

Cycle A 2020-2021 Year 1/ 2
COVID RECOVERY CURRICULUM

This grid shows only the topic titles and a brief outline for Cycle A of our curriculum; please refer to the full curriculum map for the skills and knowledge for each topic. *All writing in italics refers to the "Lost Topics" from the Summer Term 2020 so they can be easily located and identified in the Curriculum Map. Objectives needing teaching elsewhere are coloured red; subject knowledge to be taught discretely are coloured green and will need to be taught creatively either as one off "topic afternoons" or as a long term home project.*

A Harvest Day is to be planned in the Autumn term which could:

- look at famine on the African continent (just to tie in with the LOST TOPIC slightly)
- linking to your Geography - timings of harvest around the world; look at the UK and where our food comes from – looking at the different and contrasting landscapes between the four
- plan your art and RE to tie in with the Harvest Day

Subject	Term 1/2	Term 3/4	Term 5/6	"LOST TOPICS" to recover from Cycle B Mar-Jul
Geography	<p>Our World, My Home Exploring the UK and the 4 countries</p> <p>Beyond the UK – the world and 7 continents</p> <p><i>-Population, size of country (could refer to a country of Africa)</i></p>	<p>Home and Away: Cranwell, Lincoln Vs London</p> <ul style="list-style-type: none"> • Developing out local knowledge • Compare and contrast with our capital city, London 	<p>The Wider World We Live in Exploring Asia, a comparative study of a different culture with the UK</p> <p><i>-Compare flags, capital cities, language, culture</i></p> <p><i>-Compare weather patterns between the 2 countries (this could be the UK or another African country or both)</i></p> <p><i>-Look at key landmarks and natural features</i></p> <p><i>-How far is this country from the equator?</i></p> <p><i>-Currencies – name and picture</i></p>	<p>Contrasting Continents - Africa</p> <p><i>Objectives to cover:</i></p> <ul style="list-style-type: none"> • <i>Compare weather patterns between the 2 countries (this could be the UK or another African country or both) – Summer term</i> • <i>Population, size of country – Autumn term</i> • <i>Compare flags, capital cities, language, culture – Summer term</i> • <i>How far is this country from the equator? – Summer term</i> • <i>Currencies – name and picture - Summer term</i> <p><i>Subject Knowledge to cover through a home research project or a themed afternoon:</i></p> <ul style="list-style-type: none"> • <i>Choose one of the countries in Africa</i>
History	<p>The Great Fire of London</p> <p><i>-Understand why people in the past lived in the way they did</i></p> <p><i>-Identify the differences between ways of life at different times</i></p>	<p>Transport – History of cars, bikes, tank, hot air balloons The Wright Brothers 1903</p> <p><i>-Explore changes within living memory that had an impact on national life.</i></p> <p><i>-Place objects in chronological order</i></p> <p><i>-Identify the differences between ways of life at different times.</i></p>	<p>Significant places in the locality. Features of castles / stately homes in Lincoln</p>	<p>Technology & appliances in the home <i>Telephone, cameras, VCR and music tape machines, pens and pencils – ink and quills, the Internet, microwaves, vacuum cleaners, television etc</i></p> <p><i>Objectives to cover:</i></p> <ul style="list-style-type: none"> • <i>Explore changes within living memory that had an impact on national life – Spring term</i> • <i>Place objects in chronological order – Spring term</i> • <i>Understand why people in the past lived in the way they did – Autumn term</i> • <i>Identify the differences between ways of life at different times – Spring term</i> <p><i>Subject knowledge to cover:</i> <i>Home based research project or a themed afternoon to find out about technology and appliances in the home – they could pick one out of the list and find out about it.</i></p>

