



**Barton Hill
Academy**

The Barton Hill Academy Curriculum 2023-24

Nursery



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Academy**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Geography & Science	History & Science	Science	Geography & Science	History & Science	Science
Science	<p>Children will know the names of body parts: heads, arms, hands, legs, feet, neck.</p> <p>Children will be introduced to the 5 senses.</p> <p>The life cycle of a human.</p>	Children will know how materials change when cooking, cooling and heating (baking).	Children will know how to respect and care for living things such as animals.	Children will know that some animals can be kept as pets, some live on farms and some are wild animals.	Children will know that a butterfly comes from an egg (the life cycle of a butterfly).	Children will know that seeds can turn into plants (children will plant seeds/herbs).
History	Children will know they were a baby. Bring in baby photos to discuss the changes.	Children will know about Rememberable Day and Bonfire Night.	Children find out about Chinese New Year.	Children will talk about their families and have an awareness that parents and grandparents are older than they are (bring in photos of grandparents and parents).	Children will understand that certain artefacts and resources are old and have been used before (collection of toys and objects from before their lifetime to discuss).	Children will understand that they currently attend Nursery but soon they will go to Reception. They will recognise that they are older than the new nursery starters.
Geography	Children will talk about differences and similarities between themselves and people in their local community.	Children will know that a globe represents the world.	Children will know about hot and cold places in our world and the animals that live in these places. Small world animals and habitats.	Display showing where bears live around the world and then leading onto where animals live around the world.	Children look at and discuss weather around the world. Discuss what water looks like on a map.	Discuss where we can find water at school. Children look at where they can find water in the local area.
DT/ART	Children will do large scale drawings/paintings. Children will use pencils to free draw.	Children will paint on a flat surface and an easel.	Children will explore colour mixing. Children will use pencils to draw closed shapes such as squares and rectangles.	Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.	Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc. Children will do observational drawings.	Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc
Drama						
Music/Drama	Children will know the nursery rhymes/songs Children will listen to and learn a variety of songs to perform for a nativity concert	Children will listen to a visitor play an instrument (Simon Wyatt).	Children will draw to represent ideas like movement and loud noises.	Children will play sound matching games.	Children will play a range of instruments to express their feelings and ideas.	Children will play a range of instruments to express their feelings and ideas
R.E	Children will know how and why we celebrate Harvest Festival	Children will know that some people celebrate Diwali (Hinduism).	How do people celebrate?	What is Easter? Children will listen to the Easter story.	Children will learn about Eid. They will learn who celebrates Eid and why.	What makes places special? (Discussing places of worship)

Reception



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Geography & Science	History & Science	Science	Geography & Science	History & Science	Science
Science	<p>Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses (explore during forest school activities). Children will know how materials change when cooking, cooling and heating.</p>	<p><i>Children will know that this time of year is Winter.</i></p> <p>Children will make collections of natural materials to investigate and talk about. They will be able to name natural materials.</p> <p>Children will name and identify woodland animals.</p>	<p>Investigate ice, fire, water and magnets (Link to superheroes and their characteristics/powers). Children will explore floating and sinking and practice making predictions and conclusions.</p> <p>Children will know about the impact of food and exercise on our bodies (linked to PSED)</p>	<p>Children will know the life cycle of a frog (frogspawn to observe).</p> <p>Children will Compare similarities and differences between dinosaurs- what they looked like/ ate (herbivores, omnivores and carnivores)</p>	<p>Children will explore light and dark. Children will identify different light sources including the sun and practice making predictions and conclusions.</p>	<p>Children will know the names of the four seasons and weather associated with them.</p> <p>Children will know how to care for a plant.</p> <p>Children will plant and learn the life cycle of a sunflower.</p> <p>Children will observe how a tree has changed over the four seasons.</p> <p>Children will know that there are 8 planets in the solar system and what gravity is.</p>
History	<p>Children will know how they have changed from being a baby to being 4/5. Creating family trees.</p>	<p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p> <p>Children will learn about Guy Fawkes and the 'Gun Powder Plot'.</p>	<p>Children will learn about real life superheroes in the present and how they help us (reference back to the pandemic).</p> <p>Children will talk about of the lives of people around them and their roles in society.</p>	<p>Children will know that the past is anything before the current day.</p> <p>Children will know that the present is now.</p> <p>Children will learn about Mary Anning and her fossil discoveries.</p>	<p>Children will know who Neil Armstrong is and why he is important.</p>	<p>Children will look at images of Barton Hill from the past and present and identify similarities and differences (reference our local trips to the shops/park).</p>
Geography	<p>Children will look at images of Barton Hill from the past and present and identify similarities and differences (reference our local trips to the shops/park).</p>	<p>Children will know that they live in Barton Hill (visit the local park). Show the children a simple map from school to the park. Children to recreate a map after they have been to the park. Children will know that we live in England and name animals that live in England woodland areas.</p>	<p>Children will know the name of the road that our school is on (Queen Ann Road). Link to superheroes and where our local heroes work by visiting the doctor's surgery and discuss the people who help us in our community.</p>	<p>Children will know that we do not have certain animals in England and will compare with a warmer climate (Africa). Hot and cold places comparisons and discussions (linking to animals and people).</p>	<p>Children will know that we can only grow certain fruit/vegetables in England. <i>They will record their observations independently and discuss these with others.</i></p> <p>Locate on a globe/ map countries with space travel around the world and discuss features of these countries.</p>	<p>Children will discuss where in the world they have been, where they have family and where they would like to go (reference maps/ a globe during discussions). Children will compare these places with England.</p> <p>Children will go on a local walk around the town (ending at the train station) to observe how people travel around Barton Hill (recording their findings in a tally chart).</p>
DT/ART	<p>Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p>	<p>Children will know how to mold clay-making woodland creatures.</p> <p>Children will explore and recreate art in the style of Jackson Pollock.</p> <p>Children will know which glue or tape</p>	<p>Children will know how to make 2D collages.</p> <p>Children will explore and make art in the style of Henry Matisse.</p> <p>Children will know how to make an I-</p>	<p>Children will know how to use and mix watercolour paints.</p> <p>Children will know how to use different techniques to make 3D collages.</p>	<p>Children will know how to make a mono print (space picture).</p> <p>Children will know how to make a tab join.</p>	<p>Children will know how to make different shades of the same colour.</p> <p>Children will know how to make a split pin join.</p> <p>Children will know how to sew to join.</p>

Year 1



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Geography & Science	History & Science	Science	Geography & Science	History & Science	Science
Science	Seasonal Change - (Physics) How do seasons change? (Autumn focus) 5 lessons The four seasons Seasonal weather	Animals including humans- How are animals classified? (Biology) Name common animals Carnivores, etc	Everyday Materials – What are materials around us called and used for? (Chemistry) Properties of materials Grouping materials Seasonal Change (Physics) How do seasons changes? 1-2 lessons (Spring focus) The four seasons Seasonal weather	Animals including humans– What are seen body parts called and what are the 5 senses? (biology) Human body and senses	Plants – What are different plant parts called? (& names of common plants) (Biology) Common plants Plant structure	Seasonal Change (Physics) How do season changes? (Summer focus) 1-2 lessons The four seasons Seasonal weather Assess and review lessons
History		What was my grandparents' childhood like? Changes to toys, school, games, food and holidays	Assess and review		Who were and are famous Bristol people? Impact of famous Bristolians and UK people including IKBrunel.	Assess and review
Geography	What do I know about the UK and where I live? Exploring maps and postcodes for the local area,, road signs, street names. Extending to UK maps.		Assess and review	Why are some places in the world hot and some places always cold? Locating the Equator, North and South pole; adapting to hot and cold climates; animals in hot and cold places.		Assess and review
DT/ART	Drawing (dots, lines and shape	How can we create a simple pop- up toy related to the past?	Painting (primary and secondary colours)	How can we use textiles to make a logo related to our local area/school? Change the question depending on if it is the school or locality.	Sculpture (joining techniques of recycled materials)	How can we create a swing with an axel?
Drama			Whole school performance			
Music	My Musical Heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun With Improvisation	Let's Perform Together!
R.E	What makes people special? Various religions	Does Chanukah make Jewish children feel closer to God? Judaism	What do Christians believe God wants them to do? Christianity	How easy was it for Jesus to show friendship? Christianity	How important is Shabbat for Jewish children? Judaism	Why are Rosh Hashanah and Yom Kippur important to Jewish children? Judaism
PSHE	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	Unit 1.1 E-safety and exploring PM		Unit 1.6 animated story books		Unit 1.7 coding	

Year 3



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Geography & Science	History & Science	Science	Geography & Science	History & Science	Science
Science	<p>Animals Including Humans – Why do humans have skeletons and muscles? (Biology)</p> <p>Skeleton and muscles</p> <p>Nutrition</p> <p>Exercise and health</p>	<p>Rocks and soils – What are the main types of rocks on our Earth? (Chemistry)</p> <p>Fossil formation</p> <p>Compare and group rocks</p> <p>Soil</p>	<p>Forces and Magnets – What do we mean by a force? (Physics)</p> <p>Different types of forces</p> <p>Recognise how magnets attract and repel</p>	<p>Plants – explore a variety of plants and plant adaptation – linked to different biomes.</p>	<p>Plants – What does each plant part do to help the plant stay healthy? (Biology)</p> <p>Plant life</p> <p>Basic structure and functions</p>	<p>Light – Why do we have light and dark and what is their impact on everyday life? (Physics)</p> <p>Reflections</p> <p>Shadows</p>
History		<p>How did Britain change from the beginning of the Stone Age and the End of the Iron Age?</p> <p>Sources of evidence, differences between the Ages, significance of iron and Iron Forts</p>	<p>Assess and review</p>		<p>How was Ancient Egypt's Civilization ahead of its time?</p> <p>Comparing life in Britain at the time, archaeologist findings, Egyptian Gods and Egyptian slavery</p>	<p>Assess and Review</p>
Geography	<p>What is special about Guatemala? Locate Southern and Northern Hemispheres. Locating Guatemala & exploring its 3 regions, climate, physical and human features and key place names.</p>		<p>Assess and review</p>	<p>What are biomes and how are they formed?</p> <p>Different types of biomes; related features of each biome; locating biome regions; related project study</p>		<p>Assess and Review</p>
DT/Art	<p>Drawing (tone and texture)</p>		<p>Painting (complementary colours)</p>		<p>Sculpture (mark making with clay)</p>	
Drama			<p>School performance practise</p>	<p>Whole school performance</p>		
Music	<p>Writing Music Down</p>	<p>Playing in a Band</p>	<p>Compose Using Your Imagination</p>	<p>More Musical Styles</p>	<p>Enjoying Improvisation</p>	<p>Opening Night</p>
R.E						
PSHE	<p>Being me in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Bodies</p>	<p>Relationships</p>	<p>Changing Me</p>
Computing	<p>Unit 3.2 online safety</p>		<p>Unit 3.1 coding</p>		<p>Unit 3.9 presenting</p>	
MFL						

Year 2



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Geography & Science	History & Science	Science	Geography & Science	History & Science	Science
Science	<p>Living things and their habitats - Why do animals choose the habitats they have?(biology)</p> <p>Alive or dead</p> <p>Habitats</p> <p>Adaptations</p> <p>Food chains</p>	<p>Humans – Why is it important to keep our bodies healthy? (biology)</p> <p>Animal reproduction</p> <p>Healthy living</p> <p>Basic needs</p>	<p>Everyday Materials – How do we make the most of materials around us? (Chemistry)</p> <p>Identify different materials</p> <p>Name everyday materials</p> <p>Properties of materials</p>	<p>Everyday Materials (Chemistry)</p> <p>Compare the use of different materials</p> <p>Compare movement on different surfaces</p>	<p>Plants - What do plants and trees need to keep healthy? (Biology – plant bulbs in autumn)</p> <p>Plant and seed growth</p> <p>Plant reproduction</p> <p>Keeping plants healthy</p>	<p>Plants - What do plants and trees need to keep healthy/Assess and Review (Biology)</p> <p>Plant and seed growth</p> <p>Plant reproduction</p> <p>Keeping plants healthy</p>
History		<p>What lessons have we learned from the Great Fire of London?</p> <p>Cause, conditions for the fire, impact, changes to the fire services today</p>	<p>Assess and review</p>		<p>How has transport changed in Britain over time?</p> <p>Changes to travel within living memory; role of IKB; impact of air travel on our lives</p>	<p>Assess and review</p>
Geography	<p>What is special about the seaside?</p> <p>Nearest seaside resorts, physical & human features, safety at the seaside (RNL – keeping safe)</p>		<p>Assess and review</p>	<p>How different would my life be if I lived in Somalia?</p> <p>Locating Kenya, physical & human features, life in Kenya, food/diet, impact of draughts.</p>		<p>Assess and review</p>
DT/ART	<p>Drawing (creating landscapes)</p>	<p>How can we create a tall structure similar to the ones seen in London?</p>	<p>Painting (texture and layering)</p>	<p>How can we create a traditional Somali roof for a village home?</p>	<p>Sculpture (use of natural materials)</p>	<p>How can we create a vehicle that moves on axels and wheels?</p>
Drama			<p>School performance</p>			
Music	<p>Pulse, Rhythm and Pitch</p>	<p>Playing in an Orchestra</p>	<p>Inventing a Musical Story</p>	<p>Recognising Different Sounds</p>	<p>Exploring Improvisation</p>	<p>Our Big Concert</p>
R.E	<p>Is it possible to be kind to everyone all of the time?</p> <p>Christianity</p>	<p>Does praying at regular intervals help Muslims in their everyday lives?</p> <p>Islam</p>	<p>Does going to mosque give Muslims a sense of belonging? Islam</p>	<p>How important is it for Jewish people to do what God asks them to do?</p> <p>Judaism</p>	<p>What is the best way for a Jew to show commitment to God? Judaism</p>	<p>Does completing Hajj make a persona a better Muslim? Islam</p>
PSHE	<p>Being Me in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Gaols</p>	<p>Healthy bodies</p>	<p>Relationships</p>	<p>Changing me</p>
Computing	<p>Unit 2.2 E-safety</p>		<p>Unit 2.1 coding</p>		<p>Unit 2.5 effective searching</p> <p>Unit2.7 making music</p>	

Year 4



Barton Hill Academy
Science

	Term 1	Term 2	Term 3	Term 4	Term 5	
	Geography & Science	History & Science	Science	Geography & Science	History & Science	
Science	<p>Sound – How is sound created and how does it travel? (Physics) <i>How sounds are made Sound vibrations Pitch and Volume</i></p>	<p>Animals Including humans- What happens to the food we eat? (digestive system- Biology) <i>Digestive system Teeth Food chains</i></p>	Assess and review	<p>Electricity - What is electricity and why is it important in everyday life? (Physics) <i>Uses of electricity Simple circuits and switches Conductors and insulators</i></p>	<p>States of Matter – How do some solids, liquids and gases change state? (Chemistry) <i>Compare and group materials Solids, liquids and gases Changing state Water cycle</i></p>	<p>Living things and habitats- How are living things grouped? (Biology) <i>Grouping living things Classification keys Adaptation of living things</i></p>
History		<p>How did Britain change from the end of the iron Age and the end of the Roman occupation? <i>Roman arrival in Britain, The “Romanisation” of the UK and Bristol, Reason for leaving</i></p>	Assess and review		<p>Why was the Islamic Civilization known as the Golden-Age? <i>The House of Wisdom, Prophet Mohammad’s association with the Golden Age, Health Care, Education, the end of the Golden Age.</i></p>	Assess and review
Geography	<p>Why do so many people go to the Mediterranean for their holidays? (Italy focus) <i>Locating Italy, comparing physical and human features to UK, holiday resort case study and Brexit.</i></p>		<p>How are rivers formed? <i>Features of rivers, the water cycle, features of upper, middle and lower courses of a river, exploring proximity of cities to rivers, river study</i></p>	<p>How are mountains formed and what causes an earthquake, tsunami or volcano? (link to Italy and Sicily) <i>Tectonic plates, famous mountains, relief map, cause of earthquakes and volcanoes</i></p>		Assess and review
DT/Art	Drawing (shade and shadow)	How can we create a Roman weapon which can propel when operated by a lever system?	Painting (mixing colours to observation)	How can we create an electrical torch which incorporates changing colours?	Sculpture (paper mâché and origami)	
Drama			Performance practise	Whole school performance		
PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Health bodies	Relationships	Changing me
Computing	Unit 4.2 online safety		Unit 4.2 coding		Unit 3.9 presenting	

Year 5



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Geography & Science	History & Science	Science	Geography & Science	History & Science	Science
Science	<p>Properties and changes in materials – What materials can and cannot be changed back to their original shape? (Chemistry)</p> <p><i>Compare properties of everyday materials Soluble/ dissolving Reversible and irreversible substances</i></p>	<p>Forces – What is a force and how does it affect the way things move? (Physics)</p> <p><i>Gravity Friction Forces and motion of mechanical devices</i></p>	<p>Earth and Space – What do we know about the Sun, the Earth, the Moon and the planets? (Physics)</p> <p><i>Movement of the Earth and the planets Movement of the Moon Night and day</i></p>	<p>Assess and review</p>	<p>Living things and their habitats – what do we know about the life cycle of various animals? (Biology)</p> <p><i>Life cycles – plants and animals Reproductive processes Famous naturalists</i></p>	<p>Animals including humans – What do we know about the life-cycle of humans? (Biology)</p> <p><i>Changes as humans develop from birth to old age</i></p> <p>Assess and review</p>
History		<p>How did Britain change between the end of the Roman occupation and 1066? (Viking and Anglo Saxon Focus) <i>Origins and impact of the Vikings and Anglo-Saxon Kings; The Norman Conquest</i></p>	<p>Assess and Review</p>		<p>How has trade in Bristol changed since Tudor times? <i>The Bristol Slave trade; The importance of the Silk Road, Bristol trade during the last 100 years.</i></p>	<p>Assess and review</p>
Geography	<p>What are differences between cities and counties of the UK?</p> <p><i>Locating and comparing cities and counties of the UK</i></p>		<p>Asses and Review</p>	<p>Local Study: Why is Avonmouth a significant trade area in Bristol?</p> <p><i>Locating the Docks, imports and exports commodities, exploring variation in food distribution</i></p>		<p>Assess and review</p>
DT/Art	<p>Drawing (perspective)</p>	<p>How can we create a structure which reflects an aspect of European lifestyle?</p>	<p>Painting (mood)</p>	<p>How can we create a water mill system for a developing country which incorporates gears?</p>	<p>Sculpture (wire sculptures)</p>	<p>How can we create a textile product which tells a story?</p>
Drama				<p>Whole school performance practise</p>	<p>Whole school performance</p>	



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Geography & Science	History & Science	Science	Geography & Science	History & Science	Science
Science	<p>All living things and their habitats – How are living things grouped and classified? (Biology) <i>Classification of living things and the reasons for it</i></p>	<p>Evolution and inheritance – How have living things on Earth changed over time? (Biology) <i>Identical and non-identical offspring Fossil evidence and evolution Adaptation and evolution</i></p>	<p>Light – How do our eyes help us to see? (Physics & biology) <i>How light travels Reflection Ray models of light</i></p>	<p>Electricity – How does electricity work and how does its power vary? (Physics) <i>Electrical components Simple circuits Fuses and voltage</i></p>	Assess and review	<p>Animals including humans – How does the heart work and why is it so important? (Biology) <i>The circulatory system Water transportation Impact of exercise on body</i></p>
History		<p>What was the Impact of WW2 on Britain? <i>Cause(s) of WW2, life in Germany, Winston Churchill, Bristol during and after the war. Switch with term 3 next year</i></p>	<p>What did Ancient Greece bring to the world? <i>The legacy of the Ancient Greeks, Greek Gods, Everyday life for the Ancient Greeks, Spartans and the Athenians</i></p>	<p>What was the Impact of WW2 on Britain? <i>Assess and review</i></p>	SATS	Assess and Review
Geography	<p>What do we know about North America? <i>Countries making up North America, physical & human features of the USA., Mexico vs USA, immigration.</i></p>		<i>Assess and review</i>		SATS	<p>What are the most significant countries in Europe today? Case studies involving key European countries e.g. Location, landmarks, flags, identifying factors and comparison with UK.</p>
DT/Art	<p>Drawing (Shadows and reflections)</p>	<p>Painting (creating atmosphere) Swap with term 3 next year</p>	<p>How can we create a flag for the ceremony of the Ancient Greek Olympics? – Located in Year 4s planning – Textiles (stitching)</p>	<p>How can we create a vehicle capable of moving with more than one mechanical system?</p>	<p>Sculpture (creating clay and wire sculptures)</p>	<p>How can we create a traffic light system that involves the use of IT?</p>
Drama				Performance practise	Performance practise	Whole school performance