

## KS2 Curriculum- Cycle C- 2024-2025

	Years 3/4 Hummingbirds Parrots	Year 4/5 Toucans	Years 5/6 Herons Kingfishers
<p><b>Geography/ History- Polar regions</b></p> <p><b>Trip/visitor: Dr Jenny Arthur, Polar research scientist, Norway (online)</b></p> <p><b>Dr Emma Vogel-whale researcher</b></p> <p><b>Polar regions VR workshop</b> <a href="https://www.planmyschooltrip.co.uk/948/Polar-Regions-VR-Workshop.php">https://www.planmyschooltrip.co.uk/948/Polar-Regions-VR-Workshop.php</a></p> <p><b>Useful websites:</b> <a href="https://www.stem.org.uk/resources/collectio n/241660/polar-explorer">https://www.stem.org.uk/resources/collectio n/241660/polar-explorer</a> <a href="https://www.bas.ac.uk/science/science-and-society/education/polar-explorer-programme/">https://www.bas.ac.uk/science/science-and-society/education/polar-explorer-programme/</a> <a href="https://discoveringthe">https://discoveringthe</a></p>	<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>● Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>● Ge2/1.1c identify the position and significance of Arctic and Antarctic Circle</li> <li>● Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use,</li> </ul> <p><b>Strands of study:</b></p> <ul style="list-style-type: none"> <li>● <b>What are the polar regions and where are they located?</b></li> <li>● <b>What are the key physical characteristics of the polar regions?</b></li> <li>● What organisms live in the polar regions? How are they adapted to living there?</li> <li>● How do humans and animals keep warm in the Arctic?</li> <li>● How are the polar regions different to the UK?</li> </ul>	<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>● Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>● Ge2/1.1c identify the position and significance of latitude, longitude, Arctic and Antarctic Circle</li> <li>● Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</li> </ul> <p><b>Strands of study:</b></p> <ul style="list-style-type: none"> <li>● <b>What are the polar regions and where are they located?</b></li> <li>● <b>What are the key physical characteristics of the polar regions?</b></li> <li>● How are the lives of the Inuit different to your life?</li> <li>● How do you train and eat like a polar explorer?</li> <li>● How are the polar regions</li> </ul>	<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>● Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>● Ge2/1.1c identify the position and significance of latitude, longitude, Arctic and Antarctic Circle</li> <li>● Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</li> <li>● Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>● Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>

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<p><a href="http://arctic.org.uk/">arctic.org.uk/</a></p>	<ul style="list-style-type: none"> <li>• What are the different types of settlement in the Arctic?</li> <li>• What is Svalbard like?</li> </ul>	<p>changing?</p> <ul style="list-style-type: none"> <li>• How are the polar regions different to the UK?</li> <li>• How do the climates of the polar regions and the UK compare?</li> <li>• Should polar tourism be banned?</li> <li>• STEM challenge: polar exploration activities</li> </ul>	<p><b>Strands of study:</b></p> <ul style="list-style-type: none"> <li>• <b>What are the polar regions and where are they located?</b></li> <li>• <b>What are the key physical characteristics of the polar regions?</b></li> <li>• How has polar exploration shaped our understanding of the polar regions? (Scott and Shackleton)</li> <li>• How have human populations adapted to the polar regions?</li> <li>• What natural resources are available in the polar regions?</li> <li>• What are the key economic activities in the polar regions?</li> <li>• How are trade links important in the polar regions?</li> <li>• How are the polar regions being affected by climate change?</li> </ul>
<p><b>History- local history study- Banbury Canal and the Industrial Revolution</b></p> <p><b>Trip/visitor:</b> Banbury museum- canals <a href="https://www.banbury-museum.org/">https://www.banbury-museum.org/</a> Banbury Canal – Taught workshop and boat trip for max. 30 children, £8.50 per child KS2 – ‘STEM’ on the</p>	<p><b>NC objectives:</b> HI2/2.1 LOCAL HISTORY- Pupils should be taught about an aspect of local history e.g. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>HI2/2.2 EXTENDED CHRONOLOGICAL STUDY Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 e.g. a significant turning point in British history</p> <p><b>Strands of study:</b></p>	<p><b>NC objectives:</b> HI2/2.1 LOCAL HISTORY- Pupils should be taught about an aspect of local history e.g. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>HI2/2.2 EXTENDED CHRONOLOGICAL STUDY Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 e.g. a significant turning point in British history</p> <p><b>Strands of study:</b></p>	<p><b>NC objectives:</b> HI2/2.1 LOCAL HISTORY- Pupils should be taught about an aspect of local history e.g. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>HI2/2.2 EXTENDED CHRONOLOGICAL STUDY Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 e.g. a significant turning point in British history</p> <p><b>Strands of study:</b></p>

