

**THE DOVE-SHELL FEDERATION**

**East Crompton St James CE (VA) Primary School**

**St Thomas' Moorside CE (VA) Primary School**



# **CURRICULUM POLICY**

<b>Date of Policy / Reviews</b>	<b>Author(s)</b>	<b>Approved by Gov. Body</b>	<b>Signed</b>	<b>Date for review</b>
<b>March 2018</b>	<b>Donna Warburton</b>			

## **Our Curriculum Aims**

- Provide broad and balanced educational experiences that are based on the Statutory Framework for the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 National Curriculums.
- Provide a curriculum that ensures subjects are taught in a cross curricular manner that develop skill as well as knowledge.
- Develop capacities for learning.
- Ensure that pupils receive an education that will serve them well beyond their primary school experience.
- Use available resources including ICT effectively to meet the individual needs of all pupils.
- Provide pupils with a range of experiences involving off site educational visits and visitors to school.
- Ensure that all pupils have access to the whole curriculum by catering for the needs of individual pupils of both sexes, from all ethnic and social groups including the most able and those who are experiencing learning difficulties.

## **What Does Our Curriculum Look Like?**

See Foundation Stage policy and English, Maths and Science policies (these core subjects are taught discretely).

- Our foundation subject curriculum is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point.
- In designing the curriculum which is made of three termly topics per year group, teachers use a prime learning challenge, expressed as a question, as the starting point. Using the information gained from the school's context a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question.
- Key Stage One classes teach according to approximately ten subsidiary weekly questions across the term. Key Stage Two teach according to approximately six subsidiary weekly questions during the first half of the term. In the second half term Key Stage Two pupils complete 'contract work.'
- Weekly Philosophy for Children enquiries take place to form a basis for subsidiary weekly questions and provide a foundation for learning and reflection.
- As Key Stage Two do not teach according to such weekly questions in the second half term of each Topic these sessions are replaced with 'Growth Mindset' lessons.
- In addition, there is an expectation that teachers apply English, Mathematics, Science and ICT skills (presenting data and information) where it is appropriate to do so.

The three termly topics ensure coverage of:

- Geography
- History
- Art and Design
- Design Technology
- ICT (presenting data and information)
- PSHE

The following subjects are also taught discretely to ensure continuity and progression of knowledge and understanding and skills (see policies for each subject):

- RE (planned for using the Manchester Diocesan syllabus)
- Computing (pupils access the DB Primary scheme of work)
- PE (planned by a Specialist Sports Coach using a scheme of work he has designed)
- Music is planned for and delivered by a specialist teacher in line with the syllabus set by Oldham Music Service. Links with the curriculum topics are ensured.
- Spanish – Key Stage Two only (planned by teaching assistants who use the Catherine Cheater scheme of work)

## **Strategies for Teaching Our Curriculum**

### **Expectations of Planning**

See policies for Foundation Stage and discrete subjects.

Foundation subject topic Medium term planning is made of three termly topics per year group (Appendix A), teachers use a prime learning challenge, expressed as a question, as the starting point. Using the information gained from the school's context a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question. The Focus 'Learning Challenge Curriculum' document is used as a basis for prime and subsidiary questions but these must be adapted in order for learning challenges to make sense to pupils and be within their immediate experience and understanding. Key Stage One classes teach according to approximately ten subsidiary weekly questions across the term. Key Stage Two teach according to approximately six subsidiary weekly questions during the first half of the term. In the second half term pupils complete 'contract work.'

Weekly Philosophy for Children enquiries take place to form a basis for subsidiary weekly questions and provide a foundation for learning and reflection. The stimulus for each weekly enquiry is noted on medium term planning. As Key Stage Two do not teach according to such weekly questions in the second half term of each Topic these sessions are replaced with 'Growth Mindset' lessons.

Teaching points are also noted on medium term planning – this details the specific knowledge, understanding and vocabulary that will be taught.

Follow on activities and necessary resources are planned for. Each topic must include an Art/Design, Design Technology and ICT activity to develop these skills.

In line with outcomes planned for when planning other subjects, these outcomes must be noted as 'I can' statements.

The standardised planning templates for Topic planning in each key stage can be seen in Appendix B and example of planning from each key stage in Appendix C. Completed planning can be accessed on First Class.

Topic medium term planning is monitored by the Curriculum leader. The detail in this planning has been acknowledged by the Executive Headteacher and so it has been agreed that this set of

plans can also be used as short term planning in lessons. There is no need to produce additional short term plans.