Science	<p>Uses of everyday materials (Yr 1)</p> <p><i>Living things and their habitats (Yr 2)</i></p> <p><i>Revising Covid-19 science – germs, hygiene etc</i></p> <p>Seasonal Changes (Yr 1)</p>	<p><i>Uses of everyday materials (Yr 1)</i></p> <p>Uses of everyday materials (Yr 2)</p> <p>Seasonal Changes (Yr 1)</p>	<p>Plants (Yr 1) (Yr 2)</p> <p>Seasonal Changes (Yr 1)</p>	<p>Plants (Yr 1) (Yr 2) - This will be taught in the Summer term anyway so we can discount this.</p> <p><i>Living things and their habitats (Yr 2) – if Uses of everyday materials (Yr 1) is moved to the Spring term and taught along with the Yr 2 objectives concurrently, then this could be taught in the Autumn term.</i></p>
RE	<p>Different beliefs about God</p> <p><i>-How are faiths and beliefs seen in actions of inspirational people?</i></p> <p>Sukkot, Harvest and Christmas.</p> <p><i>-What does it mean to part of a community?</i></p>	<p>Stories of Jesus.</p> <p>Lent/Easter</p> <p>Ramadan and Eid</p>	<p>Old Testament stories including Creation of our wonderful world.</p> <p><i>-Some questions cause people to wonder and are difficult to answer</i></p> <p><i>-What are my values in relation to right and wrong?</i></p>	<p><i>Main beliefs and practices of Jews, Muslims and Christians</i></p> <p><i>Objectives to cover:</i></p> <p><i>-What does it mean to part of a community? – Autumn term</i></p> <p><i>-How are faiths and beliefs seen in actions of inspirational people? – Autumn term</i></p> <p><i>-Some questions cause people to wonder and are difficult to answer – Summer term</i></p> <p><i>-What are my values in relation to right and wrong? – Summer term</i></p> <p><i>Subject knowledge to cover:</i></p> <p><i>Home based research project or a themed afternoon to find out about Jews, Muslims and Christians</i></p>

**Cycle A 2020-2021 Year 3/ 4
COVID RECOVERY CURRICULUM**

This grid shows only the topic titles and a brief outline for Cycle A of our curriculum; please refer to the full curriculum map for the skills and knowledge for each topic. *All writing in italics refers to the "Lost Topics" from the Summer Term 2020 so they can be easily located and identified in the Curriculum Map. Objectives needing teaching elsewhere are coloured red; subject knowledge to be taught discretely are coloured green and will need to be taught creatively either as one off "topic afternoons" or as a long term home project.*

A Harvest day is going to be planned for the Autumn term.:

- Year 3 will need to cover the objectives from LIVING THINGS AND THEIR HABITATS (YR 2) science that they have lost due to the Covid 19 closures. Try to link it to the Geography if you are able.
- Year 4 children will need to link the Harvest Day to their Geography from the Autumn term – try to use this as an opportunity to get some of the LOST TOPIC objectives in. Try to get some of your Art linked into the Harvest Day.

Subject	Term 1/2	Term3/ 4	Term 5/6	"LOST TOPICS" to recover from Cycle B Mar-Jul
Geog	<p>Location, Location, Location: Settlements</p> <ul style="list-style-type: none"> • Water cycle • Land Use <p><i>-Name and locate counties and cities of the United Kingdom.</i></p> <p><i>-Know the difference between the UK, Great Britain and the British Isles. LK</i></p> <p><i>-Geographical regions and their identifying human and physical characteristics. PK</i></p> <p><i>-Key topographical features (including hills, mountains, coasts and rivers) HP</i></p>	<p>Western Europe Link to Roman history topic</p>	<p>North America</p> <ul style="list-style-type: none"> • Canada, the USA and Mexico <p>Greenland and the Caribbean nations</p>	<p>UK and British Isles</p> <p><i>Objectives/skills to be covered:</i></p> <ul style="list-style-type: none"> <i>-Name and locate counties and cities of the United Kingdom – Autumn term</i> <i>-Know the difference between the UK, Great Britain and the British Isles. LK – Autumn term</i> <i>-Geographical regions and their identifying human and physical characteristics. PK – Autumn term</i> <i>-Key topographical features (including hills, mountains, coasts and rivers) HP – Autumn term</i> <i>-Land-use patterns how land is used for farming; - already covered in the Autumn term</i> <i>- Discuss and explore how some of these aspects have changed over time. – no need to cover as already covered in the Autumn term</i> <i>-Fieldwork- class teachers can organise a suitable one to cover the FM skills, 8 points of a compass – no need to cover as already covered in the Autumn term</i> <p><i>Subject knowledge to be covered:</i></p> <p><i>Home based research project or a themed afternoon to find out about the UK and the British Isles</i></p>

