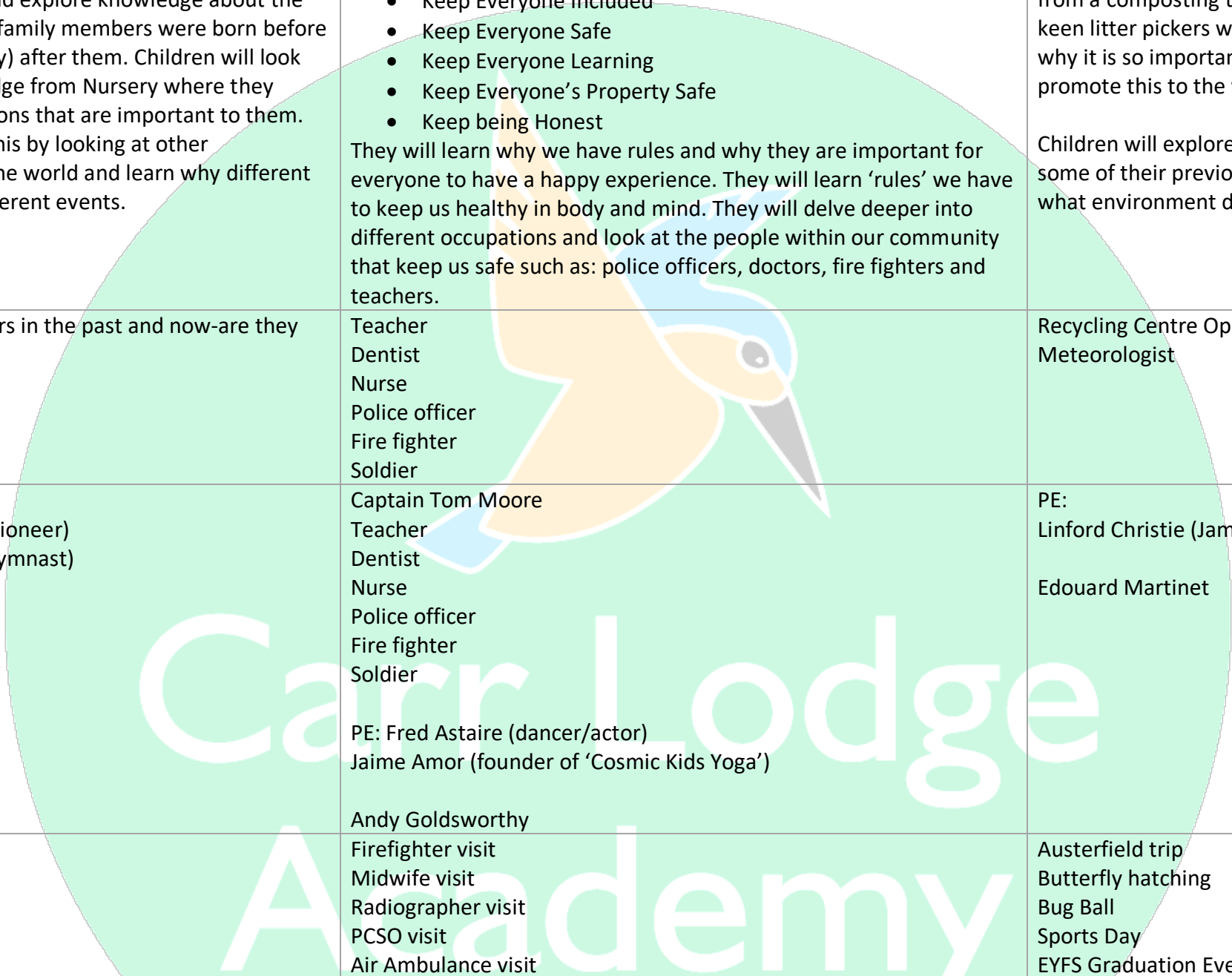


Careers, People and Places Overview

	Term 1 Identity and Social Justice	Term 2 Power, Leadership and Invasion	Term 3 Sustainability and the Impact on our World
Nursery			
Unit Title/Enquiry	Topic Title: I wonder... What makes me wonderful?	Topic Title: I wonder... What adventure awaits?	Topic Title: I wonder... What might I find down on the farm?
Unit Overview	<p>In this unit children will learn more about themselves and who they are as a unique individual. They will celebrate themselves, their family and what is special about their life. They will also touch upon where they live, places they like to visit (or even where their family come from if not the UK). Children will look at celebrations that are important to them and learn how and why they celebrate such events.</p>	<p>In this unit children will be developing their turn taking, sharing and communication skills. Most children will have been in Nursery a term by this point and will be beginning to understand the world beyond themselves. They will be growing their understanding of sharing the resources and provision in Nursery; how to negotiate and use manners with their peers and adults and managing their feelings when things don't always go how they want them to.</p> <p>To help support this topic, children will be exploring various classical tales that promote a range of social/moral stories. Children will look at the characters within the stories to help makes sense of their own world and learn how to negotiate different situations.</p>	<p>In this unit children will develop the understand of the world. They will be shown and explain the concepts of growth, change and decay with natural materials. Through the unit Food and Farming this will explore where food comes from such as fruit and vegetables growing in and above the ground and animal produce.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> • plant seeds and bulbs so children observe growth and decay over time • observe an apple core going brown and mouldy over time • help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs. <p>Teachers will plan and introduce new vocabulary related to the exploration. Children will be encouraged to use it within their discussions, as they care for living things. Children will learn to refer to books, wall displays and online resources to help build up their knowledge.</p>
Career Links	<p>Opportunities to explore what jobs family members do and what jobs the children would like to do in the future.</p> <p>e.g. plumber, a farmer, a vet, a member of the emergency services etc.</p>	<p>Teacher Author Actor/Actress Fitness Coach</p>	<p>Farmer Food Production Vet Shop Assistant</p>
Inspirational People	<p>Henri Matisse (artist) Our own inspirational people – our family</p>	<p>Subodh Gupta (artist) King/Queen - linked to</p>	<p>Eric Carle (illustrator/artist/author)</p>