## **Sharing of Learning Challenge and Learning Outcomes for Pupils**

At the beginning of each lesson the learning challenge needs to be displayed along with outcomes. The teacher can then refer to these during the lesson checking the progress of pupils, clarifying misconceptions and ensuring clarity in expectation of what's needed by the end of the lesson. Pupils will also be able to use these for self-assessment.

## **Foundation Subject Topic Contract Work**

In the second half of every term Key Stage Two pupils complete 'contract work.' The idea of contract work is that pupils work in groups of approximately four on given sub divisions of their termly Topic. They have to research and choose how to present their learning - they are encouraged to apply previously taught Art/Design, Design Technology, ICT and presentational skills such as book making. The role of staff within these lessons is to ensure a high standard of content and presentation with regards to the finished piece of group work.

For example, Year Four's topic for the autumn term is 'Why Were the Romans So Powerful and What Did We Learn from Them?' The plan for this topic identifies the contract work focus as being 'daily life of roman soldiers' and the sub divisions as being:

- Food
- Shelter
- Armour
- Entertainment
- Job/training
- Family

## **Contract Work Lesson Sequence**

### **Week One**

Teaching of the skill noted in the bottom section of planning (e.g. Stitching using leather) that can be applied during contract work should pupils choose to apply this skill. This will also serve as something pupils can be 'getting on with'/practising if they feel they ever feel they are at a point where they have nothing to do. Although with planning taking place in week 2 this should be minimal.

### **Week Two**

Pupils are to be put into groups of approximately four and allocated a sub division of the Topic to research/present. The suggested way of grouping pupils is to initially group together all those who are interested in working on specific sub divisions and then derive smaller groups from that. Therefore, there may be more than one group working on a certain sub division. Teachers need to also use their knowledge of dynamics within these groups and re-arrange groups if necessary. Once in their groups pupils are to complete a planning sheet that states what the finished group product will look like (book, movie, presentation etc) and which questions within that piece of work each child will be responsible for contributing. An example of a detailed planning sheet can be

seen in Appendix D. This example shows which questions each pupil will be responsible for contributing but very specifically, it also outlines a week by week schedule for pupils. The role of the teacher this lesson is to give ideas, share the example plans with pupils and talk with them about how they can organise themselves to work towards one finished product for the group. It is important that pupils drive and own this work and make all decisions. An example of a completed planning sheet can be seen in Appendix E.

### Rest of half term

No direct teaching, allow pupils to get on. Support them with high expectations of detail and presentation, provide the resources they need.

### Presentation of work

See Foundation Stage policy.

All work should be presented to the best of a pupil's ability. Long dates should be written and underlined with a pencil and ruler. From Year Two onwards, pens will be given to pupils with careful, neat and cursive handwriting. If a mistake is made in pen then it is to be ruled out with a single pencil line.

Teachers should plan for a range of ways to present written work. Borders from websites such as Twinkl should be used sparingly. Teachers should apply previous training on the presentation of Topic work led by the Executive Headteacher and prior to that, one of the federations Higher Level Teaching Assistants.

Teachers in Key Stage Two aim to present the learning from the six subsidiary weekly questions during the first half of the term in the following ways:

- As a book
- As a class museum
- Using ICT

I.e. One half term of topic work must be presented as a book, one as a class museum and one using ICT. Key Stage One teachers may choose to use these presentational methods to prepare them for Key Stage Two. However, book making is within the experience and skill set that pupils in Key Stage One have.

### Educational Visits/Visitors

See Foundation Stage policy.

Educational visits and visitors to school are carefully planned to make links to each termly topic. There is a rolling cycle of educational visits/visitors linking to each topic (Appendix F). Business managers in each school arrange and book educational visits and visitors to take place within the first three weeks of term so that these experiences can provide a basis for foundation subject teaching and learning. Business managers also coordinate transport, letters to parents/carers and packed lunches required by school catering. It is the responsibility of class teachers to arrange pre-visits if necessary (and liaise with business managers regarding any arising issues that

parents/carers need to be informed of on the letter) and Evolve risk assessments. Where visits are joint only one visit leader is required, i.e. only one class teacher needs to complete the pre-visit and Evolve risk assessment on behalf of both classes.

## **Homework**

Pupils may be asked to complete topic based research/activities for homework. In addition, Key Stage Two pupils may be set half term projects. These pupils may also be asked to bring in some resources from home for their contract work ideas.

## **Teaching and Learning Styles and AEN**

See SEN policy.

