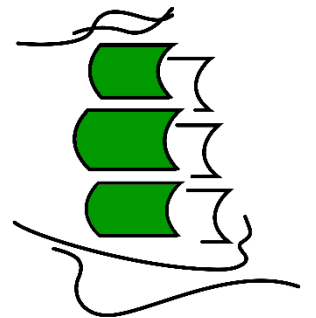


Bawtry Mayflower Primary School

Our Curriculum



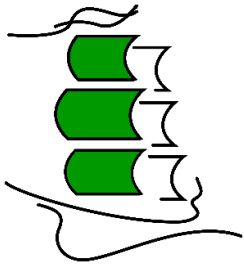
Our curriculum

Our vision is to have happy, independent children who are confident to achieve their very best.

Believe. Achieve. Succeed.

We want our pupils to leave Bawtry Mayflower as responsible, determined, courageous and collaborative individuals who achieve to the best of their ability.





How did we create our curriculum?

At the start of 2018 we worked with the school community to agree what we wanted for our children.

We have used our learning from cognitive science to begin to structure our curriculum in a way that supports children to transfer learning into their long term memory. In order to support this we use the principles of spaced practice, distributed practice and retrieval practice. Staff are increasingly using strategies to develop children as metacognitive and self-regulated learners.

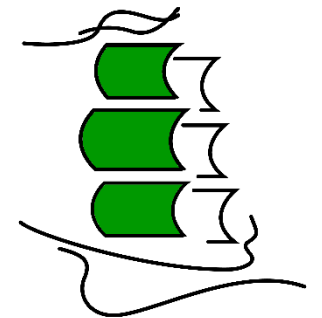
Subject Leaders have worked together to craft a curriculum that sets clear outcomes and high expectations of staff, pupils and parents. Our curriculum progressively builds on the knowledge, skills and understanding of the previous milestone.

- ▶ At the start of 2018 we worked with the school community to agree what we wanted for our children.
 - ▶ We spent time researching and learning about memory and cognitive science.
 - ▶ We used key principles from cognitive science to structure our curriculum in a way that supports children to transfer learning into their long term memory.
 - ▶ We do this by planning opportunities in for spaced practice, distributed practice and retrieval practice.
 - ▶ We are increasingly using strategies to develop children as metacognitive and self-regulated learners.
 - ▶ We agreed key threshold concepts for all subject areas.
- ▶ Subject Leaders are working to ensure that all subjects are clearly mapped so that the Threshold concepts are secured and built on as children move through school.

‘All children should study a broad and rich curriculum.’ Schools are doing a ‘disservice’ to their pupils if they are only focussing on English and maths. Experiences and skills gained from the foundation subjects (including Humanities, Art, DT, PE and Music) provide children with a rich variety of knowledge, taking them one step closer to understanding the complex world in which we live.

Amanda Spielman

Ofsted Chief Inspector of Education,
Children's Services and Skills



Foundation Stage Curriculum map - Page 1

Term EY Curriculum Map Year A (2019/2020)	Autumn Term										Spring Term										Summer Term																		
Theme	All About Me -Similarities and differences between themselves and others. - Similarities and differences between their families					Let's Celebrate -Family traditions -Things that I celebrate -Celebrations around the world -To know about similarities and differences between themselves and others and among families, communities, traditions.					The place that I live - Similarities and differences between their houses - Similarities and differences between where they live. -School Community -People who help us in the school community Bawtry Community -People who help us in the Bawtry community					New Beginnings -All about the changes that occur in nature during the season of Spring -Life cycles of various animals -New beginnings in Spring					Dinosaurs -To learn about past and present -herbivores and carnivores -Heavy and light, big and small.					Journeys -Places the children like visiting in Doncaster -Books that travel around the world Transition													
Key Texts	Zagazoo, Stickman, Little Acorns,					The Christmas Jolly Postman, The Christmas Story (The Nativity), Non-Fiction Text					The Three Billy Goats Gruff, The Three Little Pigs					The Runaway Pancake The Hungry Caterpillar, Hunt, Non-Fiction Text					Harry and the Bucket full of Dinosaurs, Non-Fiction Texts (Dinosaur Bones, Mad About Dinosaurs), Stomp Dinosaur Stomp					We're Going on a Bear Hunt, Train Ride													
Dates	2/9/19	9/9/19	16/9/19	23/9/19	30/9/19	7/10/19	14/10/19	21/10/19	4/11/19	11/11/19	18/11/19	25/11/19	2/12/19	9/12/19	16/12/19	6/1/20	13/1/20	20/1/20	27/1/20	3/2/20	10/2/20	24/2/20	2/3/20	9/3/20	16/3/20	23/3/20	30/3/20	20/4/20	27/4/20	4/5/20	11/5/20	18/5/20	1/6/20	8/6/20	15/6/20	22/6/20	29/6/20	6/7/20	13/7/20
Celebrations and Events	Baselines	Baselines				Autumn	Autumn	Ronfire Rem	Diwali				Christmas	Christmas			Chinese NY			Val Day	Pancake Day			Mother's Day	Spring	Easter	Queens bday		VE Day	Invictus	Eid			Father's Day					Olympics