Trips/Visitors	<p>Baby Visit into school Stay and play</p>	<p>Pantomime Share a story – parents and teachers</p>	<p>White Post Farm Chick hatching experience Sports day End of year celebration event</p>
Reception			
Unit Title/Enquiry	Topic Title: I wonder... All about the wider world	Topic Title: I wonder... Who helps us?	Topic Title: I Wonder... What might we find at the bottom of the garden?

Unit Overview	This unit builds upon early understanding of self, family and children's own home from Nursery. Within this unit children will unpick and explore knowledge about the past looking at which family members were born before them and which (if any) after them. Children will look back on prior knowledge from Nursery where they learnt about celebrations that are important to them. They will build upon this by looking at other celebrations around the world and learn why different cultures celebrate different events.	In this unit children will learn about the Golden Rules of Carr Lodge Academy: <ul style="list-style-type: none"> • Keep Everyone Included • Keep Everyone Safe • Keep Everyone Learning • Keep Everyone's Property Safe • Keep being Honest They will learn why we have rules and why they are important for everyone to have a happy experience. They will learn 'rules' we have to keep us healthy in body and mind. They will delve deeper into different occupations and look at the people within our community that keep us safe such as: police officers, doctors, fire fighters and teachers.	In this unit of learning, children will consider the environment in which they live, evolving into early conversations about sustainability from a composting to recycling perspective. Children will become keen litter pickers within their own outdoor environments, learning why it is so important to keep our planet clean and thinking of ways to promote this to the wider community. Children will explore the seasons throughout the year building about some of their previous learning on growing and farming to consider what environment different things need to grow well.
Career Links	Jobs of family members in the past and now-are they the same?	Teacher Dentist Nurse Police officer Fire fighter Soldier	Recycling Centre Operative Meteorologist
Inspirational People	PE: David Belle (Parkour pioneer) Lewis Smith (British Gymnast) Pablo Picasso	Captain Tom Moore Teacher Dentist Nurse Police officer Fire fighter Soldier PE: Fred Astaire (dancer/actor) Jaime Amor (founder of 'Cosmic Kids Yoga')	PE: Linford Christie (Jamaican-British 100m Sprinter) Edouard Martinet
Trips/Visitors	Diwali visitor Nativity performance	Andy Goldsworthy Firefighter visit Midwife visit Radiographer visit PCSO visit Air Ambulance visit	Austerfield trip Butterfly hatching Bug Ball Sports Day EYFS Graduation Event



