Holy Family Catholic School Science and Humanities Long Term Plan

<p>Yr 1</p> <p>Autumn</p>	<p>Seasonal Changes</p> <ul style="list-style-type: none"> ✓ observe changes across the four seasons. ✓ observe and describe weather associated with the seasons and how day length varies. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> ✓ distinguish between an object and the material from which it is made ✓ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ✓ describe the simple physical properties of a variety of everyday materials ✓ compare and group together a variety of everyday materials on the basis of their simple physical properties
<p>Geography: Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ✓ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ✓ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ✓ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ✓ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 		
<p>Yr 1</p> <p>Spring</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> ✓ identify, name, draw and label the basic parts of the human body and say which part of the body if associate with each sense. 	<p>Plants</p> <ul style="list-style-type: none"> ✓ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ✓ identify and describe the basic structure of a variety of common flowering plants, including trees.
<p>History: Famous people</p> <ul style="list-style-type: none"> ✓ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 		<p>Geography: Human and physical</p> <ul style="list-style-type: none"> ✓ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<p>Yr 1</p> <p>Summer</p>	<p>Plants</p> <ul style="list-style-type: none"> ✓ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ✓ identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Animals and Humans</p> <ul style="list-style-type: none"> ✓ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. ✓ identify and name a variety of common animals that are carnivores, herbivore and omnivores.

Holy Family Catholic School Science and Humanities Long Term Plan

		<ul style="list-style-type: none"> ✓ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
	<p>History: Historical Event</p> <ul style="list-style-type: none"> ✓ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ✓ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<p>Geography: Human and physical</p> <ul style="list-style-type: none"> ✓ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ✓ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
<p>Yr 2</p> <p>Autumn</p>	<p>Animal Life Cycles</p> <ul style="list-style-type: none"> ✓ explore and compare the differences between things that are living, dead, and things that have never been alive ✓ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 	<p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> ✓ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ✓ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ✓ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching ✓ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
	<p>History: Famous Person</p> <ul style="list-style-type: none"> ✓ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p>Geography: Place knowledge</p> <ul style="list-style-type: none"> ✓ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
<p>Spring</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> ✓ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ✓ identify and name a variety of plants and animals in their habitats, including microhabitats. 	<p>Plants</p> <ul style="list-style-type: none"> ✓ observe and describe how seeds and bulbs grow into mature plants. ✓ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Holy Family Catholic School Science and Humanities Long Term Plan

	<ul style="list-style-type: none"> ✓ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. ✓ 	
	<p>History: Creswell Crags – Local History</p> <ul style="list-style-type: none"> ✓ significant historical events, people and places in their own locality. 	<p>Geography: skills and fieldwork</p> <ul style="list-style-type: none"> ✓ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ✓ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ✓ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ✓ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Summer	<p>Plants</p> <ul style="list-style-type: none"> ✓ observe and describe how seeds and bulbs grow into mature plants. ✓ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Animal Life Cycles</p> <ul style="list-style-type: none"> ✓ notice that animals, including humans, have offspring which grow into adults ✓ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ✓ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
	<p>Geography: Locational knowledge</p> <ul style="list-style-type: none"> ✓ name and locate the world's seven continents and five oceans ✓ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	
Yr 3	<p>Rocks</p> <ul style="list-style-type: none"> ✓ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 	<p>Forces and Magnets</p> <ul style="list-style-type: none"> ✓ compare how things move on different surfaces
Autumn		

Holy Family Catholic School Science and Humanities Long Term Plan

	<ul style="list-style-type: none"> ✓ describe in simple terms how fossils are formed when things that have lived are trapped within rock ✓ recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> ✓ notice that some forces need contact between two objects, but magnetic forces can act at a distance ✓ observe how magnets attract or repel each other and attract some materials and not others ✓ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ✓ describe magnets as having two poles ✓ predict whether two magnets will attract or repel each other, depending on which poles are facing
	<p>History: Stone Age - changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> ✓ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ✓ Bronze Age religion, technology and travel, for example, Stonehenge ✓ Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Geography: Locational knowledge</p> <ul style="list-style-type: none"> ✓ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Spring	<p>Light</p> <ul style="list-style-type: none"> ✓ recognise that they need light in order to see things and that dark is the absence of light ✓ notice that light is reflected from surfaces ✓ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ✓ recognise that shadows are formed when the light from a light source is blocked by an opaque object ✓ find patterns in the way that the size of shadows change 	<p>Plants (requirements for life and growth, naming and function of parts)</p> <ul style="list-style-type: none"> ✓ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ✓ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ✓ investigate the way in which water is transported within plants
	<p>History: China - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>Geography: Human and physical</p> <ul style="list-style-type: none"> ✓ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Summer	Plants (flowers, pollination and seeds)	Animals including Humans