History	<p>Stone Age man</p>	<p>Romans and Roman Lincoln <i>- a study over time tracing how several aspects of national history are reflected in the locality</i></p>	<p>Ancient Greeks and their achievements and influences on the modern world.</p>	<p>Local history study - RAF Cranwell Objectives to be covered: <i>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. E.g. the beginning of the RAF looking at Airships (Air Ship Road & Lighter than Air Road) – through a home-based research project or a themed afternoon – see below</i> <i>- a study over time tracing how several aspects of national history are reflected in the locality – Spring term</i> <i>Subject knowledge to be covered through a home based research project or a themed afternoon or even a school trip to the Aviation Museum: The history of Airship Road and Lighter-than-Air Road on RAF Cranwell.</i></p>
Science	<p>Rocks (Yr 3) States of matter (Yr 4) <i>Revising microbes, hygiene, immunisation and vaccines</i></p>	<p>Light (Yr 3) Sound (Yr 4) <i>Could these be combined?</i> Forces and Magnets (Yr 3)</p>	<p>Animals including humans (Yr 3) <i>Plants (Yr 3 – include Yr 2 objectives if in a mixed ¼ class as Yr 3 will have missed in Yr2)</i></p>	<p>Plants (Yr 3) – could be taught in the Summer term Forces & magnets (Yr 3) – Spring term?</p>
RE	<p>Divali and Christmas <i>-How does worship and celebration build a sense of community / belonging?</i> <i>-Make links and compare similarities and differences.</i> Hindu texts - the Ramayana and Mahabharata</p>	<p>Stories of Jesus. Lent/Easter holidays <i>-How does worship and celebration build a sense of community / belonging?</i></p>	<p>Hindu and Christian beliefs and lifestyles <i>-Make links and compare similarities and differences.</i> <i>-Big questions – Who am I? What is a good life? Does God exist? Is there life after death?</i> Hindu and Christian stories of Creation. <i>-Raise and suggest answers to questions of identity, belonging, meaning and purpose.</i> <i>-Make links and compare similarities and differences.</i> <i>-Develop empathy and understanding through the use of role play and drama.</i></p>	<p>Beautiful World, Wonderful God. <i>-How does worship and celebration build a sense of community / belonging? – Autumn and Spring terms</i> <i>-Make links and compare similarities and differences – Autumn and Summer terms</i> <i>-Big questions – Who am I? What is a good life? Does God exist? Is there life after death? – Summer term</i> Hindu and Christian stories of Creation – to be moved to the Summer term and taught alongside existing topic of Hindu and Christian beliefs and lifestyles. <i>-Raise and suggest answers to questions of identity, belonging, meaning and purpose.</i> <i>-Make links and compare similarities and differences.</i> <i>-Develop empathy and understanding through the use of role play and drama.</i></p>

Cycle A 2020-2021 Year 4/5

COVID RECOVERY CURRICULUM – BESPOKE CURRICULUM DESIGNED COLLABORATIVELY WITH MRS NEW, MRS BULLEMENT, MRS CLARK AND MRS BIRCHENALL

This grid shows only the topic titles and a brief outline for Cycle A of our curriculum; please refer to the full curriculum map for the skills and knowledge for each topic. *All writing in italics refers to the “Lost Topics” from the Summer Term 2020 so they can be easily located and identified in the Curriculum Map. Objectives needing teaching elsewhere are coloured red; subject knowledge to be taught discretely are coloured green and will need to be taught creatively either as one off “topic afternoons” or as a long term home project.*

A Harvest day is planned for the Autumn term:

Year 4 children will need to link the Harvest Day to their Geography from the Autumn term – try to use this as an opportunity to get some of the LOST TOPIC objectives in. Try to get some of your Art linked into the Harvest Day.

Year 5 will need to cover the objectives from PLANTS (Yr 3) science that they have lost due to the Covid-19 school closures.

