



Subject: Topic - Carers and Sharers

Class: Jupiter

Year: A

Term: Autumn

Key Knowledge

- Timeline of when the Crimean War was fought and where it is.
- Who was Florence Nightingale?
- What were the conditions in the hospitals of the Crimea
- The impact of Florence Nightingale at the time and on our lives today.
- Looking at primary and secondary evidence of Florence Nightingale.
- To learn about the origins of Mary Seacole and Edith Cavell and their roles in World War 1 and how they are remembered.
- Sue Ryder as a significant person from our locality and what she did.
- Local Link - Visit to church to view SR memorial and visit to SR Shop - impact of SR Foundation.

Vocabulary

- Crimea, Florence Nightingale hospitals, infection, germs, sterile, unsanitary conditions
- Primary and secondary evidence, artefacts
- Edith Cavell - typhoid, treason
- Mary Seacole - Woman of colour, Jamaican descent
- Sue Ryder, World War 2, Devonshire House

Help at home

- To look up information about these historical carers and sharers on the internet or in Children's Encyclopaedias and books
- To visit museums like the British Museum to see artefacts about these people
- Home School History Podcast - Mary Seacole Episode (BBC Sounds/A Podcast Streaming)

Enrichment

To visit St Mary's Church and the Sue Ryder charity shop in Cavendish and Devonshire Home, the home of Sue Ryder.

Skills Development

Describe where these people fit within a chronological framework.

Sort artefacts from 'then' and 'now.'

Describe significant historical events, people and places in our own locality of Norfolk (Cavell) and Cavendish (Ryder.)

Speak out about they have found out about the past.

Outcomes and assessment

Quick quiz at the beginning of each lesson to assess knowledge has been retained.

Set of questions at the end of the topic

SMSC	Spiritual To experience the feelings of spirituality in the local church.	Moral - The moral obligation felt and demonstrated by these carers to look after others.	Social - The implications of war on the health and well-being of soldiers	Cultural - To look at the different cultural backgrounds of these carers and sharers
British Values	Democracy - that wars were fought due decisions made by democratic governments	Rule of Law - The rule of law was important to these people and to understand their moral obligation to their cause.	Individual Liberty - The choices made by these people to help others was their own.	Mutual Respect - The respect shown by these carers irrespective of the soldier's army/nationality

Links to our vision statement:

Challenge - The challenges faced in the care and nursing of soldiers.

Creativity - The creativity of the nursing in new ways by Florence Nightingale

Compassion - The compassions shown by Nightingale, Seacole and Cavell when nursing ailing and dying soldiers.



Subject: Topic - Frozen Landscapes

Class: Jupiter

Year: A

Term: Spring

Key Knowledge

- Location of the Arctic and Antarctic: equator, north and south poles in relation to UK
- Seasonal and daily weather patterns Cavendish and Area of Inuit habitations in Nunavut
- Physical features of the Arctic Circle.
- Wildlife in the Arctic Circle. Adaptation of animals to this environment. Habitat, breeding, dangers Case Study
- What it is like to live in a frozen landscape? Inuit lifestyle: houses, settlement, shop, trade, transport - compare and contrast to Cavendish.
- Race to the Poles - what equipment was needed and why?
- How do the North Pole and South Pole differ
- What happened at a polar research station? Study of landscapes, weather and habitat and climate change. Study of seas - icebergs, food chains, fishing, ports, harbours.
- Leisure use of snow in frozen landscapes - tourism, sport, environmental impact.

Vocabulary

Sea, ocean, planet, Polar Regions, Arctic, Antarctic, North Pole, South Pole, tundra
 Canada, Scandinavia, Norway, Sweden, Finland, Russia
 North America, Europe, Asia
 Glacier
 Inuit, polar bear, arctic fox, penguin, seals sea lions, whales
 Robert Scott and Roald Amundsen, skis, sledges, husky dogs
 Frederick Cook (American), Ahwelah and Etukishook (Inuit)
 Animal skins, pelts
 Polar Research Station, icebreakers, kayak

Help at home

To consider recycling as this will reduce climate change and landfill and to reduce the use of single use plastics that affect sea and land animals in frozen landscapes.
 To engage with nature programmes by Richard Attenborough in his fight to preserve our planet.

Enrichment

A visit from Arctic Man at school.

Skills Development

To use maps, atlases and globes to identify countries, continents and oceans where frozen landscapes are located.
 To identify seasonal weather patterns and the location of cold areas in relation to north and south poles.

Outcomes and assessment

To understand the climates of these frozen landscape and how that effects human and animal habitation and the effects of climate change.

Assessment by quick quizzes at the beginning and end of topic assessment.

SMSC	Spiritual - to consider with awe and wonder God's creation and the diversity on our planet.	Moral - to consider our moral obligation to take care and preserve our planet and endangered species for future generations	Social - To work together as a global and community society to preserve species and landscapes.	Cultural - to consider the changes to the cultural way of life by peoples (Inuit) who live in polar regions
British Values	Democracy - to consider democratic rights of Inuit people	Rule of Law - The roles of individuals and collective responsibility in the future care of our planet.	Individual Liberty - For people who live all over the world to have a voice in cultural preservation.	Mutual Respect - to respect different cultural societies.

Links to our vision statement:

Challenge - To consider the challenges faced by animals and humans who live in frozen landscapes

Creativity - To consider the creativity of God's planet in the adaptations of these animals that live in frozen landscapes - awe and wonder.



Subject: Topic - The Great Fire of London

Class: Jupiter

Year: A

Term: Summer

Key Knowledge

- When did the Great Fire of London take place.
- Timeline of the event.
- What happened during the Great Fire of London
- Where did the Great Fire start?
- How and why did the fire spread so quickly.
- Who was Samuel Pepys and why is he so important.
- What did Samuel Pepys write and why is this primary source so important?
- What other primary evidence exists
- How was the fire brought under control?
- Compare the fire service of today with that used during the Great Fire of London
- What impact did the Great Fire of London have on the rebuilding of London. What materials were used to rebuild churches and buildings by Wren and Hawksmoor.
- What was the impact of the fire on health

Vocabulary

Poem - 1666 - Sunday 2nd September 1666, lasted 4 days
 London, Thames, Pudding Lane bakers shop - Monument
 Thomas Farriner
 Wooden houses, timber wattle and daub - closely built together
 Samuel Pepys, diary, diarist - Primary Source of *The Diary of Samuel Pepys*
 King Charles II, James, Duke of York
 Navy gunpower, Thames water
 Rebuild all of London, insurance companies, brick building
 Architects Wren and Hawksmoor
 Effect on the plague - better spread of population

Help at home

Home History Podcast - BBC Sounds/ A Podcast Streaming Service <https://www.bbc.co.uk/programmes/m000s484>

Visit to Monument in London and the Great British Museum

Enrichment

Workshop and Fire Service Visit

Skills Development

Use dates to order and place events on a timeline.
 Compare sources, both primary and secondary sources for the study of the Great Fire of London.

Outcomes and assessment

Recap of learning in this topic at the start of each lesson
 End of topic written assessment, answering questions about key facts and sources.

SMSC	Spiritual Children to be aware that Christianity was key religion on London at the time	Moral - The kindness of the population to help each other during this catastrophe	Social - The change caused to the construction of houses and civic buildings	Cultural - Wren and Hawksmoor redesigned the London we know today
British Values	Democracy - King Charles II helped to put out the Fire - community effort	Rule of Law - Borough of London ordered evacuation	Individual Liberty - The right of people like Samuel Pepys to write about the event.	Mutual Respect - To respect the roles that others played.

Links to our vision statement:

Challenge - The challenge of overcoming a crisis

Creativity - The creativity of Christopher Wren and Hawksmoor

Compassion - The compassion shown to all during the Great Fire of London



Subject: Topic - Deserts and Savannahs

Class: Jupiter Year: B Term: Autumn

Key Knowledge

- Locate Deserts and Savannahs on a globe, world map and atlas
- Compass directions, North, South, East and West.
- Animals habitats in savannah and deserts
- How landscape impacts on animal adaptations
- The Food Chains in deserts and savannahs
- Comparative study of homes - Cavendish and Kagera.
- Comparative study of school and education - Cavendish and Kagera.
- To learn the importance of respect of nature to preserve it for future generations.
- That deserts and savannahs are found on many continents.
- Comparative study of church and worship - Christianity as a global religion
- Christmas around the world - Alternative
- Use of photographs and maps as observational geography
- The impact of human geography.

Vocabulary

World, globe, planet, continent, country, drought, conservation.

North, south east and west, Equator, Tropic of Cancer, Tropic of Capricorn, continent, Africa, Indian and Atlantic Ocean

Habitat, vegetation, grass, watering holes, burrows.

Food chains, predator, prey, producers, consumers, carnivore, herbivore, omnivore, organisms

Human and physical features

Help at home

- Mapwork / globe work of desert and savannah areas.
- Natural history programmes eg Richard Attenborough's *Nature: Africa, it's like nowhere else.*
- Trips to zoos and Natural History Museum
- Discuss family responses to environmental challenges

Enrichment

Trip to Colchester Zoo to the Africa Wild Exhibition and Kagera workshop from Diocese.

Skills Development

Children will grow to understand the geographical areas of deserts and savannahs in Africa, learning of the harsh conditions for the survival of animals and humans. Children learn how locality is set within a wider geographical context and to recognise that people have a different quality of living in different locations. Children will learn how animals adapt to these harsh conditions in order to obtain food and water in order to survive. They will learn the eco balance of nature by studying food chains and the importance of wild life conservation of the natural world.

Outcomes and assessment

Children to know where deserts and savannahs are located and how the geographical climate affects animals and humans that live there. This will be assessed continuously by revisiting previous learning and a final quiz at the end of the topic.

SMSC	Spiritual - children learn that Christianity is a global religion	Moral - Is there a moral duty to respect and preserve the natural world?	Social - To compare life between Kagera and Cavendish	Cultural - To learn about the cultural difference between a case study on two continents.
British Values	Democracy - How one can use the democratic process to seek change.	Rule of Law - Are there rules about how the environment is used?	Individual Liberty - How as individuals an make an ecological difference through our choices	Mutual Respect - How can we ensure a sustainable future.

Links to our vision statement:

Challenge - There is challenge faced by animals, vegetation and humans in the harsh geographical desert and savannah regions.

Creativity - The creativity of God's nature and animal kingdom and to wonder and marvel at it.

Compassion - To feel compassion for the natural world as the world undergoes climate change due to human interference and to be proactive it its conservation.



Subject: Topic - Weather Around the World

Class: Jupiter

Year: B

Term: Spring

Key Knowledge

- What types of weather are there?
- Weather symbols - what do they mean - Espresso Weather Report
- How do we record weather? - Charts, graphs, filming our own tv weather.
- Location of Cavendish, England with Cavendish, Australia - map of England, map of Australia
- Comparing weather of weather in Cavendish, England with weather in Cavendish, Australia.
- Comparing Weather charts Cav Eng /Cav Aus (3 week block) Data send via weekly email.
- Why is it summer in Australia and winter in England? (Use globes angle of sun - hemisphere.
- Use of compass NSEW to locate physical & manmade features in and around 2 Cavs.
- I can create a fact file for each Aus & UK - Capital, currency, Cav Schools, use of leisure, wild animals in local habitat etc
- Field study of school grounds - create own map and key to represent physical features.
- Impact of weather on growth - too much/too little water

Vocabulary

Hot, cold, rain, snow, wind, ice, sun
 Weather Symbols
 England, Australia, Cavendish, hemisphere, continent.
 North, south, east and west - globe - compass
 Capital - London, Melbourne, Sydney
 British pound, Australian Dollar
 Fox, badger, swallows, blue tits, sparrows, fallow deer, dingo dog, kangaroo, koala, possums, wallaby, alligator, kookaburra
 Flood, drought, fire, freeze, frozen, crops, crop rotation, organic, chemical, farming
 Global, climate change

Help at home

- Atlas and globe work to find Cavendish (Eng.) and Cavendish (Aus.)
- Watching weather forecasts.
- Weather forecast of mobile telephone apps

Enrichment

Field Study to organic Blacklands Organic Farm - food production.

Skills Development

Map and globe work of England, Great Britain and Australia

Study of weather and climate and how that has an impact on activities, farming and hoe seasons differ between the northern and southern hemispheres.

Outcomes and assessment

Children will be able to talk about the weather, climate, housing and school in Cavendish England and how different all these are in Cavendish Australia. Children will be able to talk about crops grown locally and farming in Cavendish, Australia.

SMSC	Spiritual - To share our Easter traditions and our church service with those in Cavendish, Aus.	Moral - To develop a sense of morality in considering how we care for our world.	Social - develop an understanding of similarities and differences between the two Cavendish localities.	Cultural - to compare the similarities and differences between the two Cavendish cultures.
British Values	Democracy - how the local democratic councils of Cav (Eng.) and Cav (Aus.) deal with challenge of climate change.	Rule of Law - develop an understanding of the laws of nature and how society is ruled by them.	Individual Liberty - consider our own positions in a global environment and climate crisis	Mutual Respect - To develop a respect for our world, environments and the people in it.

Links to our vision statement:

Challenge - The life in Cavendish in Australia often faces the challenge of drought and heat whereas in Cavendish, England, the climate is more temperate.

Creativity - Children to be creative in how they describe the different weather conditions and climates, and in creating their fact file.

Compassion - Pupils should become more compassionate of communities where life faces more challenge due to extremes in weather.



Subject: Topic - Britain in the 1960s

Class: Jupiter

Year: B

Term: Summer

Key Knowledge

- When were the 1960s - Chronology
- What was life like then - eyewitness
- Life at home in the 1960s - food and cooking gadgets
- Life at home - toys
- Transport - modes and methods - motorway introduction
- Life at school - lessons, food, punishments - oral history questionnaires (follow up reports)
- Technology and communication - TV and cinema - Telephones and computers
- Music and Fashion - British innovation eg Mary Quant, The Beatles and the Kinks
- The British Commonwealth - Which countries? What it is? Which Countries in the 1960s vs today.
- British Commonwealth - immigration to GB. From where and why. Race Relations Act 1968
- Benefits of immigration - cultural diversity, food, leisure

Vocabulary

- 1960s
- Primary Sources- artefacts, eyewitness
- Secondary Sources
- Motorway -Cars - Mini, Cortina, Triumph
- Trikes, bikes, tractors
- Angel delight
- Quant, The Beatles, The Kink
- British Commonwealth
- Immigration, race, Race Relations Act

Help at home

- Listen to the music of the Beatles, and the Kinks and others from the 60s
- Watch television programmes about life in the 60s

Enrichment

- A 1960s day held at school when children and staff wear clothes of the sixties.
- Dance Festival - children dance to 1960s music

Skills Development

- Children able to describe changes within living history.
- Children can speak about how they found about the past - Eyewitness interview with grandparents.

Outcomes and assessment

- Continuous assessment by teacher
- Quick quizzes at the start of lessons to check previous knowledge.

SMSC	Spiritual - Variations of approach within different faiths.	Moral - The morality of Great Britain in welcoming people of the Empire to live in Britain and formation of the Commonwealth	Social - The changes in society in GB of the 60s	Cultural - The changes in the culture of GB - music and fashion
British Values	Democracy - The Empire was granting independence to countries in the commonwealth	Rule of Law - Learn about the Race Relations Act of 1968	Individual Liberty - Liberty of people from the rest of the commonwealth to live in GB	Mutual Respect - To respect all people of GB regardless of race and other protected characteristics

Links to our vision statement:

Challenge - The challenge faced by immigrants coming to live in a country of different culture, music and weather, attitudes

Creativity - The creativity of the 1960s in different forms

Compassion - Why is prejudice wrong? Compassion for those who experienced it.