



**Music:** weekly lessons with music specialist    **Art/Computing:** skills lessons weekly during PPA    **MFL/RPSHE:** weekly lessons    **PE** weekly skills lessons in PPA plus PE lesson with class teacher

A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Seasonal Changes to be investigated throughout the year in Y1	<b>Fire! Fire!</b> <i>(Samuel Pepys)</i> Evidence; diary extract from Pepys <i>(Vlad and the Fire of London)</i>	<b>Let's Celebrate!</b> <i>(12 Days of Christmas -KS1)</i> Which celebration would you choose? <i>(Katie Morag and the Wedding)</i>	<b>Water, Water everywhere!</b> Evidence; message in a bottle. <i>(Katie Morag stories)</i>	<b>Long live the Queen!</b> <i>(The Queen)</i> Would you like to be King or Queen for the day? <i>(Paddington visits the Palace)</i>	<b>Journey through Time</b> Which mode of transport (past, present or future) would you like to travel in to your next school trip? <i>(Mrs Armitage on Wheels)</i>	<b>Where do I belong?</b> What's the difference between a house and a home? <i>(Belonging by Jeannie Baker)</i>
	<b>Science -</b> Y1 - Everyday Materials Y2 - Use of Everyday Materials	<b>Science -</b> Y1 - Animals including humans (humans) Y2 - Animals including humans	<b>Science -</b> Y1 Animals including humans (animals) Y2 - review	<b>History -</b> British Monarchy	<b>Science -</b> Y1 - Plants Y2 - Plants	<b>Science -</b> Y1 - conclude seasonal change Y2 - Living things and their habitats
	<b>History -</b> Great Fire of London	<b>DT -</b> decorations for specific celebration	<b>Geography -</b> UK and Scotland	<b>DT -</b> Textiles - Glove puppets	<b>History -</b> transport	<b>Geography -</b> Doxey, Stafford
	<b>RE week</b> Celebration 1.2b	<b>Geography -</b> celebrations around the world		<b>RE week</b> Answers 1.1a 1.4c	<b>RE week</b> Belonging 1.4c	<b>RE week</b> Families 1.5b
LKS2	<b>One Earth!</b> <i>(Mae Jensen)</i> What difference can I make to our environment? <i>(Song of the Dolphin Boy)</i>	<b>The Empire Strikes!</b> <i>(Spartacus)</i> Evidence left from Spartacus <i>(Escape from Pompei)</i>	<b>Incredible India</b> <i>(Junko Tabei)</i> What makes India so incredible? <i>(Elephant Dance)</i>	<b>Mathematical Maya</b> <i>(12 Days of Christmas - KS2)</i> Evidence in hieroglyphics with cocoa beans and trading values <i>(The Chocolate Tree)</i>	<b>Tomb Raiders</b> <i>(Tutankhamum)</i> Letter from brother about raiding the tomb <i>(Ma'at's Feather)</i>	<b>Location, Location, Location!</b> What is there to love about living in Staffordshire? <i>(Flotsam)</i>
	<b>Science -</b> Y3 Electricity Y4 Electricity	<b>Science -</b> Y3 - Plants Y4 - Living things and their habitats	<b>Science -</b> Y3 Animals including humans (nutrition) Y4 Animals including humans	<b>Science -</b> Y3 Animals including humans (movement) Y4 States of Matter	<b>Science</b> Y3 - Rocks Y4 - Sound	<b>Geography -</b> Staffordshire
	<b>DT -</b> light up sign using recycled materials	<b>History -</b> The Romans	<b>Geography -</b> Asia	<b>History -</b> The Maya <b>DT -</b> packaging	<b>History -</b> Ancient Egypt	<b>Art/DT/Computing -</b> display
	<b>Geography -</b> natural resources		<b>Art -</b> colour	<b>DT -</b> packaging		<b>RE week</b> Religion in the home 2.2a
	<b>RRE week</b> Beginning of the World 2.1d	<b>RE week</b> Sharing food in religious festivals 2.2c	<b>RE week</b> Study of chosen religion Hinduism 2.4c			
UKS2	<b>Lest We Forget!</b> <i>(Nanacy Wake)</i> What message would you deliver on your poster about WW2? <i>(Letters from the Lighthouse)</i>	<b>Our Britain!</b> <i>(12 Days of Christmas - KS2)</i> Why do so many people want to live in our home country? <i>(The Journey)</i>	<b>It's a Man's World! Or is it?</b> <i>(Amelia Earhart)</i> Are some things better left to men? <i>(Sky Chasers)</i>	<b>Freedom or Captivity?</b> <i>(Kira Salak)</i> Nether animals nor humans should be kept anywhere against their will! <i>(The Hunter)</i>	<b>Eureka! It's all Greek to me!</b> <i>(Journey through Arabia)</i> The alarm clock, the theatre, the Olympics, geometry and medicine all have one thing in common. Which is the greatest legacy? <i>(Who let the Gods out?)</i>	<b>Eurovision!</b> We don't decide where we are born but we should be able to decide where we call home. Where would you choose to call home? <i>(Tea Cup)</i>
	<b>History -</b> World War II	<b>Science -</b> Y5 - Electricity Y6 - Electricity	<b>Science -</b> Y5 Forces Y6 Evolution and Inheritance	<b>Science -</b> Y5 - Living things and their habitats Y6 - Living things and their habitats	<b>Science -</b> Y5/Y6 Properties and changes in materials	<b>Science -</b> Y5 - Animals including humans Y6 - Animals including humans
	<b>DT -</b> cooking and nutrition - Afternoon Tea	<b>Geography -</b> UK	<b>History -</b> significant women who have changed the world	<b>Geography -</b> Africa	<b>History -</b> Ancient Greeks	<b>Geography -</b> Europe
	<b>RE week</b> Peace 2.3a	<b>RE week</b> Religious Diversity - happens 2.4a		<b>RE week</b> Values and Beliefs	<b>RE week</b> Wise Words 2.1a	