Subject	Term 1/2	Term 3 /4	Term 5/6	“LOST TOPICS” to recover from Cycle B Mar-Jul
Geography	<p>Hills Mountains & Landscapes (Y5)/ Water Cycle (Y4)</p> <ul style="list-style-type: none"> • Mountain ranges of the world • British mountains • Land use in mountain areas • How does water shape the mountains? • Water cycle 	<p>I feel the Earth Move (Y5)/Western Europe (Y4) <i>with a link to Roman Britain (Y4 History)</i></p> <ul style="list-style-type: none"> • Who were the Romans, extent of empire across Western Europe • Roman settlements near and far (inc Lincoln) • Roman Life • Pompeii – how do volcanoes erupt? 	<p>Saving Planet Earth (Y5)/North America (Y4)</p> <ul style="list-style-type: none"> • Continents • Physical geog of N America • Settlements • Oil Industry • Pollution and impact on environment • Sustainable alternatives to oil 	<p>UK and British Isles <i>Objectives/skills to be covered:</i></p> <ul style="list-style-type: none"> -Name and locate counties and cities of the United Kingdom – Autumn term -Know the difference between the UK, Great Britain and the British Isles. LK – Autumn term -Geographical regions and their identifying human and physical characteristics. PK – Autumn term -Key topographical features (including hills, mountains, coasts and rivers) HP – Autumn term -Land-use patterns how land is used for farming; - already covered in the Autumn term - Discuss and explore how some of these aspects have changed over time. – no need to cover as already covered in the Autumn term -Fieldwork- class teachers can organise a suitable one to cover the FM skills, 8 points of a compass – no need to cover as already covered in the Autumn term <p><i>Subject knowledge to be covered:</i> Home based research project or a themed afternoon to find out about the UK and the British Isles</p>
History	<p>A significant turning point in British history looking at the Victorian people (Y5):</p> <ul style="list-style-type: none"> • Victoria’s family tree • Empire • Slavery • Suffragettes • Arts • Great Exhibition 	<p>An aspect of history which is significant in the locality focussing on WWII (Y5)/Roman Britain (Y4) <i>covered in Geog</i></p> <ul style="list-style-type: none"> • Events leading to WWII • Countries involved in WWII • Normandy landing • VE and VI days • Churchill 	<p>A non-European society (Y5)</p> <ul style="list-style-type: none"> • Aztecs to complement the Y5/6 topic of Mayans 	<p>Local history study - RAF Cranwell <i>Objectives to be covered:</i></p> <ul style="list-style-type: none"> - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Spring Term - a study over time tracing how several aspects of national history are reflected in the locality – Spring term

<p>Science Yr 4</p>	<p>Rocks (Yr 3)</p> <p>States of matter (Yr 4)</p> <p><i>Revising microbes, hygiene, immunisation and vaccines</i></p>	<p>Light (Yr 3)</p> <p>Sound (Yr 4)</p> <p><i>Could these be combined?</i></p> <p>Forces and Magnets (Yr 3)</p>	<p>Animals including humans (Yr 3)</p> <p><i>Plants (Yr 3 – include Yr 2 objectives if in a mixed ¾ class as Yr 3 will have missed in Yr2)</i></p>	<p>Plants (Yr 3) – Y4 Summer term; Y5 Harvest Day</p> <p>Forces & magnets (Yr 3) - Y4 Spring term; Y5 Autumn and Spring term in two separate units</p>
<p>Science Yr 5</p>	<p>Properties and changes of materials (Yr 5) – add the objectives from Magnets (Yr3)</p> <p><i>Revising microbes, hygiene, immunisation and vaccines</i></p>	<p>Forces (Yr 5) – objectives from Yr 3 Forces will need to be covered as the Yr 5s will not have done it last year.</p> <p>Earth and Space (Yr 5)</p> <p>Animals including humans (Yr 6)</p>	<p>Living things and their habitats (Yr 5)</p> <p>Living things and their habitats (Yr 6)</p> <p><i>Animals including humans (Yr 5)</i></p> <p><i>Animals including humans (Yr 6)</i></p>	
<p>R.E.</p>	<p>Muslim beliefs and lifestyles (Y5)</p> <p>Divali & Christmas (Y4)</p>	<p>What made people follow Jesus? Where did the bible come from? (Y5)</p> <p>Stories Jesus told us (Y4)</p>	<p>Famous Hindu, Christian and Islamic people (Y5)</p> <p>Hindu and Christian beliefs and lifestyle (Y4)</p>	<p>Beautiful World, Wonderful God.</p> <p><i>-How does worship and celebration build a sense of community / belonging? – Autumn terms</i></p> <p><i>-Make links and compare similarities and differences – Autumn and Summer terms</i></p> <p><i>-Big questions – Who am I? What is a good life? Does God exist? Is there life after death? – Spring and Summer term</i></p> <p>Hindu and Christian stories of Creation – to be moved to the Summer term</p> <p><i>-Raise and suggest answers to questions of identity, belonging, meaning and purpose.</i></p> <p><i>-Make links and compare similarities and differences.</i></p> <p><i>-Develop empathy and understanding through the use of role play and drama.</i></p>

