

Roundswell Community Primary Academy - Long Term Topic Overview

	Autumn Term	Spring Term	Summer Term
Year 1	<p style="text-align: center;">Claws, Paws, Wings and Fins Animals and their habitats</p> 	<p style="text-align: center;">We Are What We Eat Local geography, imports and exports, farming, plants and habitats</p> 	<p style="text-align: center;">Plunder, Parrots and Planks Explorers, sailors and world geography/history</p> 
Year 2	<p style="text-align: center;">Superheroes Significant individuals, events and changes within and beyond living memory</p> 	<p style="text-align: center;">Were they hard times? Victorians in an inter-connected world, and their influence on the modern world</p> 	<p style="text-align: center;">Mysteries of the Rainforest Sustainability and conservation, animals and their habitats</p> 
Year 3	<p style="text-align: center;">Active Planet Fossils and rocks; and earthquakes and volcanoes and their effects on the world</p> 	<p style="text-align: center;">Explorers and Adventurers Ancient civilisation – Romans</p> 	<p style="text-align: center;">The Rise of the Robots Technology across the world and in the future</p> 
Year 4	<p style="text-align: center;">In the News Current affairs, bias and stereotype, ICT</p> 	<p style="text-align: center;">Stargazers Earth and the solar system</p> 	<p style="text-align: center;">Democracy Democracy through time and across the world, Fundamental British Values</p> 
Year 5	<p style="text-align: center;">Urban Pioneers Geography, settlements, art</p> 	<p style="text-align: center;">Time Machine: AD900 Ancient civilisations across the world</p> 	<p style="text-align: center;">Different Pasts, Shared Futures Migration and immigration</p> 
Year 6	<p style="text-align: center;">War and Peace Conflict, including WWI or WWII</p> 	<p style="text-align: center;">People Power Global Learning, active citizens</p> 	<p style="text-align: center;">What Price Progress? Inventions, consequences of scientific and other developments</p> 

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Year 1	<p style="text-align: center;"><u>Claws, Paws, Wings and Fins</u></p> <p>What is your favourite animal? Why do you like it? Does it slither, fly, run or swim? From pets we may have at home to animals in the zoo, children will find out what different animals need to survive, where they live and how they behave. Children will learn how animals are grouped by identifying and classifying them using first-hand observation and by formulating their own questions about animals to be answered. They will explore and learn about fish, amphibians, reptiles, birds and mammals, by comparison and direct experience, looking at their bodies and finding out about what they eat. Questions around the treatment of animals will be investigated, including how attitudes have changed through history, and children will express their own opinions around subjects such as zoos, circuses and visitor attractions that use animals for entertainment. Habitats will be investigated and compared, including micro-habitats, and their protection and development.</p> <p>Focus SDGs:</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><u>We Are What We Eat</u></p> <p>Tuck in and enjoy a yummy journey of discovery, tasting fantastic fruits, venerable vegetables and tantalising treats! In this topic, children will explore the local geography and traditions of North Devon, which has allowed farming, fishing and food production to play a major role in the local economy over time. They will look at fishing communities such as Appledore, Ilfracombe and Clovelly, as well as learn about food production such as market gardening in places like Combe Martin. An important part of this topic is the history of Fremington Quay as a bustling port and industrial place, importing and exporting goods all around the world, including the export of ball clay and the import of coal from South Wales and seed potatoes from Ireland. In Science, children will build on previous learning about what plants need to grow locally, as well as looking at plants that grow in different environments around the world. Learning about how environments need to be protected and maintained and the impact that human life can have on them will lead children to think about ways in which they can protect different environments, and allow them to grow their own food to eat and enjoy!</p> <p>Focus SDGs:</p> <div style="display: flex; justify-content: center;">  </div>	<p style="text-align: center;"><u>Plunder, Parrots and Planks</u></p> <p>Get your sea-legs on; it's time to set sail across the salty seas! Who were Anne Bonny, Mary Read, Richard Grenville, Sir Francis Drake, Sir Walter Raleigh, Sir John Hawkins, Sir Humphrey Gilbert and Sir Richard Grenville? Privateers or pirates? What are the facts on these characters? What is a letter of marque? Were there any female pirates? Did all pirates have parrots on their shoulders? Are there pirates in the world today? In this topic, children will be able to investigate the different aspects of the life of a sailor or pirate, including building sloops or galleons, finding out about the food, map making, learning how to make rope and finding out how the size and shape of sails affects the movement of ships. Finding out about how sailors, privateers and pirates affected life in North Devon by bringing the world to the local area will give children the opportunity to learn more about their local history, as well as that of the wider world.</p> <p>Focus SDGs:</p> <div style="display: flex; justify-content: center;">  </div>