Holy Family Catholic School Science and Humanities Long Term Plan

	<ul style="list-style-type: none"> ✓ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<ul style="list-style-type: none"> ✓ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ✓ Identify that humans and some other animals have skeletons and muscles for support, protection and movement
	<p>History: Local History – Mayflower Pilgrim Fathers</p> <ul style="list-style-type: none"> ✓ a depth study linked to one of the British areas of study listed above ✓ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ✓ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	
<p>Yr 4</p> <p>Autumn</p>	<p>Electricity</p> <ul style="list-style-type: none"> ✓ identify common appliances that run on electricity ✓ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ✓ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ✓ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ✓ recognise some common conductors and insulators, and associate metals with being good conductors 	<p>States of Matter</p> <ul style="list-style-type: none"> ✓ compare and group materials together, according to whether they are solids, liquids or gases ✓ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ✓ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
	<p>History: Anglo-Saxons - Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> ✓ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ✓ Scots invasions from Ireland to north Britain (now Scotland) ✓ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ✓ Anglo-Saxon art and culture ✓ Christian conversion – Canterbury, Iona and Lindisfarne 	<p>Geography: Place knowledge</p> <ul style="list-style-type: none"> ✓ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
<p>Spring</p>	<p>Sound</p>	<p>Sound</p>

Holy Family Catholic School Science and Humanities Long Term Plan

	<ul style="list-style-type: none"> ✓ identify how sounds are made, associating some of them with something vibrating ✓ recognise that vibrations from sounds travel through a medium to the ear ✓ find patterns between the pitch of a sound and features of the object that produced it ✓ find patterns between the volume of a sound and the strength of the vibrations that produced it ✓ recognise that sounds get fainter as the distance from the sound source increases 	<ul style="list-style-type: none"> ✓ identify how sounds are made, associating some of them with something vibrating ✓ recognise that vibrations from sounds travel through a medium to the ear ✓ find patterns between the pitch of a sound and features of the object that produced it ✓ find patterns between the volume of a sound and the strength of the vibrations that produced it ✓ recognise that sounds get fainter as the distance from the sound source increases
	<p>History: Aztecs – a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Geography: Location knowledge</p> <ul style="list-style-type: none"> ✓ Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
<p>Summer</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> ✓ recognise that living things can be grouped in a variety of ways ✓ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ✓ recognise that environments can change and that this can sometimes pose dangers to living thing 	<p>Animals, including humans</p> <ul style="list-style-type: none"> ✓ describe the simple functions of the basic parts of the digestive system in humans ✓ identify the different types of teeth in humans and their simple functions ✓ construct and interpret a variety of food chains, identifying producers, predators and prey
	<p>History: Romans - the Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> ✓ Julius Caesar’s attempted invasion in 55-54 BC ✓ the Roman Empire by AD 42 and the power of its army ✓ successful invasion by Claudius and conquest, including Hadrian’s Wall ✓ British resistance, for example, Boudica ✓ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	

Holy Family Catholic School Science and Humanities Long Term Plan

<p>Yr 5</p> <p>Autumn</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> ✓ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ✓ Describe the life process of reproduction in some plants and animals 	<p>Animals (including humans)</p> <ul style="list-style-type: none"> ✓ Describe the changes as humans develop to old age
<p>History: British History - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> ✓ the changing power of monarchs using case studies such as John, Anne and Victoria ✓ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ✓ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>		
<p>Spring</p>	<p>Forces</p> <ul style="list-style-type: none"> ✓ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ✓ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces ✓ Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> ✓ Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets ✓ Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ✓ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ✓ Demonstrate that dissolving, mixing and changes of state are reversible changes ✓ Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda ✓ Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal) ✓ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
<p>History: Local History study</p> <ul style="list-style-type: none"> ✓ a depth study linked to one of the British areas of study listed above 		<p>Geography:</p> <ul style="list-style-type: none"> ✓ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Holy Family Catholic School Science and Humanities Long Term Plan

	<ul style="list-style-type: none"> ✓ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ✓ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	<ul style="list-style-type: none"> ✓ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography 187 ✓ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. ✓
Summer	<p>Earth & Space</p> <ul style="list-style-type: none"> ✓ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system ✓ Describe the movement of the Moon relative to the Earth ✓ Describe the Sun, Earth and Moon as approximately spherical bodies ✓ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>Earth & Space + Revision</p> <ul style="list-style-type: none"> ✓ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system ✓ Describe the movement of the Moon relative to the Earth ✓ Describe the Sun, Earth and Moon as approximately spherical bodies ✓ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
	<p>History: Vikings - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> ✓ Viking raids and invasion ✓ resistance by Alfred the Great and Athelstan, first king of England ✓ further Viking invasions and Danegeld ✓ Anglo-Saxon laws and justice ✓ Edward the Confessor and his death in 1066 	<p>Geography: Human and Physical</p> <ul style="list-style-type: none"> ✓ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Yr 6	<p>Electricity</p> <ul style="list-style-type: none"> ✓ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ✓ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ✓ Use recognised symbols when representing a simple circuit in a diagram ✓ 	<p>Light</p> <ul style="list-style-type: none"> ✓ Recognise that light appears to travel in straight lines ✓ Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ✓ Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ✓ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Autumn		

Holy Family Catholic School Science and Humanities Long Term Plan

	<p>History: Ancient Greece</p> <ul style="list-style-type: none"> ✓ a study of Greek life and achievements and their influence on the western world 	<p>Geography: Locational knowledge</p> <ul style="list-style-type: none"> ✓ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Spring	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> ✓ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ✓ Give reasons for classifying plants and animals based on specific characteristics 	<p>Revision Block</p>
Summer	<p>Evolution and Inheritance (Animals including humans)</p> <ul style="list-style-type: none"> ✓ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ✓ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ✓ Describe the ways in which nutrients and water are transported within animals, including humans 	<p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>