



## St Bartholomew's Humanities Topic - Long Term Plan 21-22

<b>Geography/History - Year A</b>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Apple</b> YR/Y1	What's so special about me?	How have toys changed over time?	Who was the first person to fly?	What can we learn from women in the past?	What animals live in our local river?	Why do we go to the seaside?
<b>Palm</b> Y2/Y3	What is land used for in our local area?	Do all rivers lead to the sea?	Why are explorers important?  (History and Geog)	What makes a person significant?	What did ancient Egypt have in common with other civilisations at the time?	Who decides the country borders?
<b>Oak</b> Y4/Y5	The Victorian era: dark age or golden age?	The Victorian era: dark age or golden age?	What is the importance of the universe on earth?	How does Holland keep back the waters?	What resistance did the Anglo Saxons face when they invaded Britain? Why did they choose to invade?	What resistance did the Anglo Saxons face when they invaded Britain? Why did they choose to invade?
<b>Willow</b> Y6	Why did Britain have to go to war in 1939 and what impact did it have? (WW2)	Why did Britain have to go to war in 1939 and what impact did it have? (WW2)	What was the Greeks lasting legacy on Britain?	What was the Greeks lasting legacy on Britain?	What impact are humans having on our natural environment?	Why do we have mountains and what is their purpose?

<b>Geography/History - Year B</b>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Apple</b> YR/Y1	Who is important to me in my family?	What do we need to keep us dry?	Where is our home?	What would we find in the woods today?	How could I travel to school every day?	What would I see in London today?
<b>Palm</b> Y2/Y3	What impact did the development of tools have on humans?	What happened during the Great Fire of London and how do we know?	What have the romans done for us?	What causes a volcano to erupt?	Are castles the best form of defence?	Why is Matthew Flinders of Donington a hero in Australia?
<b>Oak</b> Y4/Y5	Why did the Mayan empire fail so suddenly? What does South America have that Britain does not?	Why did the Mayan empire fail so suddenly? What does South America have that Britain does not?	Why is San Francisco an earthquake hot spot?	How does nature repair itself from a natural disaster?	Are all coastlines sandy?	What was the significance of Henry marrying 6 times? (Tudors)
<b>Willow</b> Y6	Why did Britain have to go to war in 1939 and what impact did it have? (WW2)	Why did Britain have to go to war in 1939 and what impact did it have? (WW2)	What was the Greeks lasting legacy on Britain?	What was the Greeks lasting legacy on Britain?	What impact are humans having on our natural environment?	Why do we have mountains and what is their purpose?



## St Bartholomew's RE - Long Term Plan 21-22

PHYSICAL EDUCATION - Year A						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Apple YR</b>	<p><b>Games - Fundamentals R</b></p> <p><b>Games Fundamentals 1</b></p> <p><b>AOL: PSEDAOL:</b> PD Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing</p>	<p><b>Games- Fundamentals 2</b></p> <p><b>AOL: PSEDAOL:</b> PD Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing</p> <p><b>Dance -Toys</b></p> <p><b>AOL: PD</b> Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p>	<p><b>A-Dance-On Parade</b></p> <p><b>AOL: PD</b> Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p> <p><b>Gym-Jumping Jacks</b></p> <p><b>AOL:</b> PD Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</p>	<p><b>Gym-Rock and Roll</b></p> <p><b>AOL:</b> PD Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</p> <p><b>Games- Obstacles.</b></p> <p><b>AOL: PSEDAOL:</b> PD Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing</p> <p><b>AOL: PD</b> Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p>	<p><b>Athletics</b></p> <p><b>AOL: PD</b> Adjust speed when running, and jump off objects and land successfully.</p> <p><b>Swimming</b></p>	
<b>Apple Y1</b>	<p><b>Games - Fundamentals R</b></p> <p><b>Games Fundamentals 1</b></p> <p>Children know that: Rules are instructions that</p>	<p><b>Games- Fundamentals 2</b></p> <p>Children know that: Rules are instructions that guide how a game should be played. Everyone playing</p>	<p><b>Dance-On Parade</b></p> <p>Children know that: Different parts of the body can be used to create movements, such</p>	<p><b>Gym-Rock and Roll</b></p> <p>Children know that: Balancing means holding the body steady without wobbling or falling. Using space safely</p>	<p><b>Athletics</b></p> <p>Children know that: Running involves keeping your head up, pumping your arms and lifting your knees. Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.</p>	

	<p>guide how a game should be played. Everyone playing the game must follow the rules to make it fair. Children participate in simple playground games, following the rules.</p>	<p>the game must follow the rules to make it fair. Children participate in simple playground games, following the rules.</p> <p>Children know that: Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown or kicked. Children can pat, throw, kick, stop and catch a ball.</p> <p><b>Dance -Toys</b></p> <p>Children know that: Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern. Children copy, create and remember simple movement patterns, showing awareness of</p>	<p>as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern. Children copy, create and remember simple movement patterns, showing awareness of rhythm.</p> <p><b>Gym-Jumping Jacks</b></p> <p>Children know that: Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting. Children demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely.</p>	<p>means showing awareness of other people and obstacles in the setting. Children demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely.</p> <p><b>Games-Obstacles.</b></p> <p>Children know that: Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair. Participate in simple playground games, following the rules.</p>	<p>Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you.</p> <p>Catching involves watching the ball and grasping it tightly with both hands. Children practice basic running, jumping, throwing and catching techniques.</p> <p><b>Swimming</b></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>
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		rhythm.			
<b>Palm Y2</b>	<p><b>Games - Fundamentals</b></p> <p><b>Games - Ball Handling Skills</b></p> <p>Children know that: A tactic is an action, such as passing the ball to a team member who is closer to the net, that helps the team to achieve something. Team members work together towards a shared goal, such as scoring points. Children can play simple team games, understanding the rules and developing basic tactics to score points.</p>	<p><b>Dance - Traditional River Dance/Ancient Egyptian</b></p> <p>Children know that: Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction. Children perform movements to express ideas, emotions or feelings, varying level, speed and direction.</p> <p><b>Games - Fundamentals 2</b></p> <p>Children know that: A tactic is an action, such as passing the ball to a team member who is closer to the net, that helps the team to achieve something. Team members work together towards a shared goal, such as scoring points. Children can play simple team games, understanding the rules and</p>	<p><b>Gym-Points of Contact</b></p> <p>Children know that: Two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of linked balances. Different body parts can support a balance. Body shapes can include a star, straight line, bridge, arch, tuck and crab. Children demonstrate a sequence of linked balances, creating a variety of body shapes.</p> <p><b>Dance - Machines</b></p> <p>Children know that: Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction. Children perform movements to express ideas, emotions or feelings, varying</p>	<p><b>Games - Fundamentals 2</b></p> <p>Children know that: A tactic is an action, such as passing the ball to a team member who is closer to the net, that helps the team to achieve something. Team members work together towards a shared goal, such as scoring points. Children can play simple team games, understanding the rules and developing basic tactics to score points.</p> <p><b>Games - Striking and Fielding.</b></p> <p>Children know that: There are different ways to send an object from one place to another, such as patting, throwing, rolling and kicking. Children confidently send or receive an object, such as a beanbag or ball.</p>	<p><b>Athletics</b></p> <p>Children know that: Techniques in running, jumping, throwing and catching can be developed and modified to improve performance. Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and coordination.</p> <p><b>Swimming</b></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>

		developing basic tactics to score points.	level, speed and direction.		
Palm Y3	<p><b>A-Games - Fundamentals 1</b></p> <p><b>Games - Ball Handling Skills</b></p> <p>Children know that: Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.</p> <p>Children compete in a team game, communicating with others and using tactics</p>	<p><b>Dance - Traditional River Dance/Ancient Egyptian</b></p> <p>Children know that: Improvising means making up movements while listening and performing to music. Different pieces of music have different rhythms and create a range of feelings that can be shown through movement. Children move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece.</p> <p><b>Games - Fundamentals 2</b></p> <p>Children know that: Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.</p> <p>Children compete in a team game, communicating with others and</p>	<p><b>A-Gym-Points of Contact</b></p> <p>Children know that: A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles. Children copy, explore and create a gymnastic sequence beginning to use flexibility, strength, technique and balance.</p> <p><b>Dance - Machines.</b></p> <p>Children know that: Improvising means making up movements while listening and performing to music. Different pieces of music have different rhythms and create a range of feelings that can be shown through movement. Children move in time to music, beginning to improvise movements and motifs that express the</p>	<p><b>A-Games - Fundamentals 2.</b></p> <p>Children know that: Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using tactics.</p> <p>Children compete in a team game, communicating with others and using tactics</p> <p><b>Games - Striking and Fielding.</b></p> <p>Children know that different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or a sport, such as hockey, football or rounders. Children use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy.</p>	<p><b>Athletics</b></p> <p>Children know that: A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head. Children can demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.</p> <p><b>Swimming</b></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>

		using tactics	meaning and mood of the piece.		
Oak Y4	<p><b>Games - Ball on the ground - Football focus</b> Children know that: Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics. Children play a well-known or invented competitive game, communicating with others, and developing and using team tactics.</p> <p><b>Gym - Rotation</b> Children know that: A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Children combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.</p>	<p><b>Games - Net Games</b></p> <p><b>Dance - Dance Styles</b> Children know that: Movement patterns can represent an important or recurring idea called a motif. They can be inspired by stimuli, such as music, a story, theme or topic. Children compare, develop and adapt movements and motifs to create movement patterns in response to stimuli.</p>	<p><b>A-Dance-Rugby and the Haka</b> Children know that: Movement patterns can represent an important or recurring idea called a motif. They can be inspired by stimuli, such as music, a story, theme or topic. Children compare, develop and adapt movements and motifs to create movement patterns in response to stimuli.</p> <p><b>Gym-Press and Go.</b> Children know that: A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Children combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine</p>	<p><b>A-Dance-Dance Styles.</b></p> <p><b>Gym-Principles of Balance.</b></p> <p>Children know that: A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Children combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine</p>	<p><b>Athletics</b> Children know that: Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Children can run a range of distances, varying pace and for extended periods.</p> <p><b>Swimming</b> Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>
Oak Y5	<p><b>Games - Ball on the ground - Football focus</b></p>	<p><b>Games - Net Games</b></p>	<p><b>Dance-Rugby and the Haka</b> Children know that:</p>	<p><b>Dance-Dance Styles.</b></p>	<p><b>Athletics</b> Children know that: Power is the amount of force a muscle creates against a resistance.</p>

	<p>Children know that: A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Children control is being able to direct the body to perform precise movements. Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.</p> <p><b>Gym - Rotation</b> Children know that: A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction. Children create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength</p>	<p><b>Dance - Dance Styles</b> Children know that: Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. Precision means the movement is accurate and carefully performed. Control involves balance and awareness of the space. Fluency means movements flow smoothly. Improvise and move with precision, control and fluency in response to a range of stimuli</p> <p><b>Gym-Press and Go.</b> Children know that: A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction. Children create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength</p>	<p>Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. Precision means the movement is accurate and carefully performed. Control involves balance and awareness of the space. Fluency means movements flow smoothly. Improvise and move with precision, control and fluency in response to a range of stimuli</p> <p><b>Gym-Principles of Balance.</b> Children know that: A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction. Children create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength</p>	<p>It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques. Children understand how power and stamina are developed and how this improves performance.</p> <p><b>Swimming</b> Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>
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<p><b>Willow</b> <b>Y6</b></p>	<p><b>Dance - Why bully me?</b></p> <p>Children know that: In dance, dynamics means how the body moves, in terms of the speed, energy and flow of the movement. For example, the dynamics of a dance could be described as explosive or jerky.</p> <p>Children vary dynamics of movements or dance, developing actions in time to music with a partner or as a part of a group.</p> <p><b>Gym - Body Symmetry</b></p> <p>Children know that: A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions. Children plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.</p>	<p><b>Games - Hockey</b></p> <p>Children know that: When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them. Children use ball skills confidently and with some precision in a wide variety of competitive games.</p> <p><b>Dance - Football</b></p> <p>Children know that: In dance, dynamics means how the body moves, in terms of the speed, energy and flow of the movement. For example, the dynamics of a dance could be described as explosive or jerky.</p> <p>Children vary dynamics of movements or dance, developing</p>	<p><b>Games-Tag Rugby</b></p> <p>Children know that: When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them. Children use ball skills confidently and with some precision in a wide variety of competitive games.</p> <p><b>Gym-Group Work</b></p> <p>Children know that: A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and</p>	<p><b>Games-Outdoor Orienteering</b></p> <p>Children know that: When engaged in outdoor and adventurous activities, a range of problem-solving and resilience skills can be employed to help complete a task effectively, such as sharing ideas with others and asking questions. Being a good team player means working well with others to achieve a shared goal. It involves various skills, such as valuing the ideas and opinions of others, recognising others' strengths and involving everyone. Children use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities.</p> <p><b>Games-Net Multi-skills.</b></p> <p>Attack and defence tactics can be developed and refined in several ways, such as through practice and</p>	<p><b>Athletics</b></p> <p>Children know that: Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve.</p> <p>Children can demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance.</p> <p><b>Swimming</b></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>
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		actions in time to music with a partner or as a part of a group.	clear extensions. Children plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine	coaching, watching competitive games being played by others, asking questions and listening to feedback. Develop and refine strategies and tactics for attacking and defending during competitive team games.	
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PHYSICAL EDUCATION - Year B						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Apple YR						
Apple Y1						
Palm Y2						
Palm Y3						
Oak Y4						
Oak Y5						
Willow Y6						

