

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

Geography/History-Year A							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Apple 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?	
Palm 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?	
Oak 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?	
Willow 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?	

Geography/History-Year B							
	Term 1	Term 2	Term 3	Term4	Term 5	Term 6	
Apple 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?	
Palm 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?	
Oak 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)	
Willow 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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Apple	Games - Fundamentals R	Games- Fundamentals 2	A-Dance-On Parade	Gym-Rock and Roll	Athletics	
ΥR	Games Fundamentals 1  AOL: PSEDAOL: 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	AOL: PSEDAOL: 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  Dance -Toys  AOL: PD Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.	AOL: PD Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.  Gym-Jumping Jacks  AOL: PD Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.	AOL: PD Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.  Games-Obstacles.  AOL: PSEDAOL: 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  AOL: PD Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.	AOL: PD Adjust s and jump off objet successfully.  Swimming	•
Apple	Games - Fundamentals R	Games- Fundamentals 2	Dance-On Parade	Gym-Rock and Roll	Athletics	
У1					Children know that	
	Games Fundamentals 1	Children know that: Rules are	Children know that: Different parts	Children know that: Balancing means holding	Running involves ke up, pumping your a your knees. Jumpin	rms and lifting
	Children know	instructions that	of the body can	the body steady	in a crouch, swingi	
	that:	guide how a game	be used to	without wobbling	behind your body,	taking off on bot
	Rules are	should be played.	create	or falling. Using	feet and landing w	
	instructions that	Everyone playing	movements, such	space safely		

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.

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Children know that: Pattina involves tapping a ball with open hands. Throwing involves sendina a ball through the air using the hands and arms. Kickina 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.

## Dance -Toys

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

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.

Gym-Jumping Jacks 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.

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.

### Games-Obstacles.

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.

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.

Catching involves watching the ball and grasping it tightly with both hands.

Children practice basic running, jumping, throwing and catching techniques.

#### Swimming

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).

Perform safe self-rescue in different water-based situations.

		rhythm.			
Palm	Games – Fundamentals	Dance - Traditional	Gym-Points of	Games- Fundamentals 2	Athletics
У2	rundamemais	River	Comaci	rundamentais 2	Children know that:
12	Games - Ball	Dance/Ancient	Children know	Children know	Techniques in running, jumping,
	Handling Skills	Egyptian	that: Two or	that: A tactic is	throwing and catching can be
	rianding Skins	cg/priun	more different	an action, such	developed and modified to improve
	Children know	Children know	body shapes,	as passing the	performance. Develop and modify
	that: A tactic is	that: Movements	performed and	ball to a team	running, jumping, throwing and
	an action, such	can be	held in a steady	member who is	catching techniques to make
	as passing the	performed along	position one	closer to the	outcomes more successful, with
	ball to a team	different	after the other,	net,that helps	increasing balance, agility and
	member who is	pathways	are called a	the team to	coordination.
	closer to the	(straight, curved	sequence of	achieve	
	net,that helps	or zigzag), levels,	linked balances.	something. Team	Swimming
	the team to	speeds and	Different body	members work	Swim competently, confidently and
	achieve	directions. This	parts can	together	proficiently over a distance of at
	something. Team	can help	support a	towards a shared	least 25 metres.
	members work	performers to	balance.	goal, such as	
	together	express	Body shapes can	scoring points.	Use a range of strokes effectively
	towards a shared	different ideas,	include a star,	Children can play	(for example, front crawl,
	goal, such as	emotions or	straight line,	simple team	backstroke and breaststroke).
	scoring points.	feelings. For	bridge, arch,	games,	
	Children can play	example, if	tuck and crab.	understanding	Perform safe self-rescue in
	simple team	creating a dance	Children	the rules and	different water-based situations.
	games,	about a storm,	demonstrate a	developing basic	
	understanding	movements may	sequence of	tactics to score	
	the rules and	be fast, with lots	linked balances,	points.	
	developing basic	of changes of	creating a		
	tactics to score	direction.	variety of body		
	points.	Childrenperform	shapes.	C	
		movements to		Games – Striking and	
		express ideas, emotions or	Dance-Machines	Fielding.	
		feelings, varying	Children know	rielding.	
		level, speed and	that: Movements	Children know	
		direction.	can be	that:	
		an ecrion.	performed along	There are	
			different	different ways	
		Games -	pathways	to send an	
		Fundamentals 2	(straight, curved	object from one	
			or zigzag), levels,	place to another,	
		Children know	speeds and	such as patting,	
		that: A tactic is	directions. This	throwing, rolling	
		an action, such	can help	and kicking.	
		as passing the	performers to	Children	
		ball to a team	express	confidently send	
		member who is	different ideas,	or receive an	
		closer to the	emotions or	object, such as a	
		net,that helps	feelings. For	beanbag or ball.	
		the team to	example, if		
		achieve	creating a dance		
		something. Team	about a storm,		
		members work	movements may		
		together	be fast, with lots		
		towards a shared	of changes of		
		goal, such as	direction.		
		scoring points.	Childrenperform		
		Children can play	movements to		
		simple team	express ideas,		
		games, understanding	emotions or		
		unaerstanaina	feelings,varying	i	

		developing basic	level, speed and		
		tactics to score	direction.		
		points.			
	A Car	Namas	A Const Date	A Comme	Athletics
Palm	A-Games - Fundamentals 1	Dance - Traditional	A-Gym-Points of Contact	<mark>A-Games-</mark> Fundamentals 2.	Athletics Children know that:
У3	rundamentais 1	River	of confact	Children know	A range of techniques can be used to
/ 3		Dance/Ancient	Children know	that:	throw, run and jump with increasing
	Games - Ball	Egyptian	that:	Competing means	accuracy and competence.
	Handling Skills	571	A gymnastic	trying to win or	For example, overarm throwing is
		Children know	sequence can	achieve something	useful for throwing over long
	Children know	that:	include a number	that others are als	distances and can be improved using
	that:	Improvising	of balances or	trying to achieve,	a range of techniques, such as
	Competing means trying to win or	means making up movements while	ways of	such as scoring a goal. Competing	standing sideways to the target and pulling the throwing arm back behind
	achieve something		travelling, performed at	effectively as a te	the head.
	that others are	performing to	different speeds	listening to others	Children can demonstrate a broader
	also trying to	music.	and levels.	sharing personal	range of throwing, running and
	achieve, such as	Different pieces	Different levels	ideas, encouraging	jumping techniques, in isolation or
	scoring a goal.	of music have	can be created	each other and usi	combination, with improving accuracy
	Competing	different	using the body or	tactics.	and competence.
	effectively as a	rhythms and	apparatus, such	Children compete i	
	team involves listening to	create a range of feelings that	as benches, climbing frames	a team game, communicating	Swimming
	others, sharing	can be shown	or trestles.	with others and	Swim competently, confidently and
	personal	through	Children copy,	using tactics	proficiently over a distance of at
	ideas, encouraging	movement.	explore and	3	least 25 metres.
	each other and	Children move in	create a		
	using appropriate	time to music,	gymnastic	Games -	Use a range of strokes effectively
	tactics.	beginning to	sequence	Striking and	(for example, front crawl,
	Children compata	improvise	beginning to use	Fielding.	backstroke and breaststroke).
	Children compete in a team game,	movements and motifs that	flexibility, strength,	Children know	Perform safe self-rescue in
	communicating	express the	technique and	that different	different water-based situations.
	with others and	meaning and	balance.	techniques are	. , ,
	using tactics	mood of the		used when	
		piece.		passing, batting,	
			Dance-	dribbling,	
		Games -	Machines.	travelling with or	
		Fundamentals 2 Children know	Children know	striking a ball and are specific	
		that:	that:	to an activity or	
		Competing means	Improvising	a sport, such as	
		trying to win or	means making up	hockey, football	
		achieve something		or rounders.	
		that others are	listening and	Childrenuse	
		also trying to	performing to	different	
		achieve, such as scoring a goal.	music. Different pieces	techniques to pass, bat,	
		Competing	of music have	dribble, travel	
		effectively as a	different	with and strike a	
		team involves	rhythms and	ball with some	
		listening to	create a range	control,	
		others, sharing	of feelings that	coordination and	
		personal	can be shown	accuracy.	
		ideas, encouraging each other and	through movement.		
		using appropriate	Children move in		
		tactics.	time to music,		
			beginning to		
		Children compete	improvise		
		in a team game,	movements and		
		communicating	motifs that		
		with others and	express the		

Oak y4	Games - Ball on the ground - Football focus 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	using tactics  Games - Net Games  Dance - Dance Styles 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	meaning and mood of the piece.  A-Dance-Rugby and the Haka 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.	A-Dance-Dance Styles.  Gym-Principles of Balance.  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	Athletics 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.  Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).  Perform safe self-rescue in different water-based situations.
	team wins and the other loses. Competitive games require the use of different attack and defence tactics. Children play a	inspired by stimuli, such as music, a story, theme or topic. Children compare, develop and adapt movements and motifs to create	and adapt movements and motifs to create movement patterns in response to	sequence. Children combine movements, actions and balances and equipment, individually or collaboratively,	Swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).  Perform safe self-rescue in
Oak Y5	Games - Ball on the ground - Football focus	Games - Net Games	Dance-Rugby and the Haka Children know that:	Dance-Dance Styles.	Athletics Children know that: Power is the amount of force a muscle creates against a resistance.

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 beingable 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

Gym - Rotation 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

Dance - Dance Styles 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

**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

Gym-Press and 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

Gym-Principles of Balance. Children know that: A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction. Childrencreate increasinaly complex sequences. including changes of direction. travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength

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.

### Swimming

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).

Perform safe self-rescue in different water-based situations.

Willow	Dance - Why	Games - Hockey	Games-Tag	Games-Outdoor	Athletics
	bully me?	Clail de au les aux	Rugby	Orienteering Children know	Children know that:
У6	Children know	Children know that: When	Children know that: When	that: When	Control, speed, strength and stamina are skills that can be developed over
	that: In dance,	engaged in a	engaged in a	engaged in	time
	dynamics means	competitive	competitive	outdoor	through practice and training.
	how the body	game that	game that	and adventurous	By working on these skills,
	moves, in terms	involves sending	involves sending	activities, a	performance in running, jumping and
	of the speed,	and receiving a	and receiving a	range of	throwing should
	energy and flow of the	ball, there are	ball, there are	problem-solving and	improve.
	movement. For	some fundamental ball	some fundamental ball	resilience skills	Children can demonstrate a high level of control, speed, strength and
	example, the	skills and some	skills and some	can be employed	stamina when running, jumping and
	dynamics of a	that are specific	that are specific	to help complete	throwing, in isolation and
	dance could be	to the	to the	a task	combination, and suggest ways to
	described as	game. Precision	game. Precision	effectively, such	improve performance.
	explosive or	can be	can be	as sharing ideas	
	jerky.	demonstrated	demonstrated	with others and	Swimming  Swim compatently confidently and
	Children vary dynamics of	when sending the ball if it	when sending the ball if it	asking questions. Being a good	Swim competently, confidently and proficiently over a distance of at
	movements	reaches the	reaches the	team player	least 25 metres.
	or dance,	intended player	intended player	means	
	developing	or target.	or target.	working well with	Use a range of strokes effectively
	actions in time	Precision can be	Precision can be	others to	(for example, front crawl,
	to music with a	demonstrated	demonstrated	achieve a shared	backstroke and
	partner or	when receiving a	when receiving a	goal. It involves	breaststroke).
	as a part of a	ball by a player	ball by a player	various skills,	Perform safe self-rescue in
	group.	moving position or changing	moving position or changing	such as valuing the	different water-based situations.
	Gym - Body	height to catch a	height to catch a	ideas and	different water-based structions.
	Symmetry	ball that is	ball that is	opinions of	
	' '	intended for	intended for	others,	
	Children know	them. Children	them. Children	recognising	
	that: A polished	use ball skills	use ball skills	others'	
	gymnastic	confidently and	confidently and	strengths	
	routine has been	with some precision in a	with some precision in a	and involving	
	planned and	wide variety of	wide variety of	everyone. Children use and	
	practised.	competitive	competitive	apply strategies	
	It involves a	games.	games.	for	
	range of		J	solving problems,	
	balances	Dance - Football		listeningto	
	and ways to	Children know	Gym-Group	others and	
	travel, with an emphasis on	that: In dance, dynamics means	<b>Work</b> Children know	being a good team	
	precision,	how the body	that: A polished	player when	
	stability,	moves, in terms	gymnastic	engaged in	
	smooth	of the speed,	routine	outdoor	
	transitions and	energy and flow	has been	or adventurous	
	clear	of the	planned and	activities.	
	extensions.	movement. For	practised.		
	Children plan and	example, the	It involves a	Games-Net	
	perform gymnastic	dynamics of a dance could be	range of balances	Multi-skills.	
	sequences, using	described as	and ways to	Attack and	
	a wide range of	explosive or	travel, with an	defence tactics	
	movements and	jerky.	emphasis on	can be	
	balances to	Childrenvary	precision,	developed and	
	create a polished	dynamics of	stability,	refined in	
	routine.	movements	smooth	several ways,	
		or dance,	transitions and	such as through practice and	
	L	developing		practice and	

actions in time	clear	coaching,	
to music with a	extensions.	watching	
partner or	Children plan and	competitive	
as a part of a	perform	games being	
group.	gymnastic	played by	
	sequences, using	others, asking	
	a wide range of	questions and	
	movements and	listening to	
	balances to	feedback.	
	create a polished	Develop	
	routine	and refine	
		strategies and	
		tactics for	
		attacking and	
		defending during	
		competitive team	
		games.	

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						