Year 1

Unit Title/Enquiry	Where do I live? What is it like where we live and how has it changed?	Who sets our rules? Why do we have a King or Queen?	What is the impact of pollution on our oceans and seas and how can we make a difference?
Unit Overview	History of Housing In this unit children will build upon their learning of their own homes in Reception. They will compare	History of Key Rulers In this unit Year 1 will be introduced to some significant historical figures and their leadership, which changed rules and laws.	In this unit, the children will use maps and globes to learn about the seven continents and the five oceans. The children will learn about

	homes from the past and now. Children will look at recent developments in the local area such as Woodfield Plantation and further developments along the Dominion. They will compare this with older period properties on Tickhill Road and Balby. As well as looking at the difference between 'rich and poor' homes from the past visiting Cusworth Hall—stately home in Doncaster to compare the difference between rooms, artefacts and objects particularly the kitchen and bathrooms.	Children will explore what they did and if this has had a lasting impact on Britain today. They will also explore the current monarchy and how parliament was formed and runs today. Key points will include: <ul style="list-style-type: none"> • The origins of the Norman conquest • William I transformation of England and Wales • King John and the Magna Carta- Rules- why were they important? What rules would you have if you were king/queen? • Henry VIII- heirs • Elizabeth I 	different types of pollution, especially the impact of pollution in our oceans and seas. This is a Geography based unit but will have a cross-curricular link with history when children will briefly study key significant individual Grace Darling; Grace Horsley Darling was an English lighthouse keeper's daughter in the Victorian Era. Her participation in the rescue of survivors from the shipwrecked Forfarshire in 1838 brought her national fame.
Career Links	Historian Museum Curator Estates Manager	Members of Parliament (Youth Parliament) George Mottershead (founder of Chester Zoo)	Environmentalist Jane Colden (botanist) George James Symons (meteorologist)
Inspirational People	Simone Biles (American Gymnast) Charles Macintosh (Inventor of waterproof fabric) Rob Dunlavey (artist- Chrystal cities)	King Charles III Queen Elizabeth II King John William 1 Adriene Mishler (internationally-renowned yoga instructor)	Grace Darling. Wassily Kandinsky (artist- Primary/Secondary colour wheels) Paul Klee (artist—primary/Secondary colour and shape) Jessica Ennis-Hill (British Track and Field Athlete) PJ Showalter & Tyler Cisek (#1 world ranked Spike Ball duo)
Trips/Visitors	Cusworth Hall/Brodsworth Hall. Walk around the local area. Visit from a builder.	Kings and Queens workshop. Role-play a Coronation ceremony.	The Deep. Visitor from the council to talk about re-cycling.

Year 2

Unit Title/Enquiry	How has transport changed?	Who were the Normans, why were they successful in invading Britain and how did they keep power?	How Far does our Food Travel?
Unit Overview	Within this unit children will build upon their historical knowledge of the local area –through homes and expand this learning into the history of transport. Children will discover how use of transportation has changed in Britain and Doncaster.	Within this unit children will explore the Norman Invasion of Britain understanding why 1066 is a famous year in British history. They will find out why this was when Britain was successfully invaded for the last time. Key people studied will be Edward the Confessor, Harold Godwinson- the King of Norway, Harald Hardrada and William- Duke of Normandy. Children will learn about the key battles that eventually led to Norman rule over Britain including- the Battle of Stamford Bridge and the Battle of Hastings. Linked with learning in the Transport unit in Term 1 children will discover that Norman knights rode on horseback and had perfected a technique which involved holding a spear under their arms and riding full force towards their enemies.	In this unit, the children will build on their learning from EYFS where they looked at farms and the farming industry in order to understand the journey of their food from the field to their fork. The children will compare and contrast the United Kingdom (Doncaster) with the Caribbean (a non-European location) to understand the differences between hot and cold climates in terms of weather, vegetation, physical and human geography etc. Children will use their geography skills to use maps and globes to understand the journey that their food undertakes to get to their plate and how we could make more sustainable choices.
Careers	Rail, Bus, Air Travel, Pilot, Train Driver, Rail Engineer, jockey, horse trainer	Soldier, Army, Architect, Builder, Census-office of National Statistics	Farmer
Inspirational People	Henry Ford Richard Trevithick The Wright Brothers	Harold Hardrada William Duke of Normandy Harold Godwinson	Greta Thunberg PE: Dame Kelly Holmes, OBE (retired British Athlete)

	PE: Rebecca Downie (British Gymnast) Jill Scott (British footballer) John Boyd Dunlop Art: Quentin Blake	PE: Michael Jackson (dancer, King of Pop) Lydia Ko (New Zealand golfer) Science: Elizabeth Garret Anderson Art: Piet Mondrian	Andy Murray (British Tennis player) Science: Sir Joseph Banks Art: William Morris
Trips/Visitors	Transport museum oil workshop Bring a bike to school what food use palm oil study habitats	Conisbrough Castle Visit from parent and baby	Chester zoo palm Tesco visit to study Local pond to