All pupils are individuals with different learning needs and learning styles. Our curriculum ensures subjects are taught in a cross curricular manner and develops skill as well as knowledge. Different skills and strengths are planned for through varied activities, means of presentation and both independent work and collaboration.

## **Resources Organisation**

See Foundation Stage, English and Maths policies.

Resources for Science and topics are stored centrally. Resources for topics are stored in two topic boxes per topic – one box contains non-fiction books and the other artefacts/objects. Art resources are stored in classrooms (with additional art resources stored centrally at East Crompton St James). Design Technology cupboards and iPad/lap top trolleys are widely available for each phase/key stage in both schools.

## **Classroom Display**

### **Raising Standards**

See Assessment and Monitoring Policy.

In The Dove Shell Federation we all strive to raise the standards of all pupils in a variety of ways. We:

- Set high expectations for pupil achievement, attainment and behaviour.
- Regularly monitor and compare our school's national test results against national and local benchmarks. We identify our strengths and weaknesses in order to raise our pupil's achievement and attainment further. This is also done through analysis of available data.
- Maintain systems for monitoring pupils' progress half termly (pupil progress meetings) to enable us to predict annual progress. With this information, we set targets to challenge and improve pupil's achievement / attainment, providing intervention where necessary.
- Regularly sample work and moderate levels of attainment.
- Regularly evaluate the quality of our teaching and its impact on pupils' achievement / attainment.
- Ensure that we develop our own professional expertise in order to improve pupils' achievement / attainment
- Regularly evaluate pupil and staff performance through timetabled monitoring/observations, learning walks and book / work scrutinies.

- Work alongside English, Maths and ICT consultants to ensure high quality teaching.

### **Strategies for Recording and Reporting**

See Foundation Stage policy.

In addition to this pupils' attainment is formally reported to parents three times every year in the form of one parent/teacher consultation in each of the first two terms and a written report that is sent to parents towards the end of the third term. Regular Person Centred Reviews will also take place for pupils who are on the the Special Needs register.

Target tracker will be used to record progress towards meeting the end of year outcomes defined in 2014 National Curriculum.

### **The Role of the Curriculum Leader/Team**

<b>Ongoing</b>	Ensure class galleries/museums that have been planned for on medium term planning take place	Curriculum leader
<b>Autumn 2</b>	Contract work lesson drop ins	Curriculum team Follow up team meeting (including leader) re. strengths/areas for development
<b>Spring 1</b>	Follow up contract work lesson observations if necessary  Scrutiny of Autumn and Spring Topic books (Higher, middle and lower ability)	Curriculum leader  Curriculum team Follow up team meeting (including leader) re. strengths/areas for development
<b>Summer 1</b>	Audit and replenish book/artefact resources	Curriculum team
<b>Summer 2</b>	Meeting to address curriculum issues arisen throughout year  Amend Curriculum policy	Curriculum working party (Curriculum team and phase/key stage leaders)  Curriculum leader

Year Two	<u>Autumn</u> <u>What was it like when the Queen came to the throne in 1953?</u>	<u>Spring</u> <u>Where would you prefer to live, the wheels on the England or Africa? bus go?</u>	<u>Summer</u> <u>Why were Christopher Columbus and Neil Armstrong brave people? time ago?</u>
----------	---	--	--

Year Three	<u>Autumn</u> <u>Who first lived in Britain?</u>	<u>Spring</u> <u>What makes the Earth angry?</u>	<u>Summer</u> <u>What did the Greeks do for us?</u>
------------	---	---	--

Year Four	<u>Autumn</u> <u>Why were the Romans so powerful?</u>	<u>Spring</u> <u>Why do so many people go to the Mediterranean for their holidays?</u>	<u>Summer</u> <u>Were the Anglo Saxons really smashing?</u>
-----------	--	---	--

Year Five	<u>Autumn</u> <u>Were the Vikings always victorious and vicious?</u>	<u>Spring</u> <u>Why should the Amazon Rainforest be important to us all?</u>	<u>Summer</u> <u>Who were the Mayans and what have we learnt from them?</u>
-----------	---	--	--

Year Six	<u>Autumn</u> <u>Why is The River Thames so important to London?</u>	<u>Spring</u> <u>How can we re-discover the wonders of Ancient Egypt?</u>	<u>Summer</u> <u>What impact did World War Two have on Britain at the time?</u>
----------	---	--	--

Appendix B

Year \_\_\_\_ Topic Medium Term Plan:

<b>Presentation of learning:</b>						
<b>Weekly Questions</b>		<b>P4C Stimuli</b>	<b>Teaching Points</b>	<b>Activities - Art and Design/ Design Technology/ICT Links</b>	<b>Resources</b>	<b>Outcomes</b>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Year \_\_\_\_ Topic Medium Term Plan:

<b>Presentation of learning:</b>						
<b>Weekly Questions</b>		<b>P4C Stimuli</b>	<b>Teaching Points</b>	<b>Activities - Art and Design/ Design Technology/ICT Links</b>	<b>Resources</b>	<b>Outcomes</b>
1						
2						
3						
4						
5						
<b>Contract work focus:</b>						
<b>Contract work focus sub divisions to be allocated to groups:</b>						
<b>Skill to be taught in contract work lesson 1 and developed as a 'getting on' activity:</b>						

Appendix C

**Year 4 Topic Medium Term Plan:** Why were the Romans so powerful and what did we learn from them?

<b>Presentation of learning:</b>		Book making.				
<b>Weekly Questions</b>		<b>P4C Stimuli</b>	<b>Teaching Points</b>	<b>Art and Design/ Design Technology/ICT Links</b>	<b>Resources</b>	<b>Outcomes</b>
1	Who were the Romans?	Image of Julius Caesar in his war clothing.	<p>Ask the children who were the Romans and where did they come from?</p> <p>Elicit responses and explain that the Romans wanted to invade Britain in 55BC.</p> <p>Who were the famous Roman rulers?</p> <p>Why did they invade Britain?</p> <p>What did they look like?</p> <p>Children to complete as a class a timeline placing event/date cards in the correct order this timeline will form a class display.</p>	Children to Research who the Romans were and produce a fact file/poster using laptops.	Timeline event cards. IPad/laptops.	I can understand who the Romans were, why they invaded Britain and the timeline of invasions.
2	Why were the Gladiators so famous?	Clip/image of a war.	<p>Start of the lesson discuss the Gladiators and what the children think of them?</p> <p>What is the modern day equivalent?</p> <p><a href="http://www.youtube.com/watch?v=JlW/y9Wg7RfY">www.youtube.com/watch?v=JlW/y9Wg7RfY</a></p> <p>Explain to children that gladiators were armed combatants who entertained audiences with violent confrontations with other gladiators or wild animals or condemned criminals.</p> <p>If gladiators lost the crowd would decide the fate of the loser by giving a thumbs up or thumbs down.</p> <p>Re-enact this as role-play with the children.</p>	Full body drawing of a typical Roman Gladiator. Children should draw and select their own medium.	Laptop. YouTube clip. Art mediums. Gladiator template/ images.	I can understand the role of a gladiator and how they had to dress.

3	What did the Romans do for us?	Image of Jesus – what does Jesus do for us?	<p>Show chn a map of Europe at the time of the early Roman Empire.</p> <p>RECAP on the timeline and compare with the development of the Roman Empire.</p> <p>How is it possible that the Romans developed in such a short space of time?</p> <ul style="list-style-type: none"> <li>• Role of the armies</li> <li>• Trade</li> <li>• Building of roads</li> <li>• Lifestyle</li> <li>• Weapons</li> <li>• Religion</li> </ul> <p>Do these important developments still have an impact on our lives today?</p> <p>How? Why? Where?</p>	<p>Use Roman artefacts (From topic box) and create an ‘artefact dig’.</p> <p>Chn to dig in the box and sketch/record/draw/paint/chalk the artefacts they found through a variety of art mediums.</p> <p>Chn to choose their own medium.</p>	<p>Timeline.</p> <p>Roman artefacts box.</p> <p>Roman artefacts.</p> <p>Art mediums.</p> <p>Paper.</p>	<p>I can understand how life has developed from the Roman times.</p>
4	Why did the Romans need to build forts?	Image of Hadrian's Wall.	<p>Explain to chn that Roman Soldiers lived in a fort. Life was different then than we know it today.</p> <p>However, are there any similarities?</p> <p>What is a fort?</p> <p>What is a Roman fort?</p> <p>What is the purpose of building a fort?</p> <p>Was a fort just built anywhere?</p> <p>Discuss the importance of a house/home – It protects us.</p> <p>Makes us feel safe.</p> <p>Stops people getting in.</p> <p>Is our house a fort?</p> <p>What do we think lives were like for soldiers?</p>	<p>Visit <a href="http://www.nms.ac.uk/expl ore/games/discover-the-romans/discover-the-romans/build-a-roman-fort/">www.nms.ac.uk/expl ore/games/discover-the-romans/discover-the-romans/build-a-roman-fort/</a> in pairs on a laptop.</p> <p>Build the Roman Fort and make notes about the importance of each component.</p> <p>Chn to design their own Roman Fort – complete with labels and explanations.</p>	<p>Laptops.</p> <p>Whiteboard/pen/rubber.</p> <p>Paper.</p> <p>Pencils.</p>	<p>I know why a fort was important.</p> <p>I know what each component of a fort was important for.</p> <p>I can design and label their own fort.</p>