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KS1  Seasonal Changes to be investigated throughout the year in Y1	<p><b>Once upon a time...</b> <i>(Traditional Tales)</i> Exert from Fairytale News - toys needed to occupy wayward characters <i>(Goldilocks and the 3 Bears)</i></p>	<p><b>The Circle of Life</b> <i>(Walt Disney)</i> If the lion is the King of the Jungle, who is the king of the farmyard? <i>(Lila and the Secret of Rain)</i></p>	<p><b>A Walk on the Wildside</b> <i>(Steve Backshall)</i> The wildest animal on the earth or in the ocean is... <i>(Tin Forest).</i></p>	<p><b>Dream Big!</b> <i>(Arthur Wharton)</i> When I grow up I want to be... <i>(Traction Man)</i></p>	<p><b>Food Glorious Food!</b> How healthy are our lunchboxes? <i>(Lighthouse Keeper's Lunch)</i></p>	<p><b>In a castle far away...</b> Letter from the paper bag princess to help rebuild her castle. <i>(The Paper Bag Princess)</i></p>
	<p><b>Science</b> - Y1 - Everyday Materials Y2 - Use of Everyday Materials</p>	<p><b>Science</b> - Y1 - Animals including humans (animals) Y2 - Animals including humans</p>	<p><b>Science</b> - Y1 Animals including humans (humans) Y2 - Living things and their habitats</p>	<p><b>History</b> – significant people who changed the world</p>	<p><b>Science</b> - Y1 - Plants Y2 - Plants</p>	<p><b>History</b> – castles</p>
	<p><b>History</b> – toys</p>					<p><b>Geography</b> - castle locations</p>
	<p><b>DT</b> - Toys for book characters</p>	<p><b>Geography</b> - UK/Africa</p>	<p><b>Geography</b> - Australia</p>	<p><b>Art</b> - gallery of aspirations/gardening</p>	<p><b>DT</b> - Healthy Picnic (parent picnic)</p>	<p><b>Art</b> - Paul Klee (Castles in the Sun)</p>
<p><b>RE week</b> Story telling through sacred writing 1.5c</p>		<p><b>RE week</b> Caring for the natural world 1.6c</p>	<p><b>RE week</b> Showing kindness and being good 1.6a</p>		<p><b>RE week</b> Worship and ceremonies 1.3a</p>	
LKS2	<p><b>Invaders and Settlers!</b> <i>(Spooktacular)</i> Evidence from destroyed village  Beowulf (Usborne version)</p>	<p><b>The Vicious Vikings!</b> <i>(Leif Erikson)</i> Were the Vikings really vicious or are we being a bit unfair? (How to train a Dragon)</p>	<p><b>Endurance!</b> <i>(Ernest Shackleton)</i> Diary extract - Where in the world is Shackleton? <i>(Rainbow Bear)</i></p>	<p><b>Survival!</b> <i>(Levison Wood)</i> Is there a difference between surviving and living? (The Explorer)</p>	<p><b>The Wright to Flight!</b> <i>(Nellie Bly)</i> Flight is the greatest invention ever! <i>(Farther)</i></p>	<p><b>Walking the Amazon!</b> <i>(Ed Stafford)</i> Are we still hunters and gatherers?  <i>(Stone Age Boy)</i></p>
	<p><b>Science</b> - Y3 - Animals including humans (nutrition) Y4 - Animals including humans</p>	<p><b>Science</b> - Y3 - Animals including humans (movement) Y4 - States of Matter</p>	<p><b>Science</b> - Y3 - Light Y4 - Light</p>	<p><b>Science</b> - Y3 - Plants/light Y4 - Living things and their habitats</p>	<p><b>Science</b> - Y3 and Y4 Forces and Magnets</p>	<p><b>Science</b> - Y3 - Rocks Y4 - Sound</p>
	<p><b>History</b> – Anglo Saxons</p>	<p><b>History</b> – Vikings</p>	<p><b>Geography</b> - Artic circle</p>	<p><b>Geography</b> - natural disasters</p>	<p><b>DT</b> - create a flying machine</p>	<p><b>History</b> – Stone Age to Iron Age</p>
	<p><b>RE week</b> Harvest 2.6d</p>	<p><b>RE week</b> Landmarks in life 2.4d</p>		<p><b>RE week</b> Thinking about God 2.3d</p>	<p><b>RE week</b> Features and patterns of worship 2.2b</p>	<p><b>Geography</b> - South America</p>
UKS2	<p><b>Money makes the world go round!</b> <i>(Harriet Tubman)</i> Letter from local business - design challenge <i>(Billionaire Boy)</i></p>	<p><b>We are the future!</b> How can we change the world by looking at the past?  <i>(Street Child/Spit Nolan)</i></p>	<p><b>Adventure is round the corner!</b> <i>(Ranulph Fiennes)</i> Is Sir Ranulph Fiennes the greatest ever living explorer? <i>(Kenzuke's Kingdom)</i></p>	<p><b>The Camera never Lies... or does it?</b>  <i>(Hugo Cabret)</i></p>	<p><b>The Lone Star!</b> <i>(Eugene Bullard)</i> How deep do you have to dig to succeed?  <i>(Holes)</i></p>	<p><b>One Giant Leap!</b> <i>(Tim Peake)</i> Are there other forms of life out there?  <i>(Cosmic)</i></p>
	<p><b>Geography</b> -People and places</p>	<p><b>Science</b> - Y5 - Living things and their habitats Y6 - Living things and their habitats</p>	<p><b>Science</b> - Y5 Forces Y6 Evolution and Inheritance</p>	<p><b>Science</b> - Y5 - Light Y6 - Light</p>	<p><b>Science</b> - Y5 - Animals including humans Y6 - Animals including humans</p>	<p><b>Science</b> - Y5 and Y6 Earth and Space</p>
	<p><b>DT</b> - design product/service</p>	<p><b>History</b> – Victorians</p>	<p><b>Geography</b> - World</p>	<p><b>History</b> – film</p>	<p><b>Geography</b> - North America</p>	<p><b>History</b> – Space</p>
	<p><b>RE week</b> Justice Rich and poor 2.5c</p>	<p><b>RE week</b> Words of Wisdom 2.3b</p>	<p><b>Art</b> - Sculpture and pastels</p>	<p><b>Computing</b> - image and film</p>	<p><b>RE week</b> The importance of hope 2.5a</p>	<p><b>RE week</b> taking part 2.4d</p>

