

## WHOLE SCHOOL LONG TERM SUBJECT OVERVIEW

### EYFS

<b>Programme of Study</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EI values</b>	<b>Be respectful</b>	<b>Be understanding</b>	<b>Be compassionate</b>	<b>Be responsible</b>	<b>Be patient</b>	<b>Be positive</b>
<b>EYFS Theme</b>	<b>All About Us (Diversity)</b>	<b>Celebrations and Festivals (Values and Perception)</b>	<b>Friendship and Fairness (Social Justice)</b>	<b>Caring for our Environment (Sustainable development)</b>	<b>People who Help Us (Interdependence)</b>	<b>Changes (Aspirations)</b>
<b>Ongoing Nursery</b>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> </ul>					
<b>Termly Objectives Breakdown Nursery</b>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community</p>	<p>Talk about members of their immediate family and community</p>			<p>Talk about members of their immediate family and community</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>-</p>
<b>Ongoing Reception</b>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul>					

<b>Termly Objectives Breakdown Reception</b>		<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>		<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past.</p>
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**KS1/2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
<b>EI values</b>	<b>Be respectful</b>	<b>Be understanding</b>	<b>Be compassionate</b>	<b>Be responsible</b>	<b>Be patient</b>	
<b>Whole School Theme</b>	<b>Diversity</b>	<b>Values &amp; Perceptions</b>	<b>Social Justice</b>	<b>Sustainable Development</b>	<b>Interdependence</b>	
<b>KS1 KQ</b>	<b>Can I recognise the beauty of different people and places?</b>	<b>Can I understand that people have different values?</b>	<b>Do I understand and value fairness?</b>	<b>Do I understand the origins of what I have?</b>	<b>Who do I depend on and who depends on me?</b>	
<b>Year 1</b>		<p><b>CHANGES WITHIN LIVING MEMORY</b></p> <p>How is my childhood similar and different to childhoods of the past?</p>		<p><b>SIGNIFICANT INDIVIDUALS</b></p> <p>In our own locality: L.S. Lowry</p>		

<p><b>Year 2</b></p>	<p><b>SIGNIFICANT INDIVIDUALS</b></p> <p>How did Walter Tull and Rosa Parks contribute to national and international achievements?</p>			<p><b>SIGNIFICANT EVENTS</b></p> <p>Why was The Great Fire of London a nationally significant event?</p>
<p><b>Year 3</b></p>	<p><b>STONE AGE AND IRON AGE</b></p> <p>How did Britain change between the Old Stone Age and the Iron Age?</p>	<p><b>ANCIENT CIVILIZATIONS</b></p> <p>What can we learn from the achievements of the earliest civilisations:</p> <ul style="list-style-type: none"> <li>· Ancient Sumer</li> <li>· The Indus Valley</li> <li>· Ancient Egypt</li> </ul> <p>The Shang Dynasty of Ancient China</p>		
<p><b>Year 4</b></p>	<p><b>ANCIENT GREECE</b></p> <p>How have the Ancient Greeks' lives and achievements influenced the western world?</p>	<p><b>ROMAN EMPIRE</b></p> <p>What impact did the Roman Empire have on Britain?</p>		
<p><b>Year 5</b></p>	<p><b>ANGLO SAXONS AND VIKINGS</b></p> <p>What happened during Britain's settlement by Anglo-Saxons and Scots?</p> <p>What happened during the Viking and Anglo-Saxon struggle for the kingdom of England?</p>		<p><b>MAYAN CIVILISATION</b></p> <p>What can we learn from the Mayan Civilisation c. AD 900?</p>	
<p><b>Year 6</b></p>	<p><b>WOMEN IN SOCIETY</b></p> <p>How has the role of women in British society changed since 1066 and why is this significant in our locality?</p>	<p><b>LOCAL HISTORIC STUDY</b></p> <p>How did the Peterloo massacre impact our local area?</p>		