5	Can you create a Roman fort?	Safe place stimuli – child with seatbelt (keeping safe).	<p>Discuss that using last week’s plans/designs we are going to create a Roman Fort – as a class using clay. Look at a range of images of Roman Forts.</p> <p>RECAP the main components of a Roman Fort, create a spider diagram on IWB to clarify the different areas of a fort.</p> <p>Delegate each part of a Roman Fort to each of the 5/6 groups within the class.</p> <p>Model how to manipulate the clay and how each component should be assembled.</p> <p>Ensure to follow up with mini plenaries to check that clay models are:</p> <ul style="list-style-type: none"> <li>• The same size.</li> <li>• The correct shape/dimensions.</li> <li>• All chn have a job/task.</li> </ul>	<p>Chn to work as a group to create their part of the Roman Fort using clay.</p> <p>Put Roman fort components together as a class.</p> <p>(Maybe for a display/take picture of the Roman Fort to put in topic books).</p>	<p>Roman Fort images.</p> <p>Clay.</p> <p>Clay tools – board, knife, rolling pins.</p>	<p>I can understand how a Roman Fort was constructed.</p> <p>I am able to use and manipulate clay.</p>
6	Who was Boudica and why was she so famous?	Image of the Queen.	<p>Explain to chn that the Romans did not have everything their own way. The Romans had to invade Britain to occupy – which they were not fully successful at.</p> <p>Who stood in their way? The leader of the Celts – Boudica.</p> <p>Was the leader a man or a woman?</p> <p>Why do you think that? Discuss.</p> <p>Boudica was a woman. Show chn images of Boudica.</p> <p>Explain to chn that she was very famous and considered an outlaw by the Romans.</p> <p>Why was she so famous?</p> <p>Can we relate Boudica to anybody in the modern world?</p>	<p>Chn, in tables, to sort a range of statements.</p> <p>Some of the statements are related to Boudica and the Romans – some of the statements to be irrelevant to this era.</p> <p>Once the statements have been sorted feedback as a class and identify any misconceptions.</p> <p>Chn to use the</p>	<p>Information statements (Regarding Boudica/The Romans and one irrelevant other).</p> <p>Poster paper.</p> <p>Pencils/pens/felt tips/pencil crayons.</p>	<p>I am able to identify facts about Boudica and explain her link to the Romans.</p>

		EG – Donald Trump.	information of Boudica to create a wanted poster for her.		
<b>Contract work focus:</b>	Daily life of the Roman soldiers.				
<b>Contract work focus sub divisions to be allocated to groups:</b>	<ul style="list-style-type: none"> <li>• Food.</li> <li>• Shelter.</li> <li>• Armour.</li> <li>• Entertainment.</li> <li>• Job/training.</li> <li>• Family.</li> </ul>				
<b>Skill to be taught and developed as a 'getting on' activity:</b>	<ul style="list-style-type: none"> <li>• Stitching using leather.</li> <li>• Leather satchel.</li> <li>• Show chn example of what a leather satchel looks like.</li> <li>• Show chn examples of how leather satchels have been shown and how they can be included in contract work.</li> <li>• Chn to practice basic stitching and make a leather satchel.</li> </ul>				

Appendix D

<b>What is the focus for our contract work?</b>				
<b>How will we present our contact work?</b>				
<b>What questions do we want to answer?</b>	<b>Where will we find the answer to this question?</b>	<b>What will the answer to this question look like?</b>	<b>Who is responsible for researching, drafting and presenting this question?</b>	<b>What will you have completed by the end of each week?</b>
1				<b>Week 1:</b>  <b>Week 2:</b>  <b>Week 3:</b>  <b>Week 4:</b>
2				<b>Week 1:</b>  <b>Week 2:</b>  <b>Week 3:</b>  <b>Week 4:</b>
3				<b>Week 1:</b>  <b>Week 2:</b>  <b>Week 3:</b>  <b>Week 4:</b>
4				<b>Week 1:</b>  <b>Week 2:</b>  <b>Week 3:</b>