ADDITIONAL OPPORTUNITIES FOR RECAP - **RE workshops to be added.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	International day of peace - 21st September Autumn Equinox - 22nd September British Food Fortnight - 17th September - 2nd October	World food day - 16th October Road Safety Week - 21st-27th November	UNICEF day for change - 3rd February	British Science Week - 6th-15th March Commonwealth Day - 12th March Spring Equinox - 20th March		World Environment Day - 5th June World Oceans Day - 8th June Children's Art Day - 6th July
LKS2	International day of peace - 21st September European Day of Languages - 26th September Autumn Equinox - 22nd September British Food Fortnight - 17th September - 2nd October	World food day - 16th October Child Poverty Day - 17th October International Mountain Day - 11th December	UNICEF day for change - 3rd February	British Science Week - 6th-15th March Fair Trade Fortnight - 27th Feb - 11th March Commonwealth Day - 12th March World Day for Water - 22nd March Earth Day 22nd April	Europe Day - 9th May World Fair Trade day - 14th May	World Environment Day - 5th June World Oceans Day - 8th June Children's Art Day - 6th July
UKS2	International day of peace - 21st September British Food Fortnight - 17th September - 2nd October European Day of Languages - 26th September Autumn Equinox - 22nd September World Space Week - 4th - 10th October Black History Month - October	Parliament Week - early November World food day - 16th October Child Poverty Day - 17th October Enterprise Week - 15th - 21st November International Mountain Day - 11th December	UNICEF day for change - 3rd February Cadet training (Y5)	British Science Week - 6th-15th March Fair Trade Fortnight - 27th Feb - 11th March International Women's Day - 8th March Commonwealth Day - 12th March World Day for Water - 22nd March Earth Day 22nd April	Europe Day - 9th May World Fair Trade day - 14th May	World Environment Day - 5th June World Oceans Day - 8th June Refugee week - 20-26th June Rotary Engineering Challenge Children's Art Day - 6th July

