



Moreton Church of England Primary School



Moreton Church of England Primary School



Curriculum Policy

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Signed (CoG):



Moreton Church of England Primary School



'Growing Together in Faith, Knowledge and Love'

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1. Introduction and Overview

Rationale

At Moreton Church of England Primary School it is our **INTENT** that our curriculum provides an excellent foundation for our children to develop as learners fulfilling their potential to make a difference in our world. Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to be inquisitive and creative learners, who fulfil their potential with a love and passion to do God's work. We want to be able to foster a culture of aspiration and self-belief by providing a supportive and challenging learning environment. The aim of our provision is to encourage and foster a love of learning by developing key learning behaviours; we believe that this is the key to academic success. These behaviours form the basis of everything we do and how we behave in and around school, from EYFS to Year 6, in all aspects of school life.

Statutory Requirements

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. The statutory Primary National Curriculum states that:

2.1 Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

(National Curriculum in England: primary curriculum – Updated May 2015)

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). This sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (Statutory Framework for the Early Years Foundation Stage – EYFS reforms early adopter framework – July 2020)

Cognitive Science and Teaching Pedagogy

Our provision is based on the understanding that learning is a change to long-term memory. Our curriculum drivers shape our curriculum and through our strong links with the



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local farming community, we will develop outdoor experiences and forest school activities to develop our children as thoughtful members of our community. Three main principles underpin our curriculum design:

- Learning is most effective with spaced repetition
- Subjects will be woven and mixed rather than blocked
- Retrieval of the previously learned content will be frequent and regular

Therefore, whilst we teach specific subjects these are linked with other subjects to strengthen pupils learned content.

2. Curriculum Intent

Aims

Built on a solid core of English and Maths our curriculum is designed to be broad and balanced, offering a range of stimulating and enjoyable experiences to develop all children's talents and promote a love of learning. At the heart of our curriculum design are the key attributes we endeavour to impart to all children as they progress through our school.

At Moreton, we aim to provide:

- A unique curriculum experience built on knowledge and rich vocabulary
- A curriculum where prior knowledge provides the roots for future learning opportunities
- A broad and balanced curriculum which distinguishes between subject topics and threshold concepts to bring together those subjects in a meaningful way
- Learning journey where the same concepts are explored through a wide breadth of topics to gradually build confidence and a greater depth of understanding of them
- The practice of skills to become embedded, feeling secure before learning is moved on
- Challenge in pupils learning opportunities on a daily basis
- A curriculum that is progressive and based on prior learning
- A curriculum which encompasses our learning behaviours to develop children to become creative, inquisitive, motivated, respectful, healthy and to make a difference in the world (Appendix 1)

Knowledge and Skills

The main 2-year overview (Appendix 2) indicates the key elements that structure our creative curriculum and how our it will be **IMPLEMENTED**. Each topic is planned using the whole school curriculum map overview, detailed termly knowledge webs and specific subject skills for each subject. Where possible, we will use our outdoor environment with specific skills (Appendix 3) to develop children's passion to care for the world around them.

For each subject, the knowledge and skills have been carefully planned to consider what we want our children to have acquired by the time they leave our school. Progression has been



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carefully considered between year groups, allowing teachers to explicitly teach children to make links between key concepts. These include a range of practical and real experiences whilst ensuring progression in each curriculum area.

3. Curriculum Implementation

Organising the curriculum

Built on a solid core of English and Maths our curriculum is designed to be broad and balanced, offering a range of stimulating and enjoyable experiences to develop a rich understanding and knowledge of subjects for all children.

At the beginning of a topic we have an inspiring entry called the 'key' to open the learning by giving a purpose to the learning journey. At the end of the topic a 'padlock' is used as a metaphor to secure the learning. (Appendix 4).

From years 1 – 6, teachers will plan jointly in phases on a 2 year rolling programme: KS1 (years 1 & 2), Lower KS2 (years 3 & 4) and Upper KS2 (years 5 & 6). Although the main topic and curriculum for each term will be the same in each phase, they may teach towards different objectives in some subjects to ensure progression and to meet the needs of all children. We follow Chris Quigley Milestones for Progression (Quigley, C. 2016, *The Essentials Curriculum*, Chris Quigley Education Ltd).

