



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

LOVE

RESPECT

TRUST

FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

WOW Moment:

Treasure Hunting: Learn about the activities of Howard Carter.

Science* (Chemistry)

Why did the Egyptians base their farming around the River Nile? Discuss the how the water cycle helps the farmers.

- *identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.*

History*

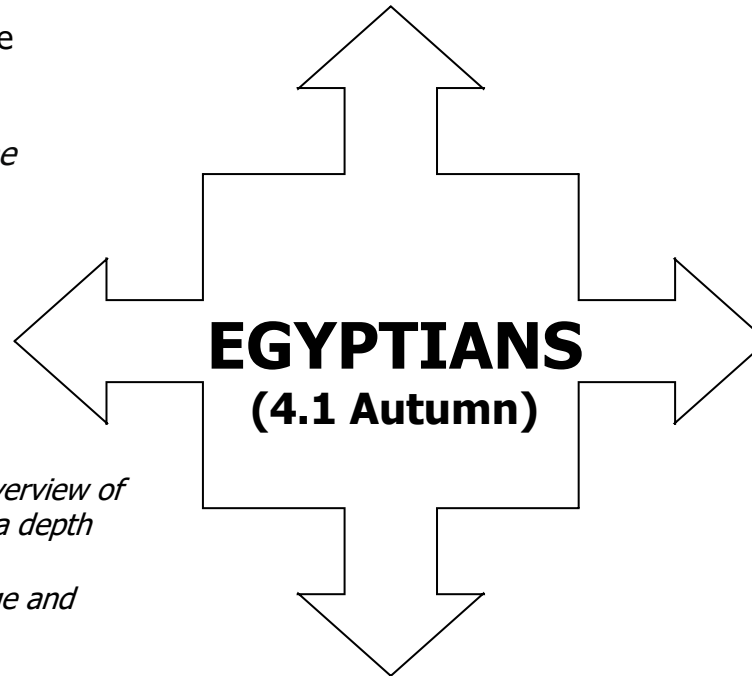
In-depth study of the Ancient Egyptians:

- *the achievements of the earliest civilizations — an overview of where and when the first civilizations appeared and a depth study*
- *continue to develop a chronological secure knowledge and understanding of British local and world history*
- *develop the appropriate use of historical terms.*
- *regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance*
- *understand how our knowledge of the past is constructed from a range of sources.*

Geography*

Understand about the landscape of Ancient Egypt and how people adapted to it. Locate the River Nile and explain about its importance. Changes to the River Nile could have affected the lives of those who lived near it and their work pattern.

- *describe and understand key aspects of physical and human geography, including climate zones, specific mountains and rivers incl. settlement and land use*
- *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*



RE

Explore religious beliefs, afterlife and preparation through mummification.

Cross Curricular Links:

Literacy:

Letter to Howard Carter, Diary of Howard Carter.

Day in the Life VLOG

Numeracy:

British Values:

Mental Health and Well-being:



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WOW Moment:

Body mapping game

Science* (Biology)

Discover the simple functions and the parts of the digestive system – experiment by make class pool!

- *describe the simple functions of the basic parts of the digestive system in humans*

Science*(Biology)

Look at the use of teeth to help us eat...

- *identify the different types of teeth in humans and their simple functions*

DT*

To know how our diets change through the seasons depending upon what foods can be grown and why this is important.

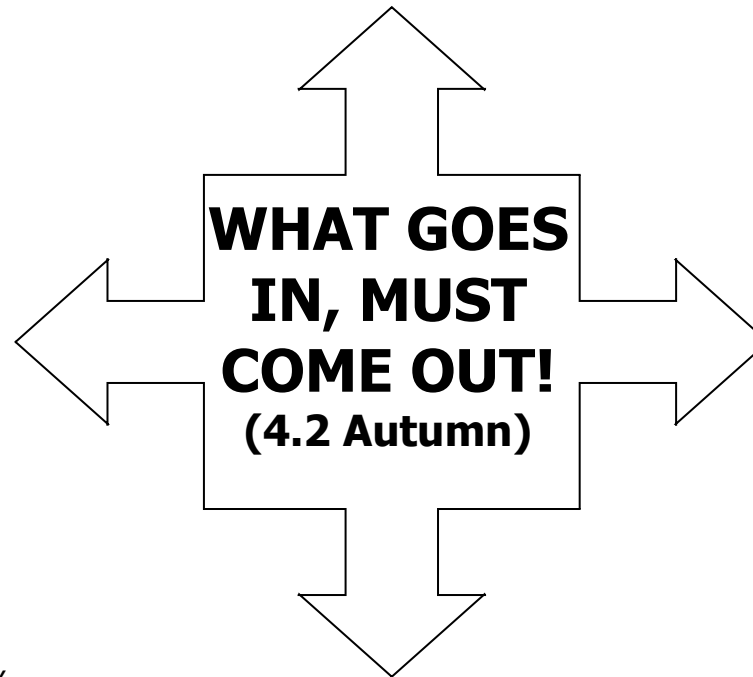
- *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*