Year 3

Unit Title/Enquiry	Who made the most significant changes in human pre-history and how do we know?	Who were the Ancient Egyptians and what marks did they leave behind?	Are Rivers a Friend or Foe?
Unit Overview	<p>Stone Age-Bronze Age-Iron Age-</p> <p>In this unit, the children will take a journey through time as they look at the Stone Age to the Iron Age in order to evaluate who had the similarities and differences between each time period.</p> <p>Children will build on their learning of homes in Year 1 to understand what early settlements and homes were like during the Stone Age, Iron Age and Bronze Age. Children will base their enquiry around each period within the Stone Age in chronological order so as they understand where each period places on a timeline. They will then compare the Stone Age periods with developments in the Bronze Age and Iron Age. During each period children will look at history from the perspective of settlements/climate/food/tools/early boats/burials/monuments/ trade etc. Children to consider early forms of homes – caves and developing into homes we have today. What information do we have to support our understanding of what life was like? How have archaeologists and historians helped us understand the Stone Age through excavation of artefacts.</p>	<p>In this unit, the children travel back to 3,000 years before the birth of Christ to learn about the Ancient Egyptians. Having learnt about the achievements of the Stone Age in Term 1, this provides the children with great opportunities for comparative work and to form judgments on the advancements of other societies and civilisations around the world. It also stretches their understanding of concurrence and that different people lived around the world at the same time.</p> <p>Children will learn that Historians use two ways to split up the history of Ancient Egypt:</p> <ol style="list-style-type: none"> 1. Dynasties: The first is by using the different dynasties that ruled Egypt. These are the families that had power and passed the leadership down from one family member to another. 2. Kingdoms and Periods: There are also three kingdoms that historians use to split up the periods of Ancient Egypt. The three kingdoms were the Old, Middle, and New Kingdoms. <p>Children will learn about the importance of the River Nile for the Egyptians and why it was a great source of wealth. Children will discover that the Ancient Egyptians were united under one ruler and the empire lasted until 30BC, when the Romans conquered Egypt (leading into Y4 T2 unit). They will explore historical significance when examining what the Egyptians achieved and its impact on the world today such as culture, government, religion, leadership, writing.</p>	<p>After finding out about the River Nile in the last unit of learning, children will expand this knowledge to understand how rivers are formed and the impact of rivers have on the communities around them. Children will use maps and atlases to identify the location of rivers and be able to name a number of major rivers. The children will learn about the water cycle and about the journey of a river from the source to the mouth.</p>
Career Links	Archaeologist	Historian Archaeologist	Meteorologist, Weather presenter

		Farmer	British Waterways / Canal and River Trust
Inspirational People	<p>PE: Robert Baden-Powell (founder of boy scouts) Pele (Brazilian footballer) Beth Tweddle (Yorkshire Gymnast)</p> <p>Art: Frida Kahlo</p> <p>Science: Dean Lomax (Doncaster-born palaeontologist)</p>	<p>PE: New Zealand All Blacks (men and women's Rugby teams)</p> <p>Art: Alma Woodsey Thomas – Abstract bush strokes to create a collage effect Georges Seuret</p> <p>Computing: Ray Harryhausen (stop motion animation pioneer)</p>	<p>PE: Joe Wicks (Health and Fitness advocate) James Anderson (British Cricketer)</p>
Trips/Visitors	<p>Cresswell Craggs Visit to a gurdwara</p>	<p>Weston Park Museum, Sheffield (Egyptology workshop/museum tour) Christingle service 'DARTS' Creative Classroom project</p>	

