


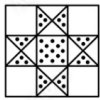






















Hungerford School PBL National Curriculum overview

<p>Y1</p>	<p>Historians</p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>History + Oracy</p> <p>Super Scientist Impactful Inventors Abstract Artists Poetic Poets</p> <p>Shakespeare project</p> <p>NC HISTORY KS1 *events beyond living memory that are significant nationally or globally *the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>NC ART KS1 *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *about the work of a range of artists, craft makers and designers,</p>	<p>Meteorologists</p>  <p>Children learn about the weather in the UK and in other places around the world. They create weather stations to measure rainfall, temperature and wind speed. They present their work by filming a weather segment for the daily news.</p> <p>Science + Geography</p> <p>NC SCIENCE Seasons Y1 *observe changes across the 4 seasons *observe and describe weather associated with the seasons and how day length varies</p> <p>NC GEOGRAPHY KS1 *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Toy Designers</p>  <p>Children become toy museum curators, learning about the history of toys. They design and make their own futuristic toys. They create a class museum for visitors to learn about different toys and see their inventions.</p> <p>History + DT</p> <p>NC HISTORY KS1 *changes within living memory</p> <p>NC DT KS1 *design purposeful, functional, appealing products for themselves and other users based on design criteria *select from and use a range of tools and equipment to perform practical tasks *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Fashion Designers/ Quilt Makers</p>  <p>Children find out about the different continents, focussing on the textile arts of specific countries. They recreate these patterns in different forms, and make a collaborative quilt that represents the diverse ethnicities that we have in our class.</p> <p>Geography + Art</p> <p>NC GEOGRAPHY KS1 *name and locate the world's seven continents *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>NC ART KS1 *to use a range of materials creatively to design and make products</p>	<p>Entomologists</p>  <p>Children learn about different insects and their natural habitats. They create models of different insects and produce information cards about them for a Science Fair.</p> <p>Science + Oracy</p> <p>NC SCIENCE Animals Y1 *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Diplomats</p>  <p>Children learn about life in other countries and compare Mexico with London. They create passports or fact files about their chosen countries. (Dorothy Hodgkins and Frida Kahlo)</p> <p>Geography + Oracy</p> <p>NC GEOGRAPHY KS1 *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>NC HISTORY KS1 *the lives of significant individuals in the past who have contributed to national and international achievements</p>
------------------	---	---	--	---	---	--

	describing the differences and similarities between different practices and disciplines, and making links to their own work.			<p>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		
Y2	<p><u>Historians</u></p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>History + Oracy</p> <p>Super Scientist Impactful Inventors Abstract Artists Poetic Poets</p> <p>Shakespeare project</p> <p>NC HISTORY KS1 *events beyond living memory that are significant nationally or globally *the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p><u>Conservationists</u></p>  <p>Children learn about turtles and their habitats. They learn about the oceans of the world, and the habitats these amazing creatures are so dependent on. They create information posters about ocean preservation and host a charity fundraiser to support the WWF and sponsor a turtle.</p> <p>Science + Geography</p> <p>NC SCIENCE Habitats Y2 *identify and name a variety of plants and animals in their habitats, including microhabitats *describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>NC GEOGRAPHY KS1</p>	<p><u>Storytellers</u></p>  <p>Children learn about the Great Fire of London in 1666. They read the accounts which survived, make their own model houses to watch the fire spread and write stories to capture this historical event. They learn about Tudor life. They perform their stories for an audience in an assembly.</p> <p>History + DT</p> <p>NC HISTORY KS1 *events beyond living memory that are significant nationally or globally *significant historical events, people and places in their own locality</p> <p>NC DT KS1 *select from and use a range of tools and equipment to perform practical tasks</p>	<p><u>Tour Guides</u></p>  <p>Children become local tour guides and create a video guide for people who are new to Islington. They find out about the history of our diverse borough, and publish their guides on YouTube.</p> <p>Geography + Oracy</p> <p>NC GEOGRAPHY KS1 *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country *use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p><u>Botanists</u></p>  <p>Children learn about the wonderful world of plants and create a classroom garden to enjoy. They make information cards about different plants they have discovered on their trip and create a 'botanists guide to growing plants'.</p> <p>Science + Oracy</p> <p>NC SCIENCE Plant Y2 *observe and describe how seeds and bulbs grow into mature plants *find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><u>Advertisers</u></p>  <p>Children learn about the different countries in the UK and the history of Great Britain. They create adverts to persuade people to visit their chosen country, detailing the different things they can experience there.</p> <p>Geography + History</p> <p>NC GEOGRAPHY KS1 *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * use world maps, atlases and globes to identify the United Kingdom and its countries *use basic geographical vocabulary to refer to</p> <p>NC HISTORY KS1</p>

	<p>NC ART KS1</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>*name and locate the world's seven continents and five oceans</p>	<p>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>*build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>NC HISTORY KS1</p> <p>*significant historical events, people and places in their own locality</p>		<p>*significant historical events, people and places in their own locality</p>
Y3	<p>Historians</p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>History + Oracy</p> <p>Super Scientist Impactful Inventors Abstract Artists Poetic Poets</p> <p>Shakespeare project</p> <p>NC HISTORY KS1</p> <p>*events beyond living memory that are significant nationally or globally</p> <p>*the lives of significant individuals in the past</p>	<p>Electricians</p>  <p>Children learn about electrical circuits, problem solving their way through different challenges. They design and make a model village which has light up elements. They showcase their village as part of the Christmas celebrations at school.</p> <p>Science + DT</p> <p>NC SCIENCE Electricity Y4</p> <p>*construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>*identify whether or not a lamp will light in a</p>	<p>Curators</p>  <p>Children learn about the fascinating history of Ancient Rome and its legacy in England today. They create their own artefacts and open a classroom museum to show their learning to a real audience.</p> <p>History + Art</p> <p>NC HISTORY KS2</p> <p>*the Roman Empire and its impact on Britain</p> <p>*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>NC ART KS2</p> <p>*to improve their mastery of art and</p>	<p>Hydrologists</p>  <p>Children learn about the water cycle, coastal erosion and how animals and humans are affected by these natural processes. They create talking posters explaining their learning.</p> <p>Geography + Science</p> <p>NC GEOGRAPHY KS2</p> <p>*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>*human geography, including: types of settlement and land use, economic activity</p>	<p>Cartographers</p>  <p>Children learn about living things and their habitats, the importance of conservation and how environmental changes can cause dangers to living things. They use their mapping skills to identify a suitable location for a sanctuary to protect a species, design a safe haven for them and present their work to an external panel.</p> <p>Science + Geography</p> <p>NC SCIENCE Habitats Y4</p> <p>*recognise that environments can change and that this can</p>	<p>Restaurateurs</p>  <p>Children learn about different countries and their traditions. They discover recipes and ingredients from these places and design a cookbook featuring their own fusion recipes. They cook and serve their meals to a panel of experts.</p> <p>Geography + DT</p> <p>NC GEOGRAPHY KS2</p> <p>*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,</p>

	<p>who have contributed to national and international achievements</p> <p>NC ART KS1</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>*recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>NC DT KS2</p> <p>*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>*select from and use a wider range of tools and equipment to perform practical tasks accurately</p>	<p>design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>*about great artists, architects and designers in history.</p>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>NC SCIENCE Habitats Y4</p> <p>*recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>sometimes pose dangers to living things</p> <p>NC GEOGRAPHY KS2</p> <p>*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</p> <p>*use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>and major cities</p> <p>*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>NC DT KS2</p> <p>*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
Y4	<p><u>Historians</u></p>  <p>Children learn about and choose a historically significant person to name their class after. They</p>	<p><u>Gastroenterologists</u></p>  <p>Children learn about the human body, the organs and how we digest food.</p>	<p><u>Curators</u></p>  <p>Children learn about the earliest of civilisations in Britain through studying</p>	<p><u>Conservationists</u></p>  <p>Children learn about the rainforests of the world, and the threats they face.</p>	<p><u>Geologists</u></p>  <p>Children learn about natural disasters and the science behind them.</p>	<p><u>Egyptologists</u></p>  <p>Children learn about the fascinating history of Ancient Egypt, and learn</p>

	<p>create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>History + Oracy</p> <p>Super Scientist Impactful Inventors Abstract Artists Poetic Poets</p> <p>Shakespeare project</p> <p>NC HISTORY KS1 *events beyond living memory that are significant nationally or globally *the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>NC ART KS1 *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>They create an interactive tour through the human body, demonstrating their learning to a live audience.</p> <p>Science + Computing</p>	<p>artefacts. They create their own artefacts and open a classroom museum to show their learning on the Stone Age to a real audience.</p> <p>History + Art</p> <p>NC HISTORY KS2 *changes in Britain from the Stone Age to the Iron Age</p> <p>NC ART KS2 *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p>	<p>They create an advertising campaign to encourage people to help conserve the rainforest and raise money for the Rainforest Trust</p> <p>Geography + Oracy</p>	<p>They study different rock types and states of matter. They create science fair demonstrations to show their learning to a real audience.</p> <p>Science + Geography</p>	<p>to tell stories like an Egyptian. They perform their stories to an audience, and showcase their learning in a live event.</p> <p>History + Oracy</p> <p>NC HISTORY KS2 *the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt</p>
--	--	---	---	---	---	---

Y5

Historians



Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.

History + Oracy

[Super Scientist](#)
[Impactful Inventors](#)
[Abstract Artists](#)
[Poetic Poets](#)

[Shakespeare project](#)

NC HISTORY KS1

- *events beyond living memory that are significant nationally or globally
- *the lives of significant individuals in the past who have contributed to national and international achievements

NC ART KS1

- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- *about the work of a range of artists, craft makers and designers, describing the differences and

Travel Bloggers



The children become travel agents and design their own holiday adverts enticing people to visit a region of Europe. They learn about the history, culture and landscape of their chosen countries, and present their persuasive adverts to a panel of experts.

Geography + Oracy

Virtual Curators



The children learn about different Ancient cultures by studying primary and secondary sources. They present their learning by creating a virtual museum.

History + Computing

NC HISTORY KS2

***a non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300**

Evolutionary Biologists



Children learn about the science of evolution, adaptation and survival of the fittest. They learn about Charles Darwin and create their own demonstration of evolution over millions of years using clay and dioramas. They narrate the story of evolution and help an audience tour the timeline of evolution in a presentation.

Science + Art

NC SCIENCE Evolution and Inheritance Y6

- *recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- *identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Physicists



The children design and build go karts having studied the physics behind their movement. The go karts are put head to head in races, and the children discover the best design for a winning racer.

Science + DT

Storytellers




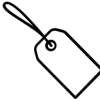




The children study the history of Ancient Greece, the birth of democracy, the Olympics and myths. They write and perform their own myths based on their own mythical creatures to a live audience.

History + Oracy

NC HISTORY KS2

***the legacy of Greek culture (art, architecture or literature) on later periods in British history**
***Ancient Greece – a study of Greek life and achievements and their influence on the western world**

	<p>similarities between different practices and disciplines, and making links to their own work.</p>					
Y6	<p>Historians</p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>History + Oracy</p> <p>Super Scientist Impactful Inventors Abstract Artists Poetic Poets</p> <p>Shakespeare project</p> <p>NC HISTORY KS1 *events beyond living memory that are significant nationally or globally *the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>NC ART KS1 *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Politicians</p>  <p>Children conduct a model UN in school, debating the most pressing issues our world faces. They learn about the political perspectives of different global powers and host a debate for the school.</p> <p>Geography + Oracy</p> <p>NC GEOGRAPHY KS2 *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</p> <p>NC HISTORY KS2 *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Traders</p>  <p>Children learn about Great Britain's past and decide if it does qualify as 'Great'. They make their own tabletop tribes and must negotiate trade deals to ensure the growth of their populations, and learn about different factors of human geography. They present their conclusions in a persuasive speech for the Governors.</p> <p>History + Geography</p> <p>NC HISTORY KS2 *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>NC GEOGRAPHY KS2 *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</p>	<p>Intelligence Agents</p>  <p>The children learn about life on the homefront during WW2, the life of an evacuee and the impact WW2 had on the world. They create their own war scrapbooks, showcasing their learning on the topic in a visual way.</p> <p>History + Art</p> <p>NC HISTORY KS2 *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>NC ART KS2 *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *about great artists, architects and designers in history.</p>	<p>Microbiologists</p>  <p>The children learn about the science behind antibiotics, ask and find answers to questions to antibiotic resistance. They learn about the circulatory system, and make informative documentaries about how to improve your lifestyle to be healthier.</p> <p>Science + Computing</p> <p>NC SCIENCE Animals including Humans Y6 *identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>NC COMPUTING KS2 *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>	<p>Astronomers</p>  <p>The children learn about our solar system, and conduct a tour of space in their own classroom planetarium.</p> <p>Science + Oracy</p> <p>NC SCIENCE Earth and Space Y5 *describe the movement of the Earth, and other planets, relative to the Sun in the solar system *describe the movement of the Moon relative to the Earth *describe the Sun, Earth and Moon as approximately spherical bodies *use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>NC COMPUTING KS2 *select, use and combine a variety of software (including internet</p>

	<p>*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>				<p>evaluating and presenting data and information</p>	<p>services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
--	---	--	--	--	--	--