(This unit links to Health Week – Cooking on a Budget)

DT*

Discover and understand what makes a healthy and balanced diet.

- *understand and apply the principles of a health and varied diet*



Cross Curricular Links:

Literacy:

Instructional Text

Information Leaflet

Numeracy:

British Values:

Mental Health and Well-being:

Science* (Biology)

Food Chains

- *construct and interpret a variety of food chains, identifying producers, predators and prey*



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WOW Moment:

Teacher/Pupil Dragons Den opener!

D&T*

Research ways to make the product look appealing to younger children. Use this knowledge to improve their product.

- *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*

D&T*

Explore the different ways we can use electrical systems to make games to encourage pupils to learn the skills identified.

- *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]*

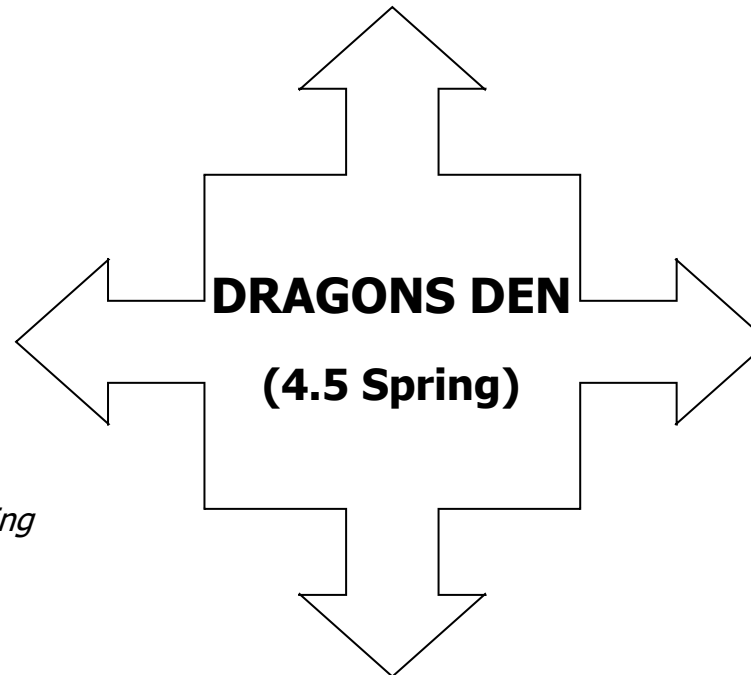
Science* (Physics - Linked to Unit 4.3)

- *construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers*
- *identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery*
- *recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit*

D&T*

Pupils to investigate what pupils in younger classes need support with learning.

- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups*



Cross Curricular Links:

Literacy:

Pitch to the class to make a product for the younger children.

Advert – leaflets and posters

Numeracy:

Money – costing out a product. Profit and loss

British Values:

Mental Health and Well-being:



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WOW Moment:

Local Walk using the W3W app on a predetermined walk.

Geography*

Draw maps with complex keys to show knowledge of our local area. Local and recognise features of our area within maps of difference scales.

- *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*

Geography*

- *describe and understand key aspects of human geography, including: economic activity including trade links*

History*

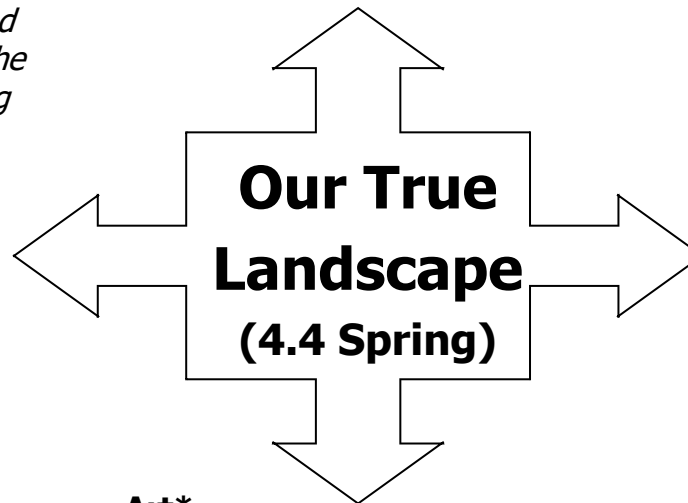
Explore a local mill. Look at what they were used for and what impact they had on communities for trade, jobs etc... Learn about mining in our local area. What was life like as a miner?