The planning of our school day allows for us to teach 20 sessions of foundation subjects over 2 weeks. This is broken down as follows:

Curriculum Area	Subjects	Time allocation over a 2 week period
Creative Arts	Art Music Drama/Dance	1.5 hours 1 hour incorporated through PE and/or literacy
Humanities	RE History/ Geography Languages (KS2)	2.5 hours 1.5 hours 1 hour
Mental and Physical Wellbeing	PE PSHE/RSE Forest School/Outdoor learning	4 hours 2 hours * varies depending on year group but 6 hours per year as a minimum from PE
STEM	Science Design Technology Computing/ICT Engineering/Maths*	2 hours 1.5 hours 1.5 hours (0.5 taught as online safety through PSHE) incorporated through Maths and Science as part of topic



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Through our medium-term plans teachers will plan a learning journey based on the objectives to be taught over the term. Certain concepts will follow a progressive plan, but there will be a focus on woven and mixed subjects to enable the retrieval of previously learned content. Medium-term plans will also incorporate our half-termly Christian value within the learning journey.

On occasion teachers will use morning sessions, traditionally timetabled for English and Maths objectives, to allow flexibility in enabling pupils to reach a greater depth. As there will be certain weeks or days in the school year which encompasses a multi curriculum approach, such as Christmas, enrichment days or whole school curriculum days, in practical terms timings over the academic year are as follows:

Hours per fortnight	Sessions over the year	Subject breakdown
1	19 sessions	Music (additional singing/performance is taught through assembly, productions or extra-curricular experiences – 10 sessions) French (19 sessions for years 3 & 4, 13 sessions for years 5 & 6). Taught as progressive language German or Spanish (6 sessions per year depending on Year A or Year B). Taught as cultural experience
1.5	28 sessions	Art (including learning about artists)* History (9 sessions per term) Geography (6 sessions per term 9 sessions over year as outdoor learning/forest school – see below) Technology (taught in blocks of skills to link with STEM projects)
2	38 sessions	Science PSHE Computing/ICT (in first part of Autumn term PSHE and eSafety are combined for 6 sessions)
2.5	48 sessions	RE (including weekly reflection of 20 mins to link school values to developing character/spirituality)
4	76 sessions	PE (6 sessions for school competitions such as athletic days, outdoor adventurous activities) All years - 1 session weekly following SQA programme Year 1, 4 & 6 – 1.5 session per week for forest school for an allocated term (3 sessions comes from Geography when learning about nature/environment) Year 2, 3 and 5 – 6 sessions in Autumn term and 6 sessions in summer term for outdoor learning Year 3 and 5 – 10 sessions of swimming in the year Other remaining sessions for dance, drama and gymnastics



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Our short term plans are written on a weekly or daily basis to set out how the lesson will be structured to meet the learning objective and these are shared in advanced with learning support staff. Plans are adapted as necessary based on assessment for learning.

EYFS curriculum

Our Foundation Stage curriculum is designed on a thematic approach to meet the Statutory Framework for the Early Years Foundation Stage (effective from 1st September 2021).

There are 3 prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

and a further 4 specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Our school fully supports the principle that young children learn through playing and exploring, active learning and by engaging in well planned and structured activities as well as child-initiated activities. Children are provided with a wide variety of rich experiences which are crucial to child development, from being read to frequently to playing with friends.

At the beginning of their Reception year, a Reception Baseline Assessment is carried out. Our curriculum is designed to allow our children to meet the Early Learning Goals at the end of Foundation Stage. At the end of the year an Early Years Foundation Stage Profile is completed for each child - using the ELGs at the end of the year supports our teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

This is shared with KS 1 teachers and supports the children's successful transition to Year 1.

Transfer of knowledge to long term memory

To facilitate information to the long term memory, teachers aim to create meaningful semantic links and associations. They will aim to plan by linking some literacy units to trigger an emotional response from the children. Teachers will also plan for knowledge to be linked through careful planning in the long term, medium term and short term. Knowledge will be organised around relevant categories with the idea is that every topic is related to the relevant categories; each time a category comes up again, pupils are reminded of the



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knowledge they already have in that category. (Quigley, C. 2016, *The Essentials Curriculum*, Chris Quigley Education Ltd).