Foundation Stage Curriculum map - Page 2

Visits & Visitors	Subject (Humanities)	Science Blue – teach Green - review	DT	Art
	P&C	Materials	Sewing	Skills-Col Mix
	P&C			
	P&C	Hum Body/Health	Sewing	Skills-Col Mix
	P&C	Plants	Sewing	art
Baby Visit	UtW			
	UtW	Senses	Sewing	art
P Croft	UtW			
	UtW/P&C	Materials	Evaluation	
	UtW/P&C			
	UtW/P&C			
	P&C/RE	Hum Body/Health	Take Insp	
Post Letters	P&C/RE			Skills-Col/Scrunc
Parent/ Ingr	P&C/RE	Plants	Food	
	P&C/RE			
	UtW/P&C			Skills-Col/Scrunc
	UtW/P&C	Senses	Skills-B Mod	art
Houses	UtW/P&C/RE			
	UtW/P&C	Materials	Skills-B Mod	
Church/Hou	UtW/P&C			
	UtW	Hum Body/Health	Food	Analyse
Buy	UtW			
	UtW	Plants	art	Skills-Col Mix
Austerfield	UtW			
Parent-Easter	UtW	Senses	art	Skills-Brush
Cafe	UtW			
	UtW	Materials		Skills-Brush
	P&C/RE			
Buy Ingredients	UtW/P&C	Hum Body/Health	Food	art
	UtW			
Library	UtW	Plants	Sewing	art
Dinosaur	UtW/P&C			
	P&C/RE	Senses	Sewing	Skills-Sketch
	UtW	Materials		
Drama	UtW		Sewing	Skills-Sketch
Invite Parents	P&C	Hum Body/Health	Sewing	
Theatre-Stories	UtW			
P. Croft	UtW	Plants	Evaluate	art
	UtW			
	UtW/P&C			

KS1 Curriculum map - Year A

Year A	Autumn Term												Spring Term												Summer Term																
Theme	Discovering Doncaster												Super Humans												Amazing Events																
Visits and Visitors	Doncaster Museum The Mansion House												Austerfield Study Centre (food chains/habitats)												Church Gurdwara																
Linked Texts	Discover Doncaster: History and Geography for Kids Santa is Coming to Doncaster												Great Women Who Worked Wonders A Planet Full of Plastic The "Little People, Big Dreams" Series												Samson's Titanic Journey The Story of the Olympics																
Dates	2/9/19	9/9/19	16/9/19	23/9/19	30/9/19	7/10/19	14/10/1	21/10/1	4/11/19	11/11/1	18/11/1	25/11/1	2/12/19	9/12/19	16/12/1	6/1/20	13/1/20	20/1/20	27/1/20	3/2/20	10/2/20	24/2/20	2/3/20	9/3/20	16/3/20	23/3/20	30/3/20	20/4/20	27/4/20	4/5/20	11/5/20	18/5/20	1/6/20	8/6/20	15/6/20	22/6/20	29/6/20	6/7/20	13/7/20		
Subject (Humanities)	Hist/Geog	Hist/Geog	RE	Hist/Geog	Hist/Geog	Hist/Geog	Hist/Geog	Diwali	Remembran	Hist/Geog	Hist/Geog	St Andrew	Pilgrims	Hist/Geog	Christmas	Hist/Geog	Hist/Geog	RE	Hist/Geog	Hist/Geog	RE	Hist/Geog	Hist/Geog	Hist/Geog	St Patrick	Hist/Geog	Easter	Queen bday	RE	VE day	Invictus	Hist/Geog	RE	Hist/Geog	RE	Hist/Geog	RE	Hist/Geog	Olympics		
RE Focus	Christianity and Sikhism																																								
Science Blue – teach Green - review	Common		Common		Identify		Identify		Structure		Body/offsprin		Needs		Plants		Structure		Habitats/food		Materials		Materials		Structure		Habitats/food		Planting		Sou/light/elec		Herbs/plants		Materials		Habitats/food		Forces		
DT	Work scientifically/seasons and weather												Work scientifically/seasons and weather												Work scientifically/seasons and weather																
Art	Analys		Analys		Skills		Skills		Skills		art		art		art		Evaluat		Analys		Analys		Skills		Skills		Skills		art		art		art		art		art		art		Evaluat
	To design, make, evaluate and improve												To design, make, evaluate and improve												To design, make, evaluate and improve																