- *regularly 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*

Explore how different people might have different views about life in the past – linked to life as a miner.

- *understand how our knowledge of the past is constructed from a range of sources*
- *regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*



Art*

Learn about how life in our local area influenced the art of Edmundson. Practise drawing landscapes in the style of Brian Edmundson. Focus on improving proportions and giving advice to each other.

- *know about great artists architects and designers in history.*
- *create sketch books to record their observations and use them to review and revisit ideas*

Cross Curricular Links:

Literacy:

Poetry – life of a miner
 Diary of a day
 Timeline of facts
 Job Advert

Numeracy:

Graphs

British Values:

Mental Health and Well-being:



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WOW Moment:

Science* (Physics)

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Science* (Physics)

- *identify common appliances that run on electricity*

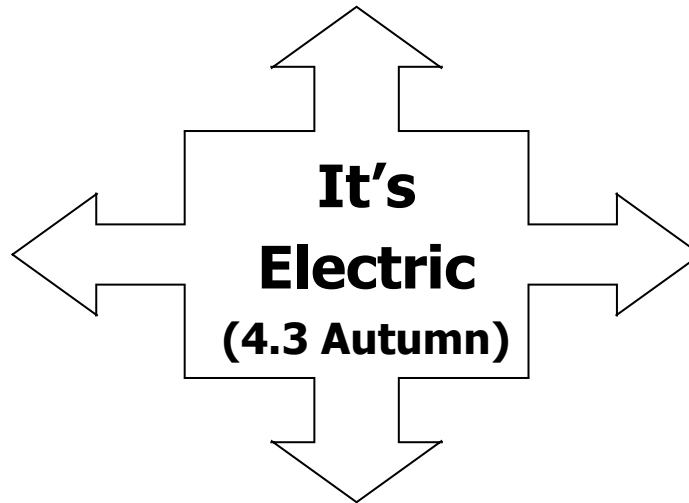
Environmental Science

COP26

Net Zero

Look at ways to provide electricity without adding extra CO2 eg wind power, solar Hinkley Point.

<https://www.edfenergy.com/energy/nuclear-new-build-projects/hinkley-point-c/for-teachers-students-and-educators/inspire>



Science* (Physics)

- *recognise some common conductors and insulators, and associate metals with being good conductors*

Cross Curricular Links:

Literacy:

Numeracy:

British Values:

Mental Health and Well-being:

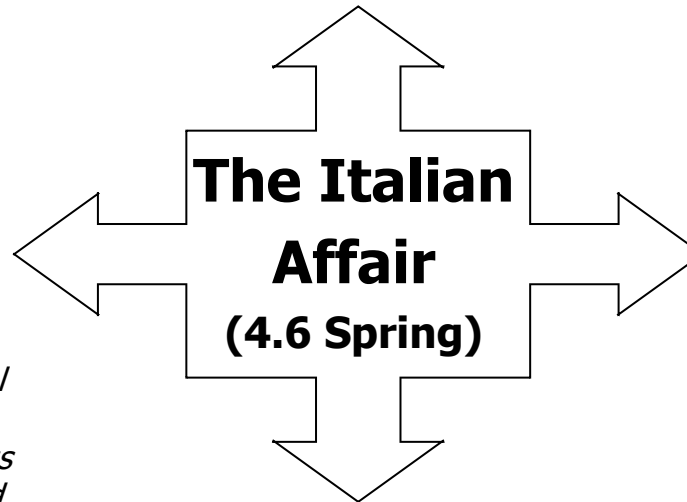


WOW Moment:

Geography*

Study of a region in Europe - Italy

- *describe and understand key aspects of physical geography, including: volcanoes, climate zones*
- *locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities*
- *describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, food*