4. Progression, Mastery and Inclusion

The mastery pedagogy works on the principle that all learners, with the right support and effort, will meet expectations. Key objectives are revisited to allow children to make connections between their learning. Teachers are reactive to children's learning, are flexible in approach and evaluate their own practice and maintain high expectations for all children. Mastery is deep learning that sticks and can be recalled over time in different contexts.

The curriculum in our school is designed so that it is inclusive and accessible by all children. We are committed to ensuring that our children have access to all aspects of school life and are given the best opportunities to progress academically, socially and emotionally.

Most children's needs can be met through quality first teaching. Where a child has additional needs, adaptations and reasonable adjustments are made to the curriculum to enable them to access the learning and meet their needs. For the small amount of children who do not make progress despite the adjustments, they are added to the SEND (Special Education Needs and Disability) register. Children on the SEND Register will receive further additional support as appropriate in order to meet their individual outcomes and details can be found in the SEND Policy and SEND information report.

Moreton C of E (VA) Primary School is committed to ensuring equal opportunities for all its pupils irrespective of race, gender, disability, religion/belief, sexual orientation, age or socio-economic background.

5. Curriculum impact

Learning cannot always be seen in the short term and sustained mastery takes time. The impact of our curriculum will be seen through our focus on the environment and natural world, which will spark children's curiosity and passion for learning.

Through different tasks and observations, we will make a judgement of the **IMPACT** of our curriculum by comparing pupils' work over time. We use pupil asset to record and evidence these judgements using a point in time assessment model.

Further details can be found in our Assessment, Feedback and Marking policy.

6. Continuing Professional Development

To ensure we are continually providing a high quality and effective curriculum, Moreton C of E Primary School participates in a range of CPD initiatives, for example:

- Developing Leadership of the Curriculum – senior staff engaging in CPD and updates from national and local providers (including nationally recognised NPQ programmes)
- In school CPD - to develop teacher understanding of the importance of our Vision and best practice in relation to curriculum intent, implementation and impact.
- In school CPD – developing the skills of staff, particularly where they are teaching a subject that is not their specialism.



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- Sharing effective practice - opportunities for staff to learn from each other through curriculum hubs with our LDG (Local Delivery Group for Epping Forest Schools Partnership), for ECTs, HLTAs and SCITT trainees (through Saffron Walden Teaching Hub)
- Peer teaching/support particularly for ECTs and trainees who plan and teach alongside experienced colleagues.
- Governor Training - termly curriculum updates at full governing body meetings and opportunities to engage in external training.

7. Roles and responsibilities of subject leaders

Moreton C of E Primary School gives subject leaders additional time on a fortnightly basis within their allocated PPA time, so that they can carry out their duties. If particular monitoring of their subject is required outside of this time, the school will endeavour to support subject leaders with additional release time to complete these activities. Leaders write annual action plans and will continue to develop their own one-page subject SEFs.

The role of the subject leader is to:

- Understand how their subject fits into the intent of the whole school curriculum including working collaboratively with other subject leaders within the school
- Be familiar with the long-term curriculum for their subject (topics/units of learning) and review it to ensure it continues to fit in with the wider school curriculum
- Provide a strategic lead and direction for the subject by keeping up to date with developments in their subject, at both national and local levels
- Support and advise colleagues on issues related to the subject
- Provide efficient resource management for the subject
- Monitor teaching and learning in a variety of ways e.g. by reviewing planning and observing teaching, looking at books and pupils' progress in that subject area, carrying out pupil perception surveys,
- Know how to measure success and to analyse areas that need further development
- To allow opportunities to celebrate their subject

Opportunities are provided for leaders of a subject to meet regularly with other subject leaders in that subject from across the Epping Forest Partnership for CPD, monitoring and to share good practice.

The provision of high-quality experiences, effective resources (including Human Resources) and CPD have budgetary implications. Subject leaders should direct any requests to the Headteacher / Senior Leadership Team. The school is committed to using Pupil Premium funding to ensure that disadvantaged pupils benefit from an effective curriculum, which diminishes any difference in attainment between them and their peers.