RE focus: Judaism and Christianity

KS1 Curriculum map - Year B

Year B	Autumn Term												Spring Term												Summer Term														
Theme	International Adventure												Discovering the Earth and Beyond												Monarchy and Nation														
Visits and Visitors	Yorkshire Wildlife Park												Austerfield Study Centre and Observatory												DARTS (Structures)														
Linked Texts	If All the World Were Meer Kat Mail Amazing Grace Lila and the Secret of Rain The Colour of Home												The Man on the Moon A Cats Guide to the Night Sky Big Book of the Blue Space Rockets The Way Back Home												Kings and Queens The Queen Tea with the Queen Katie in London														
Dates	1/9/20	7/9/20	14/9/20	21/9/20	28/9/20	5/10/20	12/10/2	19/10/2	2/11/20	9/11/20	16/11/2	23/11/2	30/11/2	7/12/20	14/12/2	4/1/21	11/1/21	18/1/21	25/1/21	1/2/21	8/2/21	22/2/21	1/3/21	8/3/21	15/3/21	22/3/21	12/4/21	19/4/21	26/4/21	3/5/21	10/5/21	17/5/21	24/5/21	7/6/21	14/6/21	21/6/21	28/6/21	5/7/21	12/7/21
Subject (Humanities)	Hist/Geog	Hist/Geog	RE	Hist/Geog	Hist/Geog	Hist/Geog	Hist/Geog	RE	Bonfire	Remembran	Hist/Geog	RE	Pilgrims	Hist/Geog	Christmas	Hist/Geog	Hist/Geog	RE	Chinese	Hist/Geog	RE	Hist/Geog	St David	Hist/Geog	Hist/Geog	Easter	Hist/Geog	Hist/Geog	St George	Hist/Geog	Hist/Geog	Hist/Geog	RE	Queen bday	RE	Hist/Geog	Hist/Geog	Hist/Geog	RE
RE Focus	Christianity and Sikhism																																						
Science Blue – teach Green - review	Common		Common		Identify		Identify		Structure		Body/offspri		Needs		Plants		Structure		Habitats/fo		Materials		Materials		Structure		Habitats/fo		Planting		Sou/light/ele		Herbs/plant		Materials		Habitats/fo		Forces
DT		Take		Textile		Textile		Textile		Textile		Food		Textile		Textile		Evalua		Food		Take		Struct		Struct		Struct		Struct		Struct		Food		Struct		Evalua	
Art	Analyse		Analyse		Skills		Skills		Skills		art		art		art		art		Evaluate		Analyse		Analyse		Skills		Skills		Skills		art		art		art		art		Evaluate
	Work scientifically/seasons and weather												Work scientifically/seasons and weather												Work scientifically/seasons and weather														
	To design, make, evaluate and improve												To design, make, evaluate and improve												To design, make, evaluate and improve														

Year 3/4 Curriculum map - Year A

Term	Autumn Term												Spring Term												Summer Term														
Theme	Romans in Doncaster												South Yorkshire (Industry)												The Struggle for the Kingdom of England (Anglo-Saxons, Scots, Vikings)														
Possible Fiction	Romans on the Rampage – Jeremy Strong Escape from Pompeii – Christina Balit Rose Blanche/The lion and the unicorn												Street Child – Berlie Doherty The Fastest Boy in the World – Elizabeth Laird The Adventures of Edward Tulane – Kate DiCamillo												Beowulf – Michael Morpurgo Anglo-Saxon Boy – Tony Bradman														
Non-Fiction	Selection from the Library												Selection from the Library												Selection from the Library														
Trips	Roman Visitor Day / Doncaster Museum												Kelham Island												Jorvik Centre / Austerfield														
Subject (Humanities)																																							
Themes	Hist/Geog	Hist/Geog	Hist/Geog	RE	Hist/Geog	Hist/Geog	Hist/Geog	RE	Remembrance	Hist/Geog	Hist/Geog	RE	Pilgrims	Hist/Geog	Hannukah (RE)	Hist/Geog	Hist/Geog	RE	Hist/Geog	Hist/Geog	RE	Hist/Geog	Hist/Geog	Passover (RE)	Hist/Geog	Hist/Geog	VE Day	Invictus Games	RE	Hist/Geog	RE	Hist/Geog	Hist/Geog	Hist/Geog	RE	Olympics			
Science	Animals		Animals (Sk)		Digest/teet		Living th		Rocks/soils		Electricity		States		Light/sound		Animals		Plants – Y2		Living th		Rocks/soils		Plants		States		Animals		Plants		Electricity		Living th.		Forces		Magnets
Blue – teach																																							
Green - Review																																							
DT		Inspiration - S		Structures		Structures		Structures		Structures		Evaluate - S		Inspiration - F		Food		Food		Food		Evaluate - F		Inspiration - T		Textiles		Textiles		Textiles		Food		Food		Textiles		Evaluate - T	
Art	Analyse		Analyse		Skills		Skills		Skills		Art		Art		Art		Evaluate		Analyse		Analyse		Skills		Skills		Skills		Art		Art		Art		Art		Art		Evaluate
	Work scientifically												Work scientifically												Work scientifically														
	To design, make, evaluate and improve												To design, make, evaluate and improve												To design, make, evaluate and improve														

RE focus: Judaism and Christianity

Year 3/4 Curriculum map - Year B

Term	Autumn Term										Spring Term										Summer Term																		
Theme	Stone Age to Iron Age										Mini Topics Water Cycle, Extreme Weather, Natural Disasters										Ancient Egyptians																		
Possible Fiction	Stone Age Boy - Satoshi Kitamura Stig of the Dump - Clive King The Boy with the Bronze Axe – Kathleen Fidler										The Rhythm of the Rain - Grahame Baker-Smith										Egyptian Cinderella - Shirley Climo Secrets of a Sun King - Emma Carroll																		
Non-fiction	The History Detective Investigates: Stone Age to Iron Age - Clare Hibbert										Survivors - David Long & Kerry Hyndman										Meet the Ancient Egyptians - James Davies																		
Possible Trips	Murton Park										Magna										Doncaster Museum / Austerfield																		
Subject (Humanities)	Hist/Geog	Hist/Geog	Hist/Geog	RE	Hist/Geog	Bonfire	Hist/Geog	RE	Remembrance	Hist / Geo	Hist/Geog	RE	Pilgrims	Hist/Geog	RE	Hist/Geog	RE	Hist/Geog	RE	Easter	Hist/Geog	Hist/Geog	RE	Hist/Geog	Hist / Geo	RE	Hist/Geog	Queen's	Hist/Geog	RE	Hist/Geog	RE	Hist/Geog						
Science Blue – teach Green - Review	Animals		Animals (Sk)		Digest/teet		Living th		Rocks/soils		Electricity		States		Light/sound		Animals		Plants – Y2		Living th		Rocks/soils		Plants		States		Animals		Plants		Electricity		Living th.		Forces		Magnets
DT	Work Scientifically										Work Scientifically										Work Scientifically																		
Art	Analyse		Analyse		Skills		Skills		Skills		Art		Art		Art		Evaluate		Analyse		Analyse		Skills		Skills		Skills		Art		Art		Art		Art		Evaluate		
	To design, make, evaluate and improve										To design, make, evaluate and improve										To design, make, evaluate and improve																		

RE focus: Judaism and Christianity

Year 5/6 Curriculum map - Year A

Term	Autumn Term										Spring Term										Summer Term																		
Theme	The Ancient Greeks										Our Earth										Coal mining																		
Fiction	Who let the Gods out/Black ships before Troy/A Christmas carol										Macbeth					Holes					Pig heart boy																		
Non-fiction	Greek and Norse Legends										Planet Earth					Amazing Expeditions					Coal Mining in Britain People who changed the world																		
Visits	Year 6 residential - Hollowford										Magna										National Coal Mining Museum																		
Subject (Humanities)	Hist/Geog	Hist/Geog	RE – beliefs Mus	Hist/Geog	Hist/Geog	RE – Compare	Hist/Geog	Hist/Geog	Remembr	RE – spiritual lead	Hist/geog	Hist/geog	Pilgrims	Hist/Geog	RE – morals/rules	Geog	Geog	RE – places of w	Geog	Geog	RE	Geog	Geog	RE - Lent	Geog	Geog	RE - Easter	RE - ramadan	Hist/geog	VE Day	Invictus	RE - Eid	Hist/geog	Hist/geog	Hist/geog	RE - compare	Hist/geog	Hist/geog	Olympics
Science	Living thi		Diet/exer		Digestion		Circulatory		Evolution		Materials		Materials		Light/sound	Animals		Living thi		Materials		Evolution		Forces		Space		Living thi		Evolution		Materials		Forces		igh/so/ele		space	
Blue – teach																																							
Green - review																																							
DT		Take insp		Food		Food		Food		Take insp		Textiles		Textiles		Textiles		Textiles		Textiles		Evaluate		Take insp		Food		Structures		Structures		Structures		Food		Structures		Evaluate	
Art		Analyse		Analyse		Skills		Skills		Skills		Monet art		Monet art		Monet art		Evaluate		Analyse		Analyse		Skills		Skills		Skills		Lowry art		Lowry art		Lowry art		Lowry art		Evaluate	
Monet																																							
Lowry																																							
Evaluate																																							

