

HESWALL TOPIC THEME OVERVIEW (2 Year Rolling Programme) 2021-2023



| Heswall Primary Topic overview (2 year rolling programme) | | Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|----------------|--|--|--|---|---|--|----------|
| Reception | 1 (2021-22) | All about me <i>What is perfect?</i> | Celebrations <i>Can extinction be prevented?</i> | Space <i>Can humans live on another planet?</i> | Dinosaurs <i>Can extinction be prevented?</i> | Fairy Tales | | Holidays |
| (Not rolling programme) | 2 | <i>What makes me me?</i> | <i>Is it OK to be worried or scared?</i> | <i>Should we give up if something is too hard?</i> | <i>Is it OK to lie?</i> | <i>Is change always a good thing?</i> | | |
| Year 1 | 1 | Africa (Uganda) <i>How can we help the environment locally and globally?</i> | Africa (Uganda) <i>How can we help the environment locally and globally?</i> | Historical figures <i>How can small actions make big differences?</i> | Historical figures <i>How can small actions make big differences?</i> | UK <i>What does it mean to be British?</i> | UK <i>What does it mean to be British?</i> | |
| | 2 | Structures <i>What is a structure?</i> | Structures <i>What is a structure?</i> | Transport <i>How many ways can we explore our world?</i> | Transport <i>How many ways can we explore our world?</i> | <i>Where does our food come from?</i> | <i>Where does our food come from?</i> | |
| Year 2 | 1 | Africa (Uganda) <i>How can we help the environment locally and globally?</i> | Africa (Uganda) <i>How can help the environment locally and globally?</i> | Historical figures <i>How can small actions make big differences?</i> | Historical figures <i>How can small actions make big differences?</i> | UK <i>What does it mean to be British?</i> | UK <i>What does it mean to be British?</i> | |
| | 2 | Structures <i>Who might build a structure like this?</i> | Structures <i>Who might build a structure like this?</i> | Transport <i>Why do we go on journeys?</i> | Transport <i>Why do we go on journeys?</i> | <i>Where does our food come from?</i> | <i>Where does our food come from?</i> | |
| Year 3 | 1 | Rainforests <i>How can we protect the lungs of the planet?</i> | Rainforests <i>How can we protect the lungs of the planet?</i> | Tudors <i>How has the reign of the Tudors impacted our lives today?</i> | Tudors/Shakespeare <i>How has the reign of the Tudors impacted our lives today?</i> | Romans/Pompeii-Volcanoes and Earthquakes | Science led topic | |
| | 2 | Egyptians <i>Why was the afterlife so important to the Egyptians?</i> | Egyptians <i>Why was the afterlife so important to the Egyptians?</i> | Anglo Saxons <i>How did the Anglo Saxons change the course of history?</i> | Anglo Saxons <i>How did the Anglo Saxons change the course of history?</i> | Liverpool <i>Why were people in Liverpool affected by</i> | Liverpool <i>Is it too late to clean the Mersey?</i> | |

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|---------------|----------|---|---|---|---|--|--|
| | | | | | | <i>the sinking of the Titanic?</i> | |
| Year 4 | 1 | Rainforests <i>How can we protect the lungs of our planet?</i> | Rainforests <i>How can we protect the lungs of our planet?</i> | Tudors <i>How has the reign of the Tudors impacted our lives today?</i> | Tudors/Shakespeare <i>How has the reign of the Tudors impacted our lives today?</i> | Romans/Pompeii-Volcanoes and Earthquakes | Science led topic |
| | 2 | Egyptians <i>Why was the afterlife so important to the Egyptians?</i> | Egyptians <i>Why was the afterlife so important to the Egyptians?</i> | Anglo Saxons <i>How did the Anglo Saxons change the course of history?</i> | Anglo Saxons <i>How did the Anglo Saxons change the course of history?</i> | Liverpool <i>Why were people in Liverpool affected by the sinking of the Titanic?</i> | Liverpool <i>Is it too late to clean the Mersey?</i> |
| Year 5 | 1 | WW2: The Home Front <i>What is the impact of war?</i> | WW2 Overseas/Germany <i>What is the impact of war?</i> Environment COP26 <i>How can we create a future in which both humans and nature can thrive?</i> | Science Led:Earth and Space <i>Are we alone in the Universe?</i> | North America <i>Where could a wolf survive in North America?</i> | Stone Age <i>What would life be like without plastic?</i> | Vikings <i>Vikings on Wirral! How do we know?</i> |
| | 2 | Explorers/Extreme Earth <i>Can anyone be an Explorer? Ernest Shackleton</i> | Explorers/ Mayans <i>Can anyone be an Explorer? The Mayans</i> | Science Led: Earth and Space <i>Are we alone in the Universe?</i> | UK study/Macbeth <i>Are we masters of our own destinies?</i> | Ancient Greeks <i>How has life in Ancient Greece contributed to the way we live today?</i> | Wonderful Wirral <i>What makes our local coastline unique and how can we protect it?</i> |
| Year 6 | 1 | WW2: The Home Front <i>What is the impact of war?</i> | WW2 Overseas/Germany <i>What is the impact of war?</i> Environment COP26 <i>How can we create a future in which both humans and nature can thrive?</i> | Science led: Evolution <i>In two thousand years will human bodies look the same as they do now?</i> | North America <i>Where could a wolf survive in North America?</i> | Stone Age <i>What would life be like without plastic?</i> | Vikings <i>Vikings on Wirral! How do we know?</i> |
| | 2 | Explorers/Mayans <i>Can anyone be an explorer? The Mayans</i> | Explorers/Extreme Earth <i>Can anyone be an Explorer? Ernest Shackleton</i> | Science Led: Human Body <i>Is human life more important than an animals?</i> | UK Study/ Macbeth <i>Are we masters of our own destinies?</i> | Ancient Greeks <i>How has life in Ancient Greece contributed to the way we live today?</i> | Wonderful Wirral <i>What makes our local coastline unique and how can we protect it?</i> |

Heswall Primary School follows a dynamic, reactive curriculum. Changes may be made at any point in the year, in response to events or experiences locally and globally. This will ensure that children are consistently given the very best learning opportunities. SLT, Subjects leads and teachers will carefully monitor any changes made to ensure full coverage of the National Curriculum is achieved by the end of each year. Planning for each topic is done half termly, in collaborative teams, on a two year rolling programme in KS1/2. Our annual topic theme intentions are

shown below. Each theme will begin with a question. Teachers will plan in a cross curricular manner, using a key 'vehicle' narrative/non narrative text to underpin their topic. We aim to encapsulate as many curriculum areas in each topic as possible, however we recognize that all links must be relevant there may be some curriculum objectives that need to be taught in isolation. A topic medium term plan will be produced and posted on the school website each half term. This plan will fully outline the curriculum coverage of each topic.