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This policy is linked to, and should be read in conjunction with:

Assessment, feedback and marking policy
Maths policy
English policy
SEND policy
PSHE/RSE policy
Early Years Foundation policy and procedures

This policy will be reviewed bi-annually. At every review, the policy will be shared with the governing body. **All staff are expected to read and follow this policy.**



Appendix 1

At Moreton our children will be.....



- I am proud of how I have worked hard to finish something
- I can learn from my mistakes
- I can maintain my energy, interest and focus on a project
- I can avoid distractions

- I enjoy meeting challenges
- I am pleased when I meet my own goals
- I believe that if I keep trying or change what I am doing it will pay off

- I know how to keep healthy and safe
- I eat healthily and drink plenty of water
- I enjoy being fit and active
- I know I need a good night's sleep
- I have the right to be me
- I can manage my feelings
- I have a responsibility to treat others fairly
- I appreciate what I have
- I can wash my body and clean my teeth properly
- I will show love to God, others and myself

- I do what I can to help other people
- I am part of lots of different communities
- I know some people are less fortunate than me
- I take an active role in school
- I will look after my surroundings at home and school



Motivated

Creative

Making a difference in our world



- I am able to find new ways to do things
- I can find a way to solve a problem
- I like to try different art, music, drama and dance activities
- I looks for patterns in the world around me
- I have my own ideas and choose how explore them



Curious

- I use my senses to explore the world around me
- I show curiosity about objects, events and people
- I can start activities
- I will have a go with a 'can do' attitude
- I know what resources I need to help me
- I can use a variety of skills in different ways using trial and error



KS1

Respectful



- I am kind with my words and actions
- I take care of my belongings and those of others
- I can take turns
- I listen carefully to others
- I can be a good friend and show this by my actions
- I can work with others
- I am aware of similarities and differences of others around the world

Our curriculum promotes learners who are: Healthy, motivated, creative, curious, respectful citizens who will make a difference in the world



KS2

At Moreton our children will be.....



- I can strive to achieve the very best that I am capable of
- I show determination and perseverance to complete a task to the end
- I can learn from my mistakes

- I am confident and have good self-esteem
- I can maintain my energy, interest and focus on a project

- I know the importance of good nutrition and hydration and make good choice
- I have good hygiene habits
- I understand the importance of staying fit with exercise
- I know how to rest and relax
- I understand my emotions and how to manage them



- I understand and know how to deal with peer pressure, bullying and staying safe (including on-line)
- I know I can use prayer or mindfulness techniques to support me
- I will show love to God, others and myself

- I will be a global ambassador
- I can make a positive contribution to my community and the wider world
- I show empathy for those whose lives are different from mine
- I take action to help where I can
- I will look after my environment



Creative

- I can change my strategy or approach if needed
- I can approach familiar tasks in a new and creative way
- I will try to present my ideas in a variety of ways
- I can use my prior learning to make predictions



Inquisitive

- I am eager to engage in activities some of which I might have initiated
- I am open to learning about new ideas.
- I am curious about current and historical events, people and places
- I enjoy taking a risk
- I will seek out things that challenge me
- I can ask the right kind of questions



Healthy Body, Mind and Spirit

Respectful



- I show respect for cultures, traditions, religions and beliefs
- I work cooperatively with others
- I can listen to and build upon other people's ideas
- I form positive relationship with others and choose not to bully or discriminate
- I can be a good friend and show this by my actions
- I show an interest in current events across the world

Make a difference in our world



Our curriculum promotes learners who are: Healthy, resilient, creative, inquisitive, respectful citizens who will make a difference in the world