RE focus: Islam and Christianity

Year 5/6 Curriculum map - Year B

Term	Autumn Term										Spring Term							Summer Term																				
Theme	Human rights and responsibilities										The Mayans							Crime and Punishment																				
Fiction	Kensuke's kingdom										Hamlet			The nowhere emporium				Eren																				
Non-fiction	Inspirational people Big book of Comparisons										Maya civilization The Daily Life of a Mayan Family							Crime and Punishment in Britain A selection from the library																				
Visits	Year 6 residential - Hollowford										Crucial Crew STEM day							Lincoln Castle																				
Subject (Humanities)	Hist/geog	Hist/geog	RE	Hist/geog	RE	Bonfire	Hist/geog	Hist/geog	Rememb	Hist/geog	Hist/geog	RE	Pilgrims	Hist/geog	Christmas	Hist/geog	Hist/geog	RE	Hist/geog	RE	Hist/geog	Hist/geog	RE	Hist/geog	Hist/geog	RE	RE	Hist/geog	Hist/geog	RE	Queen bd	Hist/geog	Hist/geog	RE	Hist/geog	Hist/geog		
Science Blue – teach Green - review	Living thi		Diet/exer		Digestion		Circulatory		Evolution		Materials		Materials		Light/sound	Animals		Living thi		Materials		Evolution		Forces		Space		Living thi		Evolution		Materials		Forces		igh/so/ele		space
	Work scientifically										Work scientifically							Work scientifically																				
DT		Take insp		Food		Food		Food		Take insp		Textiles		Textiles		Textiles		Textiles		Evaluate		Take insp		Food		Structures		Structures		Structures		Food		Structures		Evaluate		
	To design, make, evaluate and improve										To design, make, evaluate and improve							To design, make, evaluate and improve																				
Art		Analyse		Analyse		Skills		Skills		Skills		art		art		Monet art		Evaluate		Analyse		Analyse		Skills		Skills		Skills		art		art		art		art		Evaluate

RE focus: Islam and Christianity



Concept Organisers

Clarity of topic content for staff, parents and pupils.

Discovering Doncaster

In this topic, the children will explore Doncaster as historians and geographers.

Year 1&2 Autumn Term

Fort Danum	Conisbrough Castle	Doncaster market	Racecourse	Mansion House	Our school	Doncaster airport
71	1180	1505	1595	1700	1970	2005

Fun Facts about Doncaster

- Settlers first came to Doncaster in 10,000 BC after the Ice Age - that's over 12,000 years ago!
- The Roman's first named Doncaster 'Danum' which means by the river but then the name changed to Doncaster as it is named after the river Dan and 'castra' which is an old English word that means 'army camp'.
- Did you know that the sweet bartschmooch was invented in Doncaster by a man called Samuel Parkinson in 1817?
- Doncaster is a mining town. This means that many years ago people working in the mines to dig out coal.
- Did you know that Doncaster Beavers is one of England's oldest football clubs?
- During the First World War, Doncaster Racecourse was used as a base for the Royal Flying Corps Fighters.

Historical Skills and concepts:

- Investigate and interpret the past
- Build an overview of world history in Doncaster
- Understand chronology
- Communicate historically

Key Vocabulary:

Collation - A group of people with common language, culture, laws, traditions and history.

Democracy - A form of government where citizens have a say in how they are ruled including choosing their leaders and deciding on laws.

Social class - groups of people defined by your wealth, job or family life.

Heritage - The history of the people and places within a location.

The Place Where I Live

Identifies and differences between their area.

Identifies and differences between where they live.

Identifies and differences between their community.

Foundation Stage - Spring Term 1

We will be learning about these buildings in Bawtry.

Bawtry Mayflower Primary School	Bawtry Community Library	St Nicholas Church

Things You Can Do At Home

- Go for a walk and look at different buildings in Bawtry.
- Read The Three Little Pigs and Three Billy Goats Gruff.
- Make a model of your house.

People in Our Community

People who work in school

- Mrs Jenkinson (Headteacher)
- Miss Argo and Mrs Walker (Office Staff)
- Mr Palmer (Caretaker)

People in Our Local Community

- Vicar
- Librarian
- Shopkeeper
- Emergency Services

Key Vocabulary

Comparison/Compare
Similarity/Same
Difference/Different
Community

Ancient Greece

The children will explore Ancient Greece as historians and geographers.

Year 5 and 6 Autumn Term

Johns House	Chichester	Feet	Chichester	The Acropolis	The Parthenon	Mount Olympus	Mount Pelion
71	1180	1505	1595	1700	1970	2005	2005

Background Information (Historical)

About 2,500 years ago, Greece was one of the most important places in the ancient world. The civilization of Ancient Greece emerged in the 8th century BC. It is regarded as coming to an end when Greece fell to the Romans in 146 BC. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. The Greeks called themselves Hellenes and their land was Hellas. The word 'Hellenic' was given to the people of Greece later by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. There were Greeks in Italy, Sicily, Turkey, North Africa, and as far west as France.

They sailed the sea to trade and find new lands. The Greeks took their ideas with them and they started a way of life that's similar to the one we have today. The history of Ancient Greece can be divided into different periods: the Archaic Period, the Classical Period and the Hellenistic Period. There were 3 main social classes: Free people, foreigners and slaves.

Key Events Timeline:

- 30,000 BC - The first settlers arrived during the Stone Age. People used caves for homes.
- 71 AD - The Romans arrive in Doncaster and build Fort Danum.
- 1180 - The Normans build Goodfrough Castle.
- 1505 - Henry VIII granted Doncaster the right to have a market.
- 1595 - The Mansion House was built.
- 1602 - The plague hits Doncaster.
- 1750 - Doncaster's first airport was built.
- 1803 - Thomas Cragger invents the ballpoint pen.
- 1938 - The world's fastest steam train the Mallard was made in Doncaster.
- 2005 - Doncaster's first airport is built.