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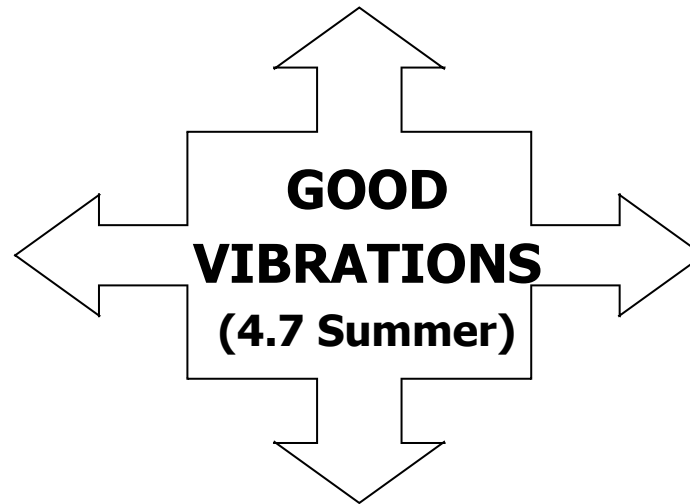
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WOW Moment:

(+ possibly DT with making instruments)



Science* (Physics)

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

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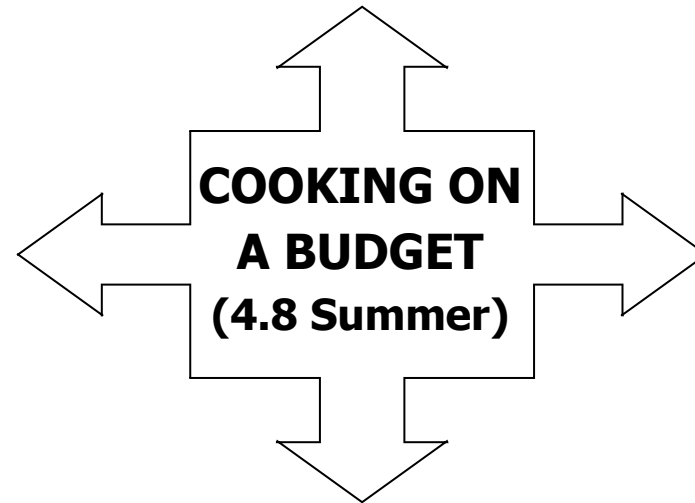
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WOW Moment:

Visit from a Roman Centurion or be a soldier for the day, in Chester.

History*

Investigate the Roman Empire and the power of their army. Julius Caesar's attempted invasion in 55-54 BC; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica

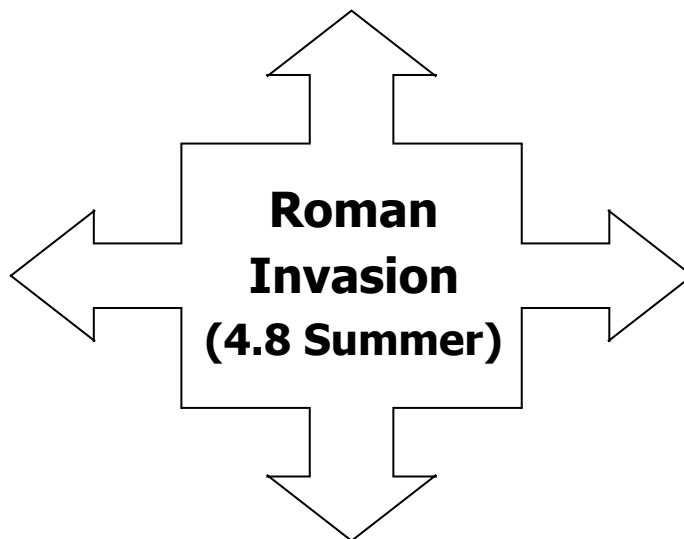
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- *develop the appropriate use of historical terms*



History*

Use historical terms related to the time period and compare with words still used today.

- *develop the appropriate use of historical terms*



History*

Learn about the Roman army, centurions and life as a Roman soldier. Research Housesteads Fort N.U.T.

- *understand how our knowledge of the past is constructed from a range of sources.*

History*

Learn about the Roman conquest of England and the uprising by Boudicca and her army.

the Roman Empire and its impact on Britain

Cross Curricular Links:

Literacy:

Numeracy:

?? Check when roman numerals is in the maths curriculum

British Values:

Mental Health and Well-being: