



Ambition – Community - Equality

Curriculum Overview Educational Visits

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Y1 | Life skills and opportunities Children will meet a range of inspiring people such as nurses, police officers and fire fighters from their local community. They will have the opportunity to ask questions and understand how they can support their community. | | | | | |
| | Do all superheroes wear capes? | Where do big cats live? | How do we know Birmingham and London are cities? | What is a British woodland like? | How do the seasons change? | |
| Educational Visit and subject/s | RE church Infant Baptism Superhero day! Visit from ‘real life heroes’ including a nurse and a fire fighter. | Visit to a vet clinic Develop healthy habits and understand the importance of hand washing. | Geography - Birmingham City Centre & IKON gallery, library walk: looking at key human features shop/office/city History/PSHE/DT - Invite the fire service in to look at fire equipment | Science – Baddesley Clinton: Exploring different habitats to find out about the plants and animals that live there. Learning about parts of plants and their functions; and requirements for growth | | |
| N/C Objectives | Learn about the lives of significant individuals who have contributed to national and international achievements (Mary Seacole and Florence Nightingale) | Pupils should develop knowledge about their locality. Develop healthy habits and understand the importance of hand washing. | Use basic geographical vocabulary to refer to key human features shop, house office, village, port, town and city; name, locate and identify characteristics of London/ Birmingham cities | Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees | | |
| Post visit follow up | Chn to write a recount of a baptism Write a fact about an every day hero. | Children map their route to the vets using aerial maps and local street maps. | Ed. Visit follow up - Write a leaflet about landmarks that a tourist could visit in Birmingham City Centre (IKON gallery, The Library of Birmingham, Symphony Hall) | Write the things that plants need to grow and give reasons for their answers. Link to the seeds that they are growing in science investigation | | |

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| | | | Ed. Visit follow up – Picture collage of the visit and pupil voice about what they have learned. Design and make toy fire engines in DT | | |
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| Y2 | Life skills and opportunities During Year 2 children will have the opportunity to experience their first over night residential trip. They will explore a range of habitats and get 'hands on' experience working with animals. In addition, this trip fosters independence and resilience in children when faced with new challenges. | | | | | |
| | Why should I go to Sheldon? | | What is it like in Africa? | Why are there castles? | Why do we visit the seaside? | |
| Educational Visit and subject/s | Geography and art Visit landmarks in the local area in preparation for sketch map work Draw landmarks in the local area (Lowry) | History Visitor – someone with local area knowledge Ask questions about The Radleys and Elms Farm School in the past <hr/> RE Trip to St. Thomas' Church to learn about the nativity | | History Visit to Warwick Castle Look at sources of information How is the past represented? paintings, reconstructed buildings, artefacts, replicas | RE Visit a Hindu Mandir Exploring quiet in places of worship | Art and Geography Weston-Super-Mare visit Sculptures based on James Harkins Learn about physical geographical features Preparation for a sketch map |
| N/C Objectives | Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment To develop a wide range of art and design techniques in using line, shape and colour | Learn about significant historical places in their own locality Ask and answer questions using a variety of sources | | Understand some of the ways in which we find out about the past and identify different ways in which it is represented | | Learn about key human and physical features of the seaside Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key To develop a wide range of art and design |

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| | | | | | | techniques in using texture, form and space |
| Post visit follow up | <p>Topic book work Put symbols on a map in the local area to show where the landmarks are.</p> <p>Identify key human and physical features of the local area</p> | <p>Discuss what we learned about the local area and double page spread about how the school and The Radleys has changed over the lifetime of parents/grandparents</p> <p>Picture collage and pupil voice about what they have learned</p> | | Complete a double page spread about the different sources of information that are represented in the castle (paintings, artefacts, replicas, the reconstructed castle) | Picture collage and pupil voice about what they have learned about Hinduism | <p>Make a sketch map of Weston using symbols in a key</p> <p>Pre-visit – Watch James Harkins making 3D art in the sand Make sculptures in the style of James Harkins and make a picture collage into art sketch books</p> |



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| Y3 | Life skills and opportunities During Year 3, children will have the opportunity to visit Stratford Upon Avon to celebrate Shakespeare Week and learn more about one our local hero William Shakespeare. | | | | | |
| | How do I use a map? | Stone Age to Iron Age: How did Britain change? | What did the Greeks do for us? | Why is Greece popular? | How do natural disasters affect the world? | Who has helped change our world? |
| Educational Visit and subject/s | Geography – local area: plan and follow a route on a map (before field work), find locations of the OS symbols (photograph these during fieldwork) and identify land-use patterns | History - Prehistoric Birmingham at Sarehole Mill: Everyday life of Stone age, Bronze age and Iron age people. How it has changed over time | Symphony hall CBSO concert event | R.E. Jewish Synagogue: Seder meal | | |
| N/C Objectives | Name and locate geographical regions in the UK. Identify land-use patterns and understand how some of these aspects have changed over time (Sheldon) OS maps: Use symbols and keys to build their knowledge of the UK Use 4-figure grid references | Learn about changes in Britain from the Stone Age to the Iron Age | | | | |

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| Post visit follow up | Create and overlay map showing the changes in land-use in the local area | Double Page Spread using photographs from the visit. Write a fact file about life in the stone age (hunter gatherers, weapons, food, cave painting, clothes/jewellery) and compare it to life today | Picture collage of the visit and write a comment about what they enjoyed (pupil voice) | Picture collage of the children learning about the Seder plate on the trip Draw and label a Seder plate, detailing symbolism and importance | | |



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| Y4 | <p>Life skills and opportunities</p> <p>During Year 4 pupils will be invited to take part in a three or four day residential. This will help them gain independence and give them opportunities to develop leadership skills. They will enjoy activities such as; den building, fire lighting and survival skills.</p> <p>There will also be an opportunity for children to experience a live sporting event during the year.</p> | | | | | |
| | Home or abroad? | What did the Romans do for us? | Why was Britain invaded? | | What is a biome? Why are rainforests important to our lives? | Why should we protect our oceans? |
| Educational Visit and subject/s | | History - Roman Life workshop: Roman settlements and impact on Britain, the Roman army, Gladiators and their ability to fight. | R.E. – Mosque, the importance of prayer Geography – village and town in Solihull: exploring settlements: Learn about a city, town, village and hamlet including land-use /farming) Use fieldwork to support a rural/urban village/town comparison | | | Science - Sea life centre: exploring the Ocean biome |
| N/C Objectives | | Learn about the Roman Empire and its impact on Britain. | Name and locate counties of the UK (within the West Midlands region) Use 4-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK (telephone box, post office, school, church, other) Human geography, including: types of settlement and land use. | | | Learn about how the coral reefs are being destroyed by human activity Ask relevant questions and using different types of scientific enquiries to answer them. Recognise that living things can be grouped in a variety of ways. |

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| | | | | | <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things</p> |
| Post visit follow up | | <p>Information text: life as a Roman using photographs from the workshop</p> | <p>Information text: Mosques</p> | | <p>Create a brochure for the Sea Life Centre</p> |
| | | | <p>Create a chronological report detailing type of settlement and land use over time</p> | | |



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| Y5 | Life skills and opportunities | | | | | |
| | There will be an opportunity for children to experience a live sporting event during the year. | | | | | |
| | What is a river's journey? | | What were the achievements of the Ancient Egyptians? | What did Henry VIII's reign mean for Britain? | Why does the USA have different climate zones? | What's beyond the sky? |
| Educational Visit and subject/s | Geography - Carding Mill Valley Use six-figure grid references, symbols and key (including the use of OS maps, and 8 compass points during field work for orienteering; taking measurements of the river, take photographs of key features and using contour maps to find out valley heights and represent in graphs | R.E. Gurdwara, Langar | History – Egyptian workshop; achievements of the civilisation, use of artefacts R.E./music Polished Christmas performance St. Giles | History - Coughton Court ; explore Tudor life. | | Planetarium visit |
| N/C Objectives | Name and locate key geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers); and understand how some of these aspects have changed over time (erosion) Use six-figure grid references, symbols and key (including the use of OS maps, use in class and on field work) Use fieldwork to observe, measure, record and present the | | Learn about the achievements of the earliest civilizations – a depth study of Ancient Egypt (pyramids, using mud to make bricks, irrigation and how they use the River Nile to help them to grow crops, paper, hieroglyphics) | Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Tudor period | | Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to |

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| | <p>human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Learn about physical geography, including: rivers, mountains and the water cycle.</p> | | | | | <p>explain day and night and the apparent movement of the sun across the sky.</p> |
| Post visit follow up | <p>Represent data collected in graphs.</p> | <p>Write a non-chronological report on the importance of Langar and its impact on the local community</p> | <p>Add chronology of achievements to class display and double page spread</p> | <p>Write a diary entry detailing the life of a person living during the Tudor period</p> | | <p>Recount of planetarium visit</p> |



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| Y6 | Life skills and opportunities During Year 6 pupils will take part in a week long residential experiencing challenges such as; caving, rock climbing, abseiling, orienteering and go karting. | | | | | |
| | Mexico and the Maya: what has been their impact on Birmingham? | What survives in polar regions? | What was the impact of WW2 on Birmingham? | | Why was the Industrial Revolution important to the Midlands? | |
| Educational Visit and subject/s | History – Maya workshop delivered by Dr Diane Davies an archaeologist, mid topic, Maya life, Ancient Maya achievements | R.E. Polished Christmas performance St. Giles | Art - Coventry Cathedral; The Battle of Britain, art sketchbooks. Develop sketching techniques into sketchbooks, use a range of different techniques and explain which ones are most effective; use pencils, charcoal and pastels effectively to create the most impact when drawing | PSHE - Safe Side; fire safety. | History - The Workhouse Nottingham ; Victorians and the Industrial Revolution. Complete a local history study: a study over time tracing how several aspects of national history are reflected in the locality (coal mining) | R.E. Buddhist vihara; reflection of nature and power of knowledge |
| N/C Objectives | Complete a non-European study of a society that provides contrasts with British history (Mayan civilization c. AD 900) Day of the dead | | To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and | | Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in | |

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| | What is the link between Ancient Maya and Cadbury's in Birmingham? | | design techniques, including drawing using a range of materials | | British history (The Victorians: Industrial revolution, the idea of free schooling for all, The Great Exhibition of 1851) Complete a local history study: a study over time tracing how several aspects of national history are reflected in the locality (coal mining) | |
| Post visit follow up | Create a brochure for the Maya workshop detailing what they will see and learn | | Create a display of sketches, use pencils, charcoal and pastels effectively to create the most impact when drawing | Make a fire safety poster | Write a diary entry detailing the life of a child from a workhouse living during the Industrial Revolution | Write a recount detailing what the children learnt from the visit |