				<b>Week 4:</b>
<b>5</b>				<b>Week 1:</b>  <b>Week 2:</b>  <b>Week 3:</b>  <b>Week 4:</b>
<b>6</b>				<b>Week 1:</b>  <b>Week 2:</b>  <b>Week 3:</b>  <b>Week 4:</b>

Appendix E

What is the focus for our contract work? <i>Why is the River Thames so important to London?</i>			
How will we present our contact work? <i>Tourist board with leaflets</i>			
What questions do we want to answer?	Where will we find the answer to this question?	What will the answer to this question look like?	Who is responsible for researching, drafting and presenting this question?
<b>1 River Cruises</b> What does the River Cruise include? What is the cost? How long is the ride?	Internet	leaflet stuck on the template	Luke Week 1- Research/Notes Week 2- Write notes on template Week 3- Display Lettering
<b>2 Cable Cars</b> What can you see? What is the cost?	Internet	leaflet stuck on the template	Kotryna Week 1- Sketching and painting board Week 2- Research/Notes Week 3- Write notes on the template
<b>3 Cultural Activities</b> Different cultural places to go What is the cost? What can you see or do?	Internet	leaflet stuck on the template	Ivanna Week 1- Research/Notes Week 2- Write Week 3- Artwork



Appendix F

**Topic Cycle Educational Visits/Visitors**

**No booking necessary - class teachers to organise**

<b>Year One</b>	<b><u>Autumn</u></b> <b><u>What is climate like around the world?</u></b>	<b><u>Spring</u></b> <b><u>Where do, and did, the wheels on the bus go?</u></b>	<b><u>Summer</u></b> <b><u>What were the people who lived in Oldham like a long time ago?</u></b>
	Visit Yorkshire Wildlife Park	Visit <b>Manchester Transport Museum OR York Transport Museum</b>	Visit – Half Day Portland Basin – Victorian Toys workshop

<b>Year Two</b>	<b><u>Autumn</u></b> <b><u>What was it like when the Queen came to the throne in 1953?</u></b>	<b><u>Spring</u></b> <b><u>Where would you prefer to live, England or Africa?</u></b>	<b><u>Summer</u></b> <b><u>Why were Christopher Columbus and Neil Armstrong brave people?</u></b>
	Visitor 1950's dance workshop – Trudy Mainwaring Visit <b>Skipton Castle</b>	Visit Chester Zoo	Visitor <b>Planetarium – see previous booking for planetarium at ECStJ</b>

<b>Year Three</b>	<b><u>Autumn</u></b> <b><u>Who first lived in Britain?</u></b>	<b><u>Spring</u></b> <b><u>What makes the Earth angry?</u></b>	<b><u>Summer</u></b> <b><u>What did the Greeks do for us?</u></b>
	Visitor Portals To The Past – Stone Age To The Iron Age workshop	<b>Different visit/visitor to be found</b>	Visit Touchstones Rochdale – Ancient Greek: The Birth Of Democracy! workshop

<b>Year Four</b>	<b><u>Autumn</u></b> <b><u>Why were the Romans so powerful?</u></b>	<b><u>Spring</u></b> <b><u>Why do so many people go to the Mediterranean for their holidays?</u></b>	<b><u>Summer</u></b> <b><u>Were the Anglo Saxons really smashing?</u></b>
	Visit Dewa Roman Experience	<b>Mediterranean day – class teachers to organise</b>	Visit Tatton Park – Anglo Saxons & Vikings workshop

<b>Year Five</b>	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
------------------	----------------------	----------------------	----------------------

	<b><u>Were the Vikings always victorious and vicious?</u></b>	<b><u>Why should the Amazon Rainforest be important to us all?</u></b>	<b><u>Who were the Mayans and what have we learnt from them?</u></b>
	<u>Visit</u> Jorvik Viking Centre and DIG	<u>Visit</u> Tropical World – Rainforests Workshop	<u>Visitor</u> Past Productions – Mayan workshop

<b>Year Six</b>	<b><u>Autumn</u></b> <b><u>Why is The River Thames so important to London?</u></b>	<b><u>Spring</u></b> <b><u>How can we re-discover the wonders of Ancient Egypt?</u></b>	<b><u>Summer</u></b> <b><u>What impact did World War Two have on Britain at the time?</u></b>
	<u>Visit</u> <b>River walk to be found</b>	<u>Visit</u> Manchester Museum – Egyptian Worlds workshop	<u>Visit</u> The East Lancashire Railway – Evacuee Experience (including a train ride)

