

STOKE BISHOP CHURCH OF ENGLAND PRIMARY SCHOOL – Curriculum Map 2022 – 2023



| Year | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------|---|--------------------------|--|--------|---|--------|
| Enquiry HEADING | What is it like to discover somewhere new? | | How has medicine helped us? | | Local Study of Bristol How important has transport been for Bristol? | |
| English | Papa brings me the world (Jenny Sue) | | | | | |
| Maths | Place value | Addition and subtraction | | | | |
| Geography | <p>Locational knowledge- Recap - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Recap - Name and locate the world's seven continents and five oceans</p> <p>Geographical Skills and Fieldwork Use maps, atlases and globes (Google Earth/Maps)</p> <p>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</p> <p>Human and physical geography - 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 Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> | | <p>Locational knowledge</p> <p>Recap - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge - Comparison of Bristol and Jamaica</p> <p>Human and physical geography - 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. Use basic geographical vocabulary to refer to: key physical features, including: sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, farm, house, harbour and shop</p> | | <p>Geographical skills and fieldwork</p> <p>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</p> <p>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</p> <p>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. Human and physical geography 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> <p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | |
| History | The lives of significant individuals in the past who have contributed to national and international achievements and significant historical events, people and places in their own locality | | The lives of significant individuals in the past who have contributed to national and international achievements and significant historical events, people and places in their own locality | | <p>Changes within living memory</p> <p>Railway/ buses/ trams/ boat/ aeroplane</p> | |

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| | John Cabot, Robert Falcon Scott, Neil Armstrong, Ibn Buttuta Look at what it means to be a discoverer and how they have changed history. | | John Cabot, Robert Falcon Scott, Neil Armstrong, Ibn Buttuta Look at what it means to be a discoverer and how they have changed history. | | Importance on how it has changed peoples lives e.g. Brunel and GWR - the railway to Severn Beach/ Weston The lives of significant individuals in the past Wright Bros, Emelia Hart, Bristol Box Kite What did Brunel do for Bristol's transport? How did this affect things for us here? Why was a railway built to Avonmouth and then Severn Beach? What rail came first Weston or Severn Beach? How did this change location and its purpose? How did the railways affect time in Bristol? | |
| Science | Animals, including humans: - 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, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | Plants: - 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. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy. | | Living things and their habitats: - 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 - identify and name a variety of plants and animals in their habitats, including microhabitats - 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. | |
| Computing | Online safety | Grouping and sorting | | | | |
| Art | The Matthew Decorating stones | Autumn and seasons | | | | |
| DT | | | | | | |
| RE | The Christian story of creation | Incarnation | | | | |
| PSHE | Being me in my world | Celebrating differences | | | | |
| PE | Real PE | Real PE | | | | |
| Music | | Bristol primary curriculum unit 1 | | | | |
| Special Events | Harvest | Bonfire night Christmas | | | | |

Possible Trips

Local walk