Key People:

Benjamin Huntsman (1704-1776) - A famous English inventor and manufacturer of steel. He was the first steel manufacturer in Doncaster.

Thomas Cragger (1830-1910) - The man that invented the first Flushable toilet.

Nigel Gresley (1878-1941) - A famous railway engineer that helped to make the Flying Scotsman train and the Mallard train.

Ben Parkinson (1904 - present) - A brave soldier who is famous for having the most war injuries and surviving. He carried the Olympic torch through Doncaster.

In this unit, the children will:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

Key Vocabulary:

Acropolis - A rocky hill, highest point in a city.

Collation - A group of people with common language, culture, laws, traditions and history.

Democracy - A form of government where citizens have a say in how they are ruled including choosing their leaders and deciding on laws.

Myth - A story that usually contains mythical creatures.

Oligarchy - A type of government where the power is held by few people.

Patron - People who are extremely poor who have a lower social class.

Philosophy - The person who comes up with theories to explain the natural world.

Republic - A type of government where the power is held by the people.

Tyrant - The ruler of a Greek city-state, a tyrant was like a king. Today, the word tyrant is used to describe a ruler who rules unfairly or unjustly.

Our Earth

The children will be exploring our Earth as geographers.

Year 5 and 6 Spring Term

Geographical Information:

Earth is the planet we live on. It is the third of eight planets in our solar system and the only known planet in the universe to support life. There are seven continents on our planet. These are: Africa, Asia, Antarctica, Europe, North America and South America and Oceania/Australasia. These 7 continents vary in size and population numbers.

The equator is an imaginary east-west line encircling the Earth midway between the North and South poles. The circumference, or distance around, the equator is about 24,900 miles (40,000 kilometers). The equator divides the Earth into the Northern and Southern hemispheres. Latitude and longitude are a system of lines used to describe the location of any place on Earth. Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction. Although these are only imaginary lines, they appear on maps and globes as if they actually existed. This creates a grid on a map and helps us to identify the exact locations of different places.

Key People:

Pythagoras (Ancient Greece) - Introduced the idea that the Earth is spherical.

Cristopher Columbus (1451 - 1506) - An Italian explorer, navigator, and colonist who completed four voyages across the Atlantic Ocean.

James Cook (1728 - 1779) - A British explorer, navigator, cartographer, and captain in the Royal Navy.

Charles Darwin (1809 - 1882) - An English naturalist, geologist and biologist best known for his contributions to the science of evolution.

Robert Scott (1868 - 1912) - A Royal Navy officer and explorer who led two expeditions to the Antarctic regions.

David Attenborough (1926 - present) - An English broadcaster and natural historian.

Key Vocabulary:

Biome - A community of plants and animals that have common characteristics for the environment they exist in.

Continent - Large land masses on the earth's surface, surrounded, or nearly surrounded, by sea, and usually consisting of various countries.

Climate zone - Division of the Earth's climate into several climate zones according to average temperatures and average rainfall.

Equator - A community of living organisms.

Hemisphere - The imaginary line that divides the earth into northern and southern hemispheres (half of a sphere).

Human geography - The non-physical features of a place/location.

Greenwich Meridian - An invisible line in Greenwich that is used to calculate time zones.

Land use - The way that the land in a particular area is used.

Lines of latitude - Imaginary lines that run in an east-west direction across Earth.

Lines of longitude - Imaginary lines that run in a north-south direction across Earth.

Physical geography - The natural features of a place/location.

Region - An area within a country.

Settlement - A place where people live and establish a community.

Trade - The action of buying and selling goods.

Tropics of Cancer and the Tropics of Capricorn - These are lines that run parallel to the equator.

Vegetation - Plants that are found in a particular area or habitat.

World Map

The Romans

In this topic, the children will explore the Romans and their influence in Doncaster as historians and geographers.

Year 3/4

Background Information (Historical)

Before becoming an empire in 27BC, Rome was a Republic. This meant that from then on, Rome was ruled by an absolute Emperor. The Roman Empire grew until it stretched from Portugal to Persia (today's Iran), and from Scotland to the Sahara Desert. In 410AD, the Romans left Britain and the Roman Empire finally collapsed in 476AD.

Doncaster town did not exist before the Romans arrived. When the Roman authorities built a fort on the banks of the River Don, they called it Danum, meaning the place or river called Danu, which was the name that the local Iron Age inhabitants gave to the river. Danum's first fort was built from timber in about 70AD, to house approximately 500 soldiers. Danum was not the first Roman fort in the Doncaster region. This was built at Scaunthorpe Bridge sometime in the 50s AD, at the same time forts were built at Templeborough (Sheffield) and Chastelford. Roman Fort was much larger than Donum, housing up to half a legion (approx. 2500).