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Year 2	<p style="text-align: center;"><u>Superheroes</u></p> <p>What makes a Superhero? Who's your favourite Superhero? Are they a 'goody' or a 'baddy'? What adventures do they have? Well, now it's your turn! It's time to don your superhero cape and save the world! Real life superheroes past and present are the theme of this topic. Children will learn about the lives of significant individuals from across the world and through time, such as: Mary Seacole, Edith Cavell and Lillian Wald; Christopher Wren and Zaha Hadid; Ada Lovelace, William Caxton, Grace Hopper and Tim Berners-Lee; and Malala Yousafzai and Alice Horwood, in order to explore and compare events and changes beyond living memory. Children will find out what made these people superheroes and what they did to earn that title, before thinking about how they themselves could change the world!</p> <p>Focus SDGs:</p> 	<p style="text-align: center;"><u>Were they hard times?</u></p> <p>The term "Victorian" was first used during the Great Exhibition in London (1851), where Victorian inventions and morals were shown to the world. What was life like in Victorian times? Was it like that for everyone? How was this shown by artists of the period? How has the Victorian period shaped life around the world today?</p> <p>In this topic, children will be learning about the lives of Victorians, from the poorest children to the wealthiest citizens. They will explore the lives of schoolchildren, which will start them off on their learning journey in which they will find out about many aspects of Victorian life – food, clothing, jobs, industry, transport and home life – as well as how Victorian holidaymakers shaped our North Devon coastal towns such as Westward Ho! and Ilfracombe. What was happening around the world in Victorian times will also be investigated. Pupils will find out about the way Victorians did much to create an increasingly inter-connected world, which was at odds at times with the way they treated their colonial subjects, and how this has an effect in today's world. Pupils will use their learning to identify the lives they would like to have lived during Victorian times, and those they would not have!</p> <p>Focus SDGs:</p> 	<p style="text-align: center;"><u>Mysteries of the Rainforest</u></p> <p>Through this topic, children will discover the beauty of our world, from the physical features and processes that shape our planet to the animals that inhabit it. Pupils will focus upon tropical rainforests biomes as a particular geographical aspect of a range of countries. They will also have the opportunity to explore the vital role we play in safeguarding our planet and its resources for future generations, becoming 'global caretakers'. Climate change will be investigated, as well as the impact of losing our rainforests, which could mean the loss of vital medicines yet to be discovered, as well as putting the planet as a whole at risk. Learning about the animals that live in the rainforest and asking questions about why that particular habitat suits each creature will be a real opportunity to become 'rainforest experts'!</p> <p>Focus SDGs:</p> 
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Year 3	<p style="text-align: center;"><u>Active Planet</u></p> <p>How are you affected by the power of nature? Did you know that the surface of the Earth is constantly moving? Where would the piece of land you are standing on now have been 1 million years ago?</p> <p>Children will explore the power of Mother Nature in this topic, which focuses on volcanoes and earthquakes. The tectonic plates that form the Earth's crust are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that have an effect on communities in wide areas. Children will learn about famous volcanoes and the effects they have had on people, as well as some of the reasons behind eruptions and earthquakes. They will extend their knowledge of the world's continents and oceans and the seasonal weather patterns of the UK and other countries. When looking at how communities are affected by these natural events, children will learn about the ways in which people survive and the social groups and institutions that help them.</p> <p>As part of this topic, children will also explore different types of buildings and which are more suitable for building in areas prone to effects of the actions of the planet. In Science, they will be looking at different types of rocks and soils as well as how fossils form.</p> <p>Focus SDGs:</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><u>Explorers and Adventurers</u></p> <p>Is exploration always a good thing? When were the Romans not the Romans? Who were the Dumnonii? How do we know about the Roman world? Come and find out as we explore the Roman world...