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Appendix 2


Links outdoor learning Key focus Linked Value	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Hedgehogs & Badgers (Yr 1 & 2)	Castles - past and present Significant events, Battle of Hastings, Guy Fawkes, Structure of buildings, Colchester castle	Back to the Future (Farming) Toys, Music and Transport) e.g. fashion, music, shopping, ICT/Books, homes, technology, communication, textiles. Future technology	Journeys/Explorers (Environmental) Christopher Columbus & Neil Armstrong. World map, compass directions. School maps, globes, oceans, continents, Habitats	Fire Fire Great fire of London Fire Safety National Remembrance Days (Bonfire night etc) Diaries, St. Paul's Cathedral	Welcome to the UK (Farming) Comparing UK– cities, landscape, villages, forests, Capital cities. Four countries of the UK	Animals (Environmental) Seasonal and daily weather patterns, hot and cold areas of the world North and South Pole, Habitats, Carnival of Animals Kenya
Deers & Pheasants (Yr 3 & 4)	Ancient Civilisations Romans, Egyptians, Legacy, Volcanoes, Nile, Rivers, Rocks/Soils	Our Changing World (Environmental/World impact) Polar Regions, Climate Change, Mountains, Topography	Survival (Farming) Stone Age to Iron Age, Flooding, Animals, Habitats, Plants, Camping, Trees, Water cycle	Invasions (Environmental) Vikings & Anglo Saxons Settlements, European links, different climate zones	Blue Planet Environmental/World impact) Earth/Moon Water and uses Rivers, Oceans Underwater world Animals, Habitats	Kings, Queens & Castles (Farming) Kings/Queens - Mountfitchet, Changes throughout history Plants, Trees, Crop rotation, local history, Water cycle
Foxes & Owls (Yrs 5 & 6)	Mexico Remembrance: All Hallows Eve/All Saints Day (CoCo), Significance of Day of Dead, Spanish, Ancient Mayans, Harvest Comparison North/South America, - natural disaster Earthquakes Faith, Love	Marvellous Muggles - Harry Potter Chemistry (potions/experiments) Fantastic beasts, mapping, film and studios – movie making, technology, trees, herbology Knowledge, Friendship	A Place I call home (Environmental) Life for refugees' Environmental changes, forest school, eco warriors, sustainability, floods, droughts, animal extinction, sustainable fashion, recycling, coastal erosion Love, Hope	WWI / WWII Remembrance: Armed forces Judaism, Duxford War/Peace Faith, Knowledge, Love	Reach for the Stars (Environmental) Sci Fi, (Films/TV: Avatar; Big Hero 6; Doctor Who) Technology & future, comparison of plants Solar system Knowledge	Kingdoms (Farming) Ancient Greeks, democracy, legacy, farming traditions, comparisons of landscapes woodlands, forest, deserts, rainforests Love
Collective Worship	Creation/Generosity Hope	Truthfulness Love & Forgiveness	Perseverance Courage/ Wisdom	Creation/Thankfulness Friends, Love/Compass.	Justice/Peace Humility/Service	Trust Respect/Wisdom



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Appendix 3

	Environment	Tools	Ropes	Shelters	Fires	Knowledge
EYFS	Bug hunting Walk to site- key features	Potato peeler 1:6 Secateurs 1:1 Bodkin Stone (in place of mallet) Palm drill	Overhand loop Half hitch	Lean to using the perimeter fence	Demonstrate fire safety knowledge Toast marshmallow	Seasons-identification, names of specific flora and fauna
Year 1 and 2	Habitats Bug hotels Preservation of areas	Potato peeler (close supervision) Bodkin Mallet Palm drill/bit and brace Secateurs 1:2 Bow saw (guided support 1:1)	Reef knot Larks head Clove hitch Timber Hitch	Tent style- between trees Teepee	Build hashtag fire Demonstrate fire safety Strike flint and steel to make spark Toasting	Identify named trees, define by characteristics Recognise impact of weather on environment Identify how farmer field changes through seasons
Year 3 and 4	Identify layers of woodland Active engagement in protection of specific areas Planting (please check with Becky if wanting to plant on field site or at the Forest school site)	Secateurs (close supervision) Bow saw 1:2 Mallet Palm drill/bit and brace Bodkin Loppers 1:1	Round turn 2 half hitches Figure 8 Taut line hitch Square lashing	Free standing lean to A frame tent shape using knots taught.	Build fire and light, toast marshmallows showing awareness of safety Make dampa bread Extinguish a fire safely	Name flora and fauna on site, suggest ways to protect these relating to the layers of woodland. Identify toxic flora.
Year 5 and 6	Take active role in the maintenance of site- applying tool use.	Sheath knife Bilhook (following initial assessment tools taught in previous years can be used under supervision)	Apply above according to need within an activity	Natural shelters with a design providing protection from the elements Erecting tarps using taught knots.	Use fire to cook lunch, make popcorn or pancakes Use fire to boil water in kelley kettle	Historical use of woodland Name and describe management techniques inc. Pollarding, thinning etc. Recognise and describe an ecosystem- including the impact of each element. Demonstrate an understanding of native and non native species.