Key Events Timeline:

- 508 BC - 378 BC - One of the Roman Republic.
- 146 BC - The Roman Republic declines.
- 55 BC - Julius Caesar attempts first invasion of Britain but fails.
- 27 BC - Augustus becomes the first Roman Emperor, forming the Roman Empire.
- 43 AD - Octavia leads a successful Roman invasion of Britain.
- 50 AD - London is founded.
- 60 AD - Boudicca rebels.
- 71 AD - Donald Saxon Yorkshire and built forts including Doncaster and York.
- 79 AD - Mount Vesuvius erupts, covering Pompeii and Herculaneum in ash.
- 128-129 AD - Hadrian's Wall is built on the Scottish border.
- 312 AD - Christianity becomes official religion of Roman Empire.
- 403-410 AD - The Romans withdraw from Britain and return to Italy; Anglo-Saxon migrants begin to settle in Britain.
- 476 AD - Decline of the Roman Empire.

Key Vocabulary:

Emperor - The leader of an empire. Similar to a king or queen.

Abolished - A name made illegal used for delivering water to Roman towns.

Barbarian - A term used by the Romans to refer to people who live outside the Roman Empire.

Christianity - A religion of the Roman army.

Citizens - Inhabitants of a particular town or city.

Senate - A form of government. A group of important men who advise the emperor.

Democracy - A form of government where citizens choose their leaders and have a say on how they are ruled.

Monarchy - A country with a King or Queen.

Republic - A period of time that the monarch rules for.

Republic - A form of government where citizens choose their leaders and have a say on how they are ruled.

Patron - People who are extremely poor who have a lower social class.

Super Humans

In this topic, the children will explore the history and geography of some of the world's real life superheroes.

Year 3&4 Spring Term

71	1180	1505	1595	1700	1820	1858	1869	1955	1970	1990	2005

Things You Can Do At Home

- Go for a walk and look at different buildings in Bawtry.
- Read The Three Little Pigs and Three Billy Goats Gruff.
- Make a model of your house.

People in Our Community

People who work in school

- Mrs Jenkinson (Headteacher)
- Miss Argo and Mrs Walker (Office Staff)
- Mr Palmer (Caretaker)

People in Our Local Community

- Vicar
- Librarian
- Shopkeeper
- Emergency Services

Key Vocabulary

Comparison/Compare
Similarity/Same
Difference/Different
Community

How did the super humans shape our world?

- Made life fair for everybody no matter what the colour of their skin was.
- Improved health care and hospitals all over the world.
- Gave women the chance to vote.
- Help us to understand that all people have a right to make their own choices and decisions.

Concept Organisers to support displays



Year 1&2
Spring Term

Super Humans

In this topic, the children will explore the history and geography of some of the world's real life superheroes.

Roman's arrive in Doncaster	1180 Doncaster Castle	1505 Doncaster Market	1595 Doncaster Racecourse	1750 Mansion House	1820 Florence Nightingale is born	1858 Emmeline Pankhurst is born	1869 Ghandi is born	1955 Rosa Parks protests for black rights	1970 RANKIN Mayflower is built	1990 Nelson Mandele is released from prison	2005 Doncaster Airport
71	1180	1505	1595	1750	1820	1858	1869	1955	1970	1990	2005

Rosa Parks



Rosa Parks was an American activist who fought for black rights. In a time where black and white people had very different rights, Rosa stood against this by starting the Montgomery Bus Boycott.

Emmeline Pankhurst



Emmeline Pankhurst fought for the rights of women and their right to vote. Emmeline was part of a group called the Suffragettes who believed that women should have the same opportunities as men.

Florence Nightingale



Florence Nightingale was a nurse who went to work in Turkey during the Crimean War. Florence was passionate about nursing and she helped to create modern techniques of nursing. She often carried a lamp so was known as 'the lady with the lamp'.

Mahatma Gandhi



Mahatma Gandhi was a peacefull man and is best known for organising non-violent civil rights protests. Gandhi fought for the rights of Indian people and he wanted India to be free from the British Empire. He was put in prison several times.

Nelson Mandela



Nelson Mandela changed the lives of millions of people. South Africa introduced 'apartheid' which kept black and white people apart. He did a number of things to fight against this. He was imprisoned for this. After being released from prison he became the president.

Historical Skills and concepts:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

Key Vocabulary:

Civilization - A group of people with common language, culture, laws, tradition and history.
Democracy - A form of government where citizens have a say in how they are ruled including choosing their leaders and deciding on laws.
Social class - groups of people defined by your wealth, job or family title.
Heritage - The history of the people and places within a location.
Civil Rights - a set of rights designed to protect people from unfair treatment.
Discrimination - treating a group of people differently because of their age/race/gender/beliefs.
Equality - people having the same rights and opportunities.

How did the super humans shape our world?

- Made life fair to everybody no matter what the colour of their skin is.
- Improved health care and hospitals all over the world.
- Gave women the chance to vote.
- Help us to understand that all people have a right to make their own choices and decisions.



Concept Organisers to support displays



Year 5 and 6
Autumn Term

Ancient Greece

The children will explore Ancient Greece as historians and geographers.