</p> <p>The Roman Empire had great influence over a huge part of the world. In this topic, children will explore and investigate the impact exploration had, with Roman exploration at the heart of their learning. They will find out about who Romans were and where they came from, as well as exploring the rights and wrongs of exploration from a variety of points of view, including British resistance by key figures such as Boudicca. The way historians have evaluated and used sources to find out about Roman Britain will be key to pupils' learning in Humanities, and they will find out about geographical terms and use them to express their findings about Roman Devon. They will look at how the geographical features affect the lives of people exploring there and vice versa.</p> <p>Focus SDGs:</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><u>The Rise of the Robots</u></p> <p>Robots are an important part of modern life in many ways, taking on an increasing role in our society, but how much do we know about them?</p> <p>In this topic, children will develop their understanding of the developing technologies involved in areas related to robotics; power, mechanics, and programming. They will learn about some of the history of robots, as well as considering how current robots can both help and harm in societies around the world. In order to inspire the children's own artwork, they will discover artists such as Eric Joyner, Clayton Bailey and Karl Egenberger. In their explorations throughout the topic, children will find out about the potential robots have for different people in different places and in different societies.</p> <p>Focus SDGs:</p> <div style="text-align: center;">  </div>
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Year 4	<p style="text-align: center;"><u>In the News</u></p> <p>Current. Challenging. Shocking? Without bias or stereotype? What have you heard about in the news lately?</p> <p>This topic is entirely based on current affairs that are relevant or interesting to the children. IT is a large part of this topic where children will learn how to be discerning consumers of news and analyse, evaluate and ask themselves questions about sources before and creating messages in a wide variety of media modes, genres, and forms. Pupils will look at geographical and historical factors behind current news stories as well as exploring the positive and negative influences of friends, peers and the media on their own perceptions of a range of factors, including lifestyle and gender.</p> <p>Focus SDGs:</p> 	<p style="text-align: center;"><u>Stargazers</u></p> <p>Can you imagine sitting above the world with a satellite and looking back down? What can you see? Come and journey through space, the final frontier...</p> <p>In this topic the children will explore Earth and the surrounding solar system. They will explore how shadows are formed and change throughout a day. The pupils will investigate the history of space travel itself and how countries have worked in the past and are working together now to further exploration. Questions around the cost and rewards of space exploration for different countries in the world will be explored through questions such as 'Why should we explore space before we fix Earth's problems?'. Significant individuals in the widening of knowledge about space (e.g. Galileo Galilei and Isaac Newton) will be investigated as well as ways in which we can explore space ourselves using IT from our seats in the classroom. Through this knowledge children will consider themselves as space explorers and develop products to take into space as well as thinking about the next steps they would like to take in space exploration.</p> <p>Focus SDGs:</p> 	<p style="text-align: center;"><u>Democracy</u></p> <p>What links the Ancient Greeks, the Magna Carta, Emmeline Pankhurst, Mahatma Gandhi and Martin Luther King?</p> <p>Children will gain a greater understanding of the way our country and others are run in this topic, learning about shared decision making which includes accepting the view of the majority, and about Fundamental British Values.</p> <p>They will learn about the beginnings of democracy through finding out about Ancient Greece, progressing through the establishment of British democracy, universal suffrage in different countries in different times and the working of the present day parliamentary system.</p> <p>Focus SDGs:</p> 
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<p>Year 5</p>	<p style="text-align: center;"><u>Urban Pioneers</u></p> <p>Hop on the bus and take a trip through your town, where every street has a story to tell! In this topic, children will build on their Geography knowledge by using fieldwork skills, to learn the story of Fremington, Bickington and Barnstaple. Pupils will build upon previous work in KS1 about the factors that contributed to the establishment and development of Fremington as a port, and Barnstaple as a town will be investigated as part of a local study; looking at them through history as well as from a new perspective..</p> <p>In Science and technology the focus will be on buildings, with children finding out about materials used to build different types of settlements, including eco-friendly. Quality of life in a range of settlements will be considered, as well as how life within the 'global village' affects us. The children will work towards designing their own settlement from a chosen area and period of time, learning all the skills they will need along the way.</p> <p>Learning in art and design will focus on portrayals of urban settings (e.g. Pieter Bruegal the Elder, L.S. Lowry) and artists that have used the urban environment (e.g. Banksy, Stik, Henri Cartier-Bresson, Raghubir Singh). Children will use ICT as well as more traditional methods to produce urban art based on their own local area.</p> <p>Focus SDGs:</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><u>Time Machine: AD900</u></p> <p>If you had a time machine, where would you have preferred to live in AD 900? Why? What was happening in different places around the world at that time?</p> <p>In this topic, beginning with Anglo-Saxon England, children will learn about the world in AD 900, focusing on Mayan, Benin and early Islamic culture and society. Pupils will explore the main elements of: life in Anglo-Saxon England; the collapse of the Mayan empire; the establishment of the Kingdom of Benin; The House of Wisdom and the Golden Age of Islam, before answering the question of where they would choose to live if they were to be transported back to AD900, and why!</p> <p>Focus SDGs:</p> 	<p style="text-align: center;"><u>Different Pasts, Shared Futures</u></p> <p>Who are you? Where are you from? Where are you going? Are we going together? 'Different Pasts, Shared Futures' explores the ideas and reasons behind migration across the world, and asks whether collaboration between people from different backgrounds strengthens communities.</p> <p>Through this topic, children will learn about the differences between migrants, immigrants and refugees, and how these groups of people have contributed to our country and local area. Migrants from history will be studied to find out answers to such questions as 'How did the Windrush generation change the face of Britain?' and 'Who was John Blanke?'</p> <p>Overall, this topic aims to enable young people to explore universal human values and mutual respect and understanding.</p> <p>Focus SDGs:</p> 
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Year 6	<p style="text-align: center;"><u>War and Peace</u></p> <p>When did the Great War become a World War? Which nation lost the most men while fighting for Great Britain during WWI? Why didn't children play conkers during WWI? Who were the White Feather Girls? Who was Thomas Highgate?</p> <p>This topic tackles how feelings are expressed and how extreme negative feeling can lead to war. Using different sources, the children will be examining various conflicts from the twentieth and twenty first centuries, up to the present day (to include either WWI or WWII). Pupils will be looking at how those conflicts affected (or are affecting) people in different parts of the world in different ways. The children will explore different viewpoints on war, and how those views are expressed, for example, in art, literature and online.</p> <p>Focus SDGs:</p> 	<p style="text-align: center;"><u>People Power</u></p> <p>Are you prepared to stand up for what you believe in? How strongly do you believe in something?</p> <p>At the core of the People Power topic is the idea that people's actions in the past have shaped our present and that our actions will shape the present as well as the future. We will look at key figures who have stood up and opened the world's mind to issues in society, such as Nelson Mandela, Malala Yousafzai, Martin Luther King, Gandhi and Emmeline Pankhurst. Pupils will also investigate different ways that people have protested, for example through activist art and music, such as John Lennon, Woody Guthrie, Ai WeiWei, Banksy and Picasso. Children will explore rights and responsibilities as well as current issues (including local ones) that affect the lives of many. The topic will culminate in children demonstrating how to utilise their power to impact on something that is important to them!</p> <p>Focus SDGs:</p> 	<p style="text-align: center;"><u>What Price Progress?</u></p> <p>Where did this invention come from? Who invented it? What is it for? Should it have been invented? Can I do better? Have its effects been wholly positive? This topic examines the consequences of scientific and other developments, both positive and negative. Children will learn about significant inventions through time and find out about current inventions, asking questions such as: where did this invention come from? Who invented it? What is it for? How could I improve it?</p> <p>Science learning in this topic will focus on identifying scientific evidence that has been used to support or refute ideas or arguments, as well as children planning and carrying out investigations to answer questions. Pupils will find out about child inventors, such as Louis Braille (inventing a way to enable blind people to read) , Elif Bilgin (invented bio-plastic using banana peels), Kiara Nirghin (using orange peel to develop a cheap super-absorbent material to help soil retain water) and Rohit Fenn (inventor of the <i>Vacu-Flush</i> toilet which reduces overall water consumption of a toilet by roughly 50%) before developing their own inventions to solve real life problems.</p> <p>Focus SDGs:</p> 
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