Appendix 4

Moreton C of E Primary School Key and Padlock Ideas



At the beginning of the topic, an entry point activity should take place before the knowledge harvest. This should 'launch' the class into the topic by providing a 'WOW' factor. It provides intrigue and excitement for the topic ahead and encourages a passion for learning. We call this the key for learning as it is the start of the journey and provides a purpose and thirst for knowledge.

Entry point ideas:

- Transform the classroom before the children enter – turn the table upside down and tip chairs over to simulate a tornado or war zone
- Come dressed up with props – dress as an explorer and pitch a tent, invite the children to join you.
- The arrival of a letter or email – arrange for a surprise letter or arrive during the day and read it together, what could it mean? What is it asking us to do?
- Watch a video clip or interview – perhaps another teacher or LSA could provide an interview or news clip (how has Moreton changed?) or watch a moving moment such as an award ceremony (Olympics)
- Change the entrance to the room – place a curtain or fabric across the door and welcome them to the rainforest or a magical kingdom.
- A school trip – placing a trip at the start can inspire more questions and throw them into an era or place such as Kentwell Hall for the Tudors or local garden centre
- Build a shelter or den
- Discover a mysterious parcel or egg
- Invite a visitor in
- A music or dance workshop – for example African drumming or Samba Band, you could hear a drum outside and ask them what's going on before leading them out and seemingly joining in spontaneously
- Involve parents – ask them in to join you in your experience or involve them as fellow passengers on a plane or rocket trip
- Read the start of a story
- Create passports, book a holiday, pack your bags and fly away! – Over the course of a week plan, pack and book your trip before turning the classroom into an aeroplane and flying to the desert. Children will already be researching what the place is like and about climate etc.
- A game – children could take part in a trading game importing and exporting goods
- Role play – act out a wedding, Tudor battle, Puppet show being in a Sikh temple or other experience
- Volunteer or make a visit in the community – arrange a visit to a hostel or sheltered housing, volunteer to pick up rubbish, sing or do other little jobs.
- Go to the forest or outside area – plant a plant or a flower bed
- Treasure hunt
- Enterprise project – can we plan, make organise and sell a particular item/food (Grow it cook it)
- DVD – show a fitness DVD – can they make a DVD?
- Go on an Archaeological dig – discover something exciting



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Exit point activities take place at the end of the topic and aim to draw the learning together, bring closure to the topic and celebrate. This is when we use the metaphor of the padlock to lock in the learning – creating a memorable way to secure the learned concepts. These may be done by the class alone, with another class, to the whole school or with parents.

Exit Point Ideas:

- Class assembly – natural way to summarise, perform and celebrate the topic
- Fashion show – model to another class national dress, ancient costumes or textiles produce
- Put on a play for an audience – music or acting
- Make a film or TV show to show another class or parents
- Make souvenirs and traditional crafts to bring back as gifts from another country
- Put on a sports event or activity day
- Write a letter or email in response to the one received at the start answering the questions or explaining 'mission completed'
- Set up a café or stall
- Run a drumming workshop or event for parents or another class
- Role play – returning from holiday, rectifying the classroom after the tornado, a battle of Spartans and Athenians
- Charity event – as a class do something
- Pack and go on an expedition (real or make-believe)
- A treasure or bear hunt
- Put up a display of work
- Make a book – either fiction or non-fiction
- Race cars or boats
- Set up a museum
- Out for a visit for day or visitors to come in
- Historical day
- Invite parents for an open afternoon
- Cook a meal and set up a restaurant
- Viking day
- Harry Potter feast
- WWII dance off

Throughout the topic make sure that the concepts are revised through a 'forwards-and-backwards' process to enable children to gradually build up their understanding of them and deepen their level of understanding.