Background Information (historical)

About 2,500 years ago, Greece was one of the most important places in the ancient world. The civilization of Ancient Greece emerged in the 8th century BC. It is regarded as coming to an end when Greece fell to the Romans, in 146 BC. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. The Greeks called themselves Hellenes and their land was Hellas. The name 'Greeks' was given to the people of Greece later by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. There were Greeks in Italy, Sicily, Turkey, North Africa, and as far west as France.

They sailed the sea to trade and find new lands. The Greeks took their ideas with them and they started a way of life that's similar to the one we have today. The history of Ancient Greece can be divided into different periods: the Archaic Period, the Classical Period and the Hellenistic Period. There were 3 main social classes: free people, foreigners and slaves.

In this unit, the children will:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically



How did the Ancient Greeks shape the modern world?

- Our alphabet is based on the Greek one.
- A lot of the prefixes you know come from the Greek language e.g. anti
- They introduced the Olympic Games.
- They introduced democracy.

Key People:

Aristotle - A Greek philosopher (384 - 322 BC). He wrote works on science, poetry and the animal world.
Plato - A Greek philosopher (427 - 348 BC) He was Aristotle's teacher.
Alexander the Great - A ruler of Ancient Greece who conquered much of the civilized world.

Greek Homes		The homes were built around a courtyard, which was the centre of activity.	How? Homes were made of sun-dried bricks.	Key fact: Most houses had an oikos - a room just for men.
Childhood		When a child was born, a father could decide whether to keep or abandon the child. At age 7, the child could start school.	How? Sometimes children also studied music.	Key fact: Children were considered adults at 13!
Food		They mostly ate bread dipped in wine, cheeses, fish, olives and vegetables. Meat was eaten on rare occasions. The main drink was watered down wine.	How? Foods/wines were traded between cities.	Key fact: Many food festivals were men only!
Clothes		They wore a tunic called a chiton - worn by both men and women.	How? They were made out of a thin wool material.	Key fact: The rich could afford linen and silk chitons.
The Acropolis		An acropolis is a settlement built on high ground. It was built during the rule of Croesus, a golden age of Athens, as a monument to the city's greatness.	Where? Athens	Key fact: The Acropolis is a flat-topped rock that rises 150m above sea level.
The Parthenon		This is a temple in the middle of the Acropolis in Athens. It was a temple to Athena, the goddess of wisdom. It has now stood for nearly 2,500 years.	Where? Athens	Key fact: The building used 22,000 tonnes of marble!
Mount Olympus		This is the highest mountain in Greece. It was believed that the Gods would gather at Mount Olympus to make decisions.	Where? 50 miles southwest of Thessaloniki	Key fact: It rises to 2,918m!
Knossos Palace		It is positioned in what was the capital of Minoan Crete. It is the site of a beautiful and expensive palace, which is supposed to be the same location as the fabled labyrinth where the minotaur dwelt!	Where? Northern Crete	Key fact: The Knossos Palace was renowned to originally hold 5000 rooms!

Key events timeline:

Greek Archaic Period (800 - 480 BC)
776 BC - The first Olympic Games
650BC - The Greek Tyrants come into power.
600BC - The first Greek coin is introduced.
508BC - Democracy is introduced in Athens.
Greek Classical Period (480 - 323BC)
490BC - The Greeks fight the Persians
432BC - The Parthenon is completed.
336BC - Alexander the Great becomes King.
333BC - He defeats the Persians.
332BC - He conquers Egypt.
Greek Hellenistic Period (323BC - 146BC)
323BC - Alexander the Great dies.
146BC - Rome conquers Greece making it part of the Roman Republic.

Key Vocabulary:

Acropolis - A rocky hill, highest point in a city-state.
Civilization - A group of people with common language, culture, laws, tradition and history.
Deity - A god or goddess
Democracy - A form of government where citizens have a say in how they are ruled including choosing their leaders and deciding on laws.
Monarchy - A country with a king or Queen.
Myth - A story that usually contains mythological creatures.
Oligarchy - A type of government where the power is held by a few people.
Peasantry - People who are extremely poor who have a lower social class.
Period - A length of time.
Philosopher - A person who comes up with theories to explain the natural world/events.
Reign - This is a period of time that the monarch rules for.
Social class - groups of people defined by your wealth, job or family title.
Tyrant - The ruler of a Greek city-state, a tyrant was like a king. Today, the word tyrant is used to describe a ruler who rules unfairly or unjustly.



Concept Organisers support Homework

- ❑ Learning key facts and vocabulary from the concept organiser
- ❑ Creative options - they can create anything inspired by their topic
- ❑ Spelling, Reading, Times Tables, Maths with Parents

Progression maps

History progression map

Bawtry Mayflower Primary School



Threshold concept: Investigate and interpret the past

Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.

We are developing clear progression maps for each subject.

As a school, we teach the children the procedural fluency required to master all aspects of the curriculum.

How we assess across the curriculum

Low-stakes testing

- Regular quizzes (Concept organisers/quiz books)
 - Learning conversations
- Questioning children to assess their depth of understanding
 - Looking at work in books
 - More formal tests - e.g. NFER