**Cycle A 2020-2021 Year 5/ 6
COVID RECOVERY CURRICULUM**

This grid shows only the topic titles and a brief outline for Cycle A of our curriculum; please refer to the full curriculum map for the skills and knowledge for each topic. *All writing in italics refers to the "Lost Topics" from the Summer Term 2020 so they can be easily located and identified in the Curriculum Map. Objectives needing teaching elsewhere are coloured red; subject knowledge to be taught discretely are coloured green and will need to be taught creatively either as one off "topic afternoons" or as a long term home project.*

A Harvest day is planned for the Autumn term:

Year 5 will need to cover the objectives from PLANTS (Yr 3) science that they have lost due to the Covid-19 school closures.

Year 6 could look at surplus or shortage from the LOST topic (Year 5 will do this in Year 6 anyway – it would help with the Summer term with less content). Link some Art to the Harvest Day.

Subject	Term 1/2	Term 3 /4	Term 5/6	"LOST TOPICS" to recover from Cycle B Mar-Jul
Geography	<p>Hills Mountains & Landscapes</p> <ul style="list-style-type: none"> Mountainous regions and landscapes Snowdon, Scafell Pike, Ben Nevis 	<p>I Feel the Earth Move</p> <ul style="list-style-type: none"> Volcanoes and earthquakes - activity around the World Formation of mountains 	<p>Saving Planet Earth</p> <ul style="list-style-type: none"> The Amazon Rainforest (South America) Biomes & Climate zones Pollution and impact on environment <i>Distribution of natural resources including energy, food, minerals and water</i> <i>Think about consumption of water around the world, water supply and distribution and affected places</i> <i>Distribution of food and money</i> 	<p>Surplus or Shortage?</p> <p><i>-Distribution of natural resources including energy, food, minerals and water – Summer term</i></p> <p><i>-Think about consumption of water around the world, water supply and distribution and affected places – Summer term</i></p> <p><i>-Distribution of food and money Summer term</i></p>
History	<p>A significant turning point in British history looking at the Victorian people.</p> <p><i>Post 1066 – inventions - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>- Explore changing aspect of history beyond 1066, examples of Inventions, innovations and the future! E.g.steam locomotives, penny farthing, camera, telephone, electric lightbulbs, car etc</i></p>	<p>An aspect of history which is significant in the locality focussing on WWII, Bomber Command, the Battle of Britain and local influences (Bomber Command; Frank Whittle's jet engine)</p> <p><i>Post 1066 – inventions - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>- Explore changing aspect of history beyond 1066, examples of Inventions, innovations and the future! E.g.computers (Colossus), ATMs, superglue, penicillin, satellites, freeze-dried coffee, radar, ballpoint pen, jet engine, photocopying etc</i></p>	<p>A non-European society – focus on the Mayans.</p>	<p>Post 1066- Inventions</p> <p><i>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Autumn and Spring terms</i></p> <p><i>- Explore changing aspect of history beyond 1066, examples of Inventions, innovations and the future! – Autumn and Spring terms</i></p>

Science	<p>Properties and changes of materials (Yr 5) – could we add the objectives from Magnets (Yr3) as the Year 5s will have a gap</p> <p>Revising microbes, hygiene, immunisation and vaccines</p>	<p>Forces (Yr 5) – objectives from Yr 3 Forces will need to be covered as the Yr 5s will not have done it last year.</p> <p>Earth and Space (Yr 5) Animals including humans (Yr 6)</p>	<p>Living things and their habitats (Yr 5) Living things and their habitats (Yr 6)</p> <p>Animals including humans (Yr 5) Animals including humans (Yr 6)</p>	<p>Earth and space (Yr 5) – Spring term</p> <p>Animals including humans (Yr 5) – Spring term</p>
R.E.	<p>Muslim beliefs and lifestyle.</p> <p><i>Visit to mosque- tbc (LOCKDOWN/SOCIAL DISTANCING)</i></p>	<p>What made people follow Jesus?</p> <p>Where did the Bible come from?</p>	<p>Famous Hindu, Christian and Islamic people</p> <p>Key philosophical questions that religions try to answer</p>	<p>Key philosophical questions that religions try to answer – Summer term</p>