**Commando Joe's:** these Missions are used to compliment the Doxey curriculum in order to help build essential life skills and further develop character skills;  
**Reliance, Empathy, Self awareness, Positivity, Excellence, Communication, Teamwork**

**Commando Joe's:** these Missions are used to promote Equality, Diversity and Inclusion. They support diversity in the classroom by allowing pupils to appreciate different perspectives and to understand more about living in a diverse modern Britain.

**Additional curriculum opportunities for KS1 include:**

- Weekly Commando Joe - Character building missions
- Annually Scootability - Y2
- Annual Royal School of Music ensemble performance to parents and exam
- Annual Christmas performance to parents
- Half termly visits/visitors relating to mini missions

**Additional curriculum opportunities for KS2 include:**

- Weekly Commando Joe - Character building missions
- Annual residential visits - Year 5
- Bikeability - Year 5
- 4 sessions Police Cadet Training - Year 5
- Annual Royal School of Music ensemble performance to parents and exam
- Annual UKS2 Production to parents
- Half termly visits/visitors relating to mini missions

# How do we know that our curriculum is having the desired impact?

## Teachers

- Become more knowledgeable
- Have higher levels of confidence in delivering all areas of the curriculum
- Can give senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are coping with the taught content
- Teach consistently well; applying sound pedagogical practices in all lessons
- Plan coherent learning journeys based on the Mini Mission overviews
- Seek support from subject leads when they are less confident

## Children

- Can talk with confidence about what they have learned, using correct terminology
- Are enthused and interested in a wide range of curriculum areas
- Can talk about the specific characteristics of subjects and the disciplines associated with them
- Can show adults examples of their learning and describe the 'why' behind work they have produced
- Demonstrate good learning behaviours in all lessons
- Are able to make thoughtful links between subjects
- Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have

## Children's work

- Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example
- Captures their increasing understanding of key concepts within each subject
- Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content
- Shows that a coherent teaching sequence has taken place within each Mini Mission
- Demonstrates our curriculum's emphasis on subject-specific terminology

## Visitors and Governors

- Give us positive feedback about pupil engagement and behaviour in lessons
- Comment on the high-quality work that they see.
- Report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development

## Parents and carers

- Give us positive feedback about their children's attitudes to school
- Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest)