

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Part 1	<p><i>Who do you think you are?</i> (Ourselves, clothes, interests and healthy eating)</p> <ul style="list-style-type: none"> - PSED: MR, MH, MFB - PD: HSC, SA - UW: PC 	<p><i>What's your favourite colour?</i> (Seasons, festivals, colours and cultures)</p> <ul style="list-style-type: none"> - PD: MH - UW: PC, UW 	<p><i>Who can help us in our community?</i></p> <ul style="list-style-type: none"> - UW: PC, TW - CL: U - PSED: SCSA 	<p><i>Are we nearly there?</i> (transport/change)</p> <ul style="list-style-type: none"> - PSED: MR, SCSA - PD: MH - UW: TW 	<p><i>Can I tell you a story?</i> (fairy tales and superheroes, pirates)</p> <ul style="list-style-type: none"> - CL: LA, U, S - L: R, W - EAD: BI 	<p><i>Which animals amaze you?</i> (patterns, habitats/homes; farm. Safari, under the sea/seaside)</p> <ul style="list-style-type: none"> - M: SSM - UW: TW - EAD: EUMM, BI
	Part 2	Child led learning		Child led learning		Child led learning	
	Hooks and visits	<i>Doctor visit</i> <i>Lifeguard visit</i>		<i>Police visit with car</i>		<i>Zoo (or similar)</i>	
	Science	<p>Global Context Young people's Trust for the Environment Packaging and recycling https://ypte.org.uk/lesson-plans/food-packaging-and-recycling</p>				<p>Global Context Young people's Trust for the Environment Busy Bees https://ypte.org.uk/lesson-plans/bees</p>	
	Art/DT			<p>https://www.twinkl.co.uk/resources/craft-activities-expressive-arts-and-design-eyfs-activities-childminders/everyday-life-craft-activities-expressive-arts-and-design-eyfs-activities-childminders/people-who-help-us-everyday-life-craft-activities-expressive-arts-and-design-eyfs-activities-childminders Talking Picture This and other lifeboat prints can be found here https://www.mallgalleries.org.uk/about-us/blog/sea-lifeboats-rnli-royal-society-marine-artists</p>			

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

	RE	Why is the word 'God' so important to Christians? Why do Christians perform Nativity Plays at Christmas ?	What times/stories are special and why? Why do Christians put a cross in an Easter garden?	Where do we belong? What places are special and why?
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Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

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Year 1&2	Year A	Fire! Fire! Hook: Fire Station		Pirates and Privateers Hook: Pirate day Trip: Golden Hind		Roots, Shoots and Muddy Boots Trip: Dartington Deer Park	
	Key Enquiry Questions & Links to NC	Who was affected by the Great fire of London? -Hist: events beyond living memory that are significant nationally or globally, for example, the Great Fire of London.	Which cities are important in the UK? -Geog: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Did you have to be male to be a pirate? -History: use lives of significant individuals in the past who have contributed to national and international achievements. (Anne Bonny, Blackbeard).	Where in the world would you find pirates? -Geog: name and locate the world's seven continents and five oceans, 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.	What is special about where we live? -Geog: 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.	How has our school changed? -History: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
	Science Seasonal Changes running through each term	Year 2: Living things and their habitats (habitats and food chains)		Year 2: Animals including humans (requirements for survival, offspring growing to adults, exercise, food and hygiene)		Year 1: Plants (identifying plants and plant structure)	

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

	Art/DT		Self portraits – myself as a pirate	
	RE	Who Made the World?	What do Christians believe God is Like? Who is Jewish and how do they live?	Who is Jewish and how do they live?

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

	Year B	Followers of Fashion Hook: Spinning wool Trip: Local textile mill/Morwellham Quay		Wild Weather Trip: Met Office/Hallsands (Forest & Beach)		Across the Sea Trip: Aquarium/Rock pooling Wembury	
	Key Enquiry Questions & Links to NC	<p><i>Would you want to be a Victorian child?</i></p> <p>-Hist: Changes within living memory including aspects of change in national life (Lifestyles through the decades ,chronology, similarities and differences).</p>	<p><i>Would you rather live in the town or the country?</i></p> <p>-Geog: Identify seasonal and daily weather patterns in the United Kingdom (link to environment and pollution), use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><i>How is living in Madagascar different from living in Harbertonford/Devon?</i></p> <p>-Geog: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (similarities and differences), 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><i>What would be worse- a flood or a big freeze?</i></p> <p>-Hist: significant historical events, people and places in their own locality, (Harbertonford flood, recent winters).</p> <p>-Geog: devise a simple map; and use and construct basic symbols in a key</p>	<p><i>What lives in the oceans?</i></p> <p>-Geog: Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles, oceans and continents, use world maps, atlases and globes.</p>	<p><i>Which explorer faced the greatest challenge?</i></p> <p>-Hist: lives of significant individuals, national and international achievements, compare aspects of life in different periods. (James Cook & Roald Amundsen)</p>

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

	<p>Science</p> <p>Seasonal Changes running through each term</p>	<p>Y1: Everyday materials (different types and properties of materials)</p> <p>Y2: Uses of Everyday Materials (identification, comparison and changing)</p>	<p>Year 2: Plants (seeds and bulbs, requirements for germination and growth)</p>	<p>Y1: Animals including humans (identifying types of animals, animal structure, carnivores, herbivores, omnivores)</p>
	Art/DT			
	RE	<p>Who is Muslim and how do they live?</p> <p>Why does Christmas matter to Christians?</p>	<p>Who is Muslim and how do they live?</p> <p>Why does Easter matter to Christians?</p>	<p>What is the good news Jesus brings?</p> <p>What makes some places sacred to believers?</p>

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

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Year 3&4	Year A	Dartmoor Rocks! Trip: Haytor (Dartmoor)		Eruptions and Explosions Hook: Forest School- erupting volcanoes.		Greece is the Word Hook: Olympic games day	
	Key Enquiry Questions & Links to NC	<p>Where would you make a settlement on Dartmoor?</p> <p>-Geog: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time, use fieldwork to observe, measure, record and present the human and</p>	<p>What would be the hardest thing about being a stone age farmer?</p> <p>-Hist: changes in Britain from the Stone Age to the Iron Age, late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p>	<p>When and where to earthquakes happen?</p> <p>-Geog: describe and understand key aspects of physical geography, including volcanoes and earthquakes, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Why would people choose to live on the slopes of a volcano?</p> <p>-Hist: world history, construct informed responses that involve thoughtful selection and organisation of relevant historical information, use a range of sources.</p>	<p>Which Greek ideas do we still use today?</p> <p>-Hist: a study of Greek life and achievements and their influence on the western world.</p>	<p>Is there a difference between where winter and summer Olympics are held?</p> <p>-Geog: locate the world's countries, using maps to concentrate on key physical and human characteristics, countries, and major cities, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

		physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					
	Science	<p>Year 3: Rocks (comparing and grouping, fossils, soils)</p> <p>Year 4: States of Matter (solids, liquids, gases, changes, water cycle)</p>		<p>Year 3 Forces and Magnets (surfaces, magnetic, attraction and repulsion)</p>		<p>Year 3: Light (reflection, sunlight, shadows and patterns)</p> <p>Year 4: Sound (vibration, pitch, volume and relationships)</p>	
	Art/DT			<p>Landscapes unit of work here https://www.tes.com/teaching-resource/landscape-art-linked-to-volcanoes-topic-6370162 Take one picture https://www.tate.org.uk/search?st=6199&type=object&page=1</p>			
	RE	<p>What do Christians learn from the creation story?</p> <p>How do festivals and family life show what matters to Jewish people?</p>		<p>What is it like to follow God?</p> <p>How do festivals and worship show what matters to a Muslim?</p>		<p>What kind of world did Jesus want?</p> <p>What makes some places sacred to believers?</p>	

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

	Year B	Remarkable Romans Hook: Roman centurion visit		Rivers and Coasts Hook: SW water visit Trip: River Dart & Palmer's Dam/Lyme Regis		Walk Like an Egyptian Trip: Exeter RAMM	
	Key Enquiry Questions & Links to NC	How do we know that the Romans changed our lives? -Hist: the Roman Empire and its impact on Britain, this could include 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity or the Roman Empire by AD 42 and the power of its army	What evidence of Roman life can we still see today? -Geog: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	What features do you find on rivers or by coasts? -Geog: describe and understand key aspects of physical geography, including rivers, and the water cycle, use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Why might you find fossils of sea creatures in cliffs today? -Hist: develop a chronologically secure knowledge and understanding of local history, establishing clear narratives noting connections, contrasts and trends over time, understand how our knowledge of the past is constructed from a range of sources.	Who did the Egyptians worship? -Hist: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	Why did the Egyptians settle along the Nile? -Geog: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources.
	Science	Year 4: Electricity		Year 3: Animals including humans (food, nutrition and skeletons) Year 4: Animals including humans (Digestion and teeth)		Year 4: All Living Things (grouping, classifying, environmental change) Year 3: Plants (structure, requirements, transport, life cycle)	
	Art/DT						
	RE	What do Hindus believe God is like? What is the Trinity? Christmas		What does it mean to be a Hindu in Britain today?		When Jesus left what was the impact of Pentecost?	

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

			Why do Christians call the day Jesus died 'Good Friday'? Easter	Why do some people think that life is like a journey and what significant events mark this?
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Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

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Year 5&6	Year A	World at War HOOK: Air raid siren procedure in classroom. Evacuation – what would you pack? How would you feel? TRIP: South Devon Railway WW2 workshops – Buckfastleigh.		Out of this World HOOK: DT project to create planets and profiles. TRIP: STEM centre Space workshops – Plymouth.		Chocolate HOOK: Make our own chocolate - Forest school. Taste test of a variety of chocolate types. TRIP: South Devon Chilli Farm – Loddiswell (chilli chocolate production).	
	Key Enquiry Questions & Links to NC	<i>How did the war change people's lives?</i> -Hist: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (e.g. Slapton, Blackawton station/evacuees), a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066'	<i>How does war change the landscape?</i> -Geog: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<i>What is our place in the universe?</i> -Hist: address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, construct informed responses that involve thoughtful selection and organisation of relevant historical information (History of Space) Link to Science	<i>How could you get back to Earth?</i> -Geog: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	<i>How do we know that the Aztecs valued chocolate?</i> -Hist: a non-European society that provides contrasts with British history	<i>What could we eat if we didn't have imports?</i> -Geog: describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water, understand geographical

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

						similarities and differences through the study of human and physical geography of a region of the United Kingdom a region within South America
Science	Year 5: Properties and Changes of Materials (properties, separating, dissolving, reversible, irreversible)	Year 5: Animals including humans (changes to old age) Year 6: Evolution		Year 6: Light (travels in straight lines, how we see (<u>not</u> structure of eye), shadows and their shape) Year 6: Electricity		
Art/DT		Work of the artist Peter Thorpe (abstract art with some great rocket drawings to inspire) https://www.tes.com/teaching-resource/art-space-lesson-plan-artist-peter-thorpe-6324260 Another useful link on astronaut paintings. http://gomersalprimaryschoolart.blogspot.com/2020/10/year-5-space-paintings.html				
RE	What does it mean to be a Muslim in Britain today? Was Jesus the Messiah? Christmas	What does it mean if God is Holy and Loving? Why is the Torah so important to Jewish people?		What would Jesus do? Why do some people believe in God and some people not? OR What matters most to Humanists and Christians?		

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

	Year B	Vicious Vikings HOOK: Create mini settlement in Forest School for an invading community. TRIP: RAMM museum - Exeter.		You are what you eat HOOK: Prepare and cook healthy recipes for class meal. TRIP: Sporting Event or meet an athlete/ Barn Owl Trust		Terrible Tudors HOOK: Battle of Bosworth TRIP: Buckland Abbey/Plymouth Tudor House	
Key Enquiry Questions & Links to NC	Why did the Vikings leave Scandinavia? -Geog: locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (include exploration of North America), understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Is 1066 the most important date in British History? -Hist: Britain's settlement by Anglo-Saxons and Scots (Alfred the Great), the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor,	Where does our food come from? -Geog: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and human geography, including types of land use, economic activity including trade links, and the distribution of natural resources including food.	How has farming changed over the years? -Hist: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 STEM project linked to D&T: cooking and nutrition	Henry VIII- hero or villain? -Hist: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, a study of an aspect of history that is significant in the locality.	Was Plymouth more important in Tudor times than today? -Geog: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and	

Long Term Enquiry Led Planning Overview: Harbertonford C of E Primary School

		and a region in a European country.					rivers), and land-use patterns; and understand how some of these aspects have changed over time
	Science	Year 6: Animals including humans (circulation, diet, nutrition)	Year 5: Earth and Space Year 5: Forces (gravity, air resistance, water resistance, friction, levers, pulleys, gears)		Year 5: Living Things (life cycles and reproduction) Year 6: Living Things (classification)		
	Art/DT						
	RE	Why do Hindus want to be good?	Creation & Science – Conflict or Complimentary? What did Jesus do to save Human Beings? Easter OR 2b.7: SALVATION: What difference does the resur-rection make to Christians? Easter		What kind of King is Jesus? OR 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice? How does faith help people when life gets hard?		