



The Whitby Heath Way Curriculum Pathway: Summer Focus

	Summer 1 Lost Words of Whitby Heath <u>'One Community'</u>	Summer 1/2 Going Deeper <u>'One World'</u>	Summer 2 Deeper Still <u>'Our Future in Our Hands'</u>
<u>EYFS</u>	Plants Who and what do we share our school grounds with?	Who and what do we share our wonderful world with?	How is my world changing?
<u>Y1</u>	Woodland Visitors How can we help protect the wildlife in our school grounds?	Why are coasts important? Do coasts differ around the world?	How have seaside holidays changed over time? Why do we need to protect the seaside?
<u>Y2</u>	Woodland Visitors How can we help protect the wildlife in our school grounds?	What is George Mottershead's lasting legacy?	Is animal conservation important?
<u>Y3</u>	Small Creatures Why do creatures make their homes on our school grounds?	Why are mountains an important part of our world?	Why is it important to look after our rivers and environment?
<u>Y4</u>	Small Creatures Why do creatures make their homes on our school grounds?	What impact do natural disasters have on our world?	How can we care for our planet and ensure its future?
<u>Y5</u>	Trees Why are the trees on our school grounds so important?	How can we reduce climate change to save our future?	What is the impact of human consumerism on endangered species?
<u>Y6</u>	Trees Why are the trees on our school grounds so important?	How did we all evolve from apes and what do we all have in common? (Global citizenship, early humans, Africa, first men)	How can people around the world protect the future of the planet?

The Whitby Heath Way

Curriculum Pathway

Whole School Titles:	Autumn Term Autumn 1: Settlements and homes Autumn 2: Inventions, changes and their legacy		Spring Term Spring 1: Big decisions, big impact Spring 2: Leaders make a difference		Summer Term Summer 1: One community Summer 1/2: One World Summer 2: Our future in our hands		
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1/2	Summer 2
	Who am I and where do I live?	What changes do the seasons bring and which important people do we remember?	How do my actions affect others?	Who makes the rules and why should we follow them?	Plants Who and what do we share our school grounds with?	Who and what do we share our wonderful world with?	How is my world changing?
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1/2	Summer 2
	What is in my local area?	How has my local area changed?	Who lives in woodlands and why?	What was it like to live in a castle and who is in charge?	Woodland Visitors How can we help protect the wildlife in our school grounds?	Why are coasts important? Do coasts differ around the world?	How have seaside holidays changed over time? Why do we need to protect the seaside?

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1/2	Summer 2
	Why do explorers decide to leave their homes?	How have past inventions impacted transport today?	How have Victorian toys impacted modern toys?	What type of a leader was Queen Victoria?	Woodland Visitors How can we help protect the wildlife in our school grounds?	What is George Mottershead's lasting legacy?	Is animal conservation important?
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1/2	Summer 2
	How did homes and settlements changes throughout the Stone Age?	What legacy did new discoveries and inventions in the Bronze and Iron Age leave on Britain?	What was the impact of the big decisions that the Ancient Egyptians made?	What makes Tutankhamun one of the most famous Ancient Egyptian Pharaoh?	Small Creatures Why do creatures make their homes on our school grounds?	Why are mountains an important part of our world?	Why is it important to look after our rivers and environment?
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1/2	Summer 2
	What did the Ancient Greeks do for us?	What impact did the Ancient Greeks have on modern day life?	Why did the Romans invade Chester?	Who were the significant emperors during the Roman era?	Small Creatures Why do creatures make their homes on our school grounds?	What impact do natural disasters have on our world?	How can we care for our planet and ensure its future?

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1/2	Summer 2
	What impact did Anglo Saxon settlement have on Britain?	What was the legacy of the Viking invasion on Britain?	Why are the Americas so unique? Where would you choose to live?	Who were the Mayans and what can we learn from their leadership?	Trees Why are the trees on our school grounds so important?	How can we reduce climate change to save our future?	What is the impact of human consumerism on endangered species?
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1/2	Summer 2
	What impact did the industrial revolution have on the UK and our local area?	What legacy has been left by the invention and by changes in this period?	How did the decisions made by leaders at the time lead to WW1 and WW2?	What impact was seen by the people of Europe from the decisions made by leaders?	Trees Why are the trees on our school grounds so important?	How did we all evolve from apes and what do we all have in common? (Global citizenship, early humans, Africa, first men)	How can people around the world protect the future of the planet?

We will be completing a whole school project during Summer 1. Our theme will be 'One Community' and the project will be titled: 'Lost Words of Whitby Heath'. The project will be based on the text 'The Lost Words: Spell Songs' by Jackie Morris and Robert Macfarlane.

The 'Lost Words of Whitby Heath' project will be directly linked to 'Our Community' as a whole school theme. For each phase, this project will engage our children through a specific learning area (plants, woodland visitors, small creatures or trees) and through an enquiry question.

Our desired outcome for the project will be to enrich our children's learning experiences in school; extend their Rainbow Curriculum work and reconnect with Whitby Heath. It will have a sole focus on our Whitby Heath community, school and local area.

At the end of the project, we will create a whole school 'Lost Words of Whitby Heath' showcase display. This will be weaved throughout the school building and grounds. Linked to their theme, each class will produce a 2D/3D piece of art work as well as a piece of extended writing (per child) for the showcase (however, multiple pieces can be created for the displays).

The 'Lost Words of Whitby Heath' project will be the foundation of learning for themes already outlined in our Whitby Heath Way Curriculum Map for the Summer term. The 'One World' and 'Our Future in Our Hands' themes will build upon the learning taken place during the 'One Community' theme. This will allow the children to take their learning deeper and build upon their prior knowledge: **the mastery approach**.