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<p>canal, including hands-on experiments and boat trip</p> <p><b>Useful websites-</b>  <a href="https://canalrivertrust.org.uk/explorers/teachers">https://canalrivertrust.org.uk/explorers/teachers</a>  <a href="https://earthtrust.org.uk/news/keeping-rivers-clean/">https://earthtrust.org.uk/news/keeping-rivers-clean/</a>  <a href="https://www.waterways.org.uk/">https://www.waterways.org.uk/</a>  <a href="https://historyofadderbury.co.uk/adderbury-and-the-oxford-canal-over-two-hundred-years">https://historyofadderbury.co.uk/adderbury-and-the-oxford-canal-over-two-hundred-years</a></p>	<ul style="list-style-type: none"> <li>• <b>What are canals and why were they built?</b></li> <li>• <b>Where does the Oxford Canal go?</b></li> <li>• What are the differences between canals, rivers and ponds?</li> <li>• <b>Who lived and worked on the canals in Victorian times?</b></li> <li>• What was life like before the canals?</li> <li>• <b>How are canals used today?</b></li> <li>• How and why are canals being restored?</li> <li>• STEM challenge- Boats</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What are canals and why were they built?</b></li> <li>• What are the differences between canals, rivers and ponds?</li> <li>• <b>Where does the Oxford Canal go?</b></li> <li>• <b>How were the canals built?</b></li> <li>• <b>Who lived and worked on the canals in Victorian times?</b></li> <li>• What was life like before the canals?</li> <li>• <b>How have we used canals in the past and how do we use them today?</b></li> <li>• How and why are canals being restored?</li> <li>• Where do our waterways go?</li> <li>• What specialist art, crafts, architecture and design can be seen on the canals?</li> <li>• STEM challenge- mechanical advantage</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What are canals and why were they built?</b></li> <li>• <b>Where does the Oxford Canal go?</b></li> <li>• <b>How were the canals built?</b></li> <li>• Who built the canals?</li> <li>• <b>Who lived and worked on the canals in Victorian times?</b></li> <li>• How did the canals benefit Britain?</li> <li>• What was the industrial revolution?</li> <li>• How did Banbury change during the industrial revolution?</li> <li>• <b>How are canals used today?</b></li> <li>• STEM challenge- hydraulics</li> </ul>
<p><b>Geography /STEM- Climate Change</b></p> <p><b>Trip/visitor:</b>            Climate culture workshop at the Earth Trust  <a href="https://earthtrust.org.uk/climate-culture/">https://earthtrust.org.uk/climate-culture/</a></p> <p>Free- recycling road show school visit</p>	<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>• Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones</li> <li>• Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Ge2/1.1b name and locate, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</li> </ul>	<p><b>Lessons to be tailored to children's level/year group:</b></p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>• Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones</li> <li>• Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Ge2/1.1b name and locate, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Strands of study:</b></p> <ul style="list-style-type: none"> <li>• <b>What is climate change?</b></li> </ul>	

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<https://www.oxford.gov.uk/recycling-community/recycling-roadshows-visits>

Love food hate waste assembly

<https://replenishoxfordshire.com/workshops-for-primary-schools/>

### Useful websites:

<https://www.bbc.co.uk/bitesize/articles/z4g3f82#:~:text=Climate%20change%20references%20to%20the,over%20farming%20crops%20and%20animals>

<https://thefloodhub.co.uk/ks2-climate-change-lessons/>

<https://www.wateraid.org/uk/get-involved/teaching-resources/climate-change>

<https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources>

mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

### Strands of study:

- **What is climate change?**
- **What are the causes of climate change?**
- **What are the impacts of climate change?**
- Recycling?
- How are rainforests being affected by climate change?
- How have cities changed and why have they grown so much?
- Which natural disasters are becoming more common?- case study (Malawi- droughts, Philippines- storms)
- How are countries being impacted by climate change?- case study- Seychelles?
- **How can we reduce the effects of climate change?**
- STEM challenge <https://practicalaction.org/schools/>

- How has the Earth's climate changed over time?
- **What are the causes of climate change?**
- **What are the impacts of climate change?**
- How are people being affected by climate change?
- How are biomes being affected by climate change?
- What actions are being done to reduce climate change?- case study
- What can individuals do to reduce climate change?
- What can countries do to reduce climate change?
- STEM challenge <https://practicalaction.org/schools/>