Year 4

Year Group and Title	Why do we export from Doncaster?	What was the impact of the Roman invasion on Britain and what have they left behind?	What makes the Earth angry? Natural disasters/Impact of global warming
Unit Overview	<p>History of Doncaster – Industrial Revolution – Within this unit children will look at the evolution of exportation from Doncaster due to the strong travel links that have developed through history building on learning in Year 2. How have waterways and communication links developed through history? This takes children back historically to Roman settlements near the waterways in Doncaster (children will develop knowledge of Romans prior to studying in depth in Y4 Term 2). Though Doncaster town did not exist before the Romans arrived, the word its name is based on probably did. When the Roman authorities built a fort on the banks of the River Don they called it Danum, meaning the place or river called Danu. This was the name that the local Iron Age inhabitants gave to the river.</p> <p>The Romans built well-engineered surfaced roads to speed up movement of soldiers, civilian administrators, goods and messages. Roads led from Danum to Lincoln and to Castleford and York. The stone used to make the roads would have come from nearby quarries. This may have been the earliest use of aggregates in Doncaster.</p>	<p>In this unit of learning children will pick up from their Ancient Egyptian learning in Y3 T2 which concluded with the Roman conquer of Egypt. Children will understand that the Roman period of history spans over a 1000 years and included, at different points, many countries across Europe and Northern Africa. Children will study in detail the different attempts to invade and conquer Britain- 55 BC, when Julius Caesar invaded. This invasion against the Iron Age tribes in Britain was unsuccessful. A year later a bigger Roman army returned and this time they captured a hill fort and took some prisoners. They did not stay but returned to Rome. It was not until almost 100 years later, in AD 43 that the Romans again arrived in Britain. The Emperor Claudius wanted to make Britain part of the Roman Empire so he sent an army to fight and conquer the Celtic tribes. There was a Roman presence here until AD 450. Children will build further on their learning of tribes and settlements and where these still existed across Britain during this time and their attempts to overturn the Roman rule e.g. Boudicca and the Iceni Tribe and the Battle of Mons Graupius.</p> <p>Children to then explore what the impact of the Roman invasion has had on Britain today and what evidence we have of this in Doncaster e.g. A1, Roman Fort- in Danum, Doncaster, Roman towns through the UK, Aqueducts, Structure, plumbing, Roman baths</p>	<p>Bridging unit – 3 weeks after Easter Vikings. (Recap should have been covered in Y3 in 2022) Children will learn that the Vikings, also known as the Norse, originated in the present-day region of Scandinavia. Often remembered historically for raiding and plundering the European continent, as well as parts of Russia, the Vikings were also a people skilled in sailing, building, and exploring. Over time, the Vikings made their way from Denmark, Norway, and Sweden to other parts of the world. Eric the Red and his son, Leif Eriksson, had a profound impact on Viking exploration with the discovery of Iceland and Greenland. The Vikings, like many other cultures, developed their own mythology to better explain and understand the world around them.</p> <p>The geography focus in the remainder of the term, ensures that children understand the causes and effects of natural disasters (physical geography) and the impact global warming is having on the frequency and occurrence of natural disasters.</p>

	<p>Industrial Revolution</p> <p>Change in economic and social activities, beginning in the 18th century, brought by the replacement of hand tools with machinery and mass production</p> <p>Coalmining - Between the 19th and 20th century Doncaster emerged as an industrial centre. Its communication links, particularly its waterways, meant that Doncaster became extremely busy and saw vast migration to its centre.</p> <p>Trains - Transport has played an important role in Doncaster's heritage. The stagecoach trade of the 17th and 18th centuries generated the wealth that built the town centre.</p> <p>The Industrial Revolution brought the railway to Doncaster, and the Great Northern Railway Locomotive and Carriage Building Works was established there. The reasons for this were due to Doncaster's communication links, the necessity to transport coal quickly and efficiently and Doncaster's expertise in specialist metal products.</p> <p>Horse Racing - From around the 16th century, Doncaster embraced the wealthy stagecoach trade. This led to horse breeding in Doncaster, which in turn led to the start of horseraces there. The earliest important race in Doncaster's history was the Doncaster Gold Cup, first run over Cantley Common in 1766. The Doncaster Cup is the oldest continuing regulated horserace in the world.</p> <p>Work with sources such as CENSUS information - Changes to the occupations held by people over time/linked to the maps of Doncaster (1400, 1700, 1900 and 2021)</p>	 <p>Carr Lodge Academy</p>	
<p>Career Links</p>	<p>Primary Engineers-Doncaster Rail College</p>	<p>Plumber, Construction, Civil Engineer</p>	<p>Seismologists</p>
<p>Inspirational People</p>	<p>History: James Brindley Richard Arkwright</p>	<p>History: Boudicca Claudius Julius Caesar</p>	<p>Geography: Jane Goodall Greta Thunberg</p>

	<p>Science: Antoine Lavoisier Robert Boyle John Dalton</p> <p>PE: James Coppinger (footballer) Bear Grylls (British Adventurer) Max Whitlock (British gymnast)</p>	<p>PE: Patrick Anderson (Canadian wheelchair basketball player) Lebron James (American basketball player) Kim Yeon-Koung (Korean volleyball player)</p> <p>Art: Claude Monet Georgia O'Keefe</p>	<p>PE: Tia-Clair Toomey (Australian weightlifter) Sir Alastair Cook (British Cricketer)</p> <p>Science : James Watt Lewis Lattimer</p> <p>Art: Paul Cezanne (mountain sketches)</p>
Trips/Visitors	National Railway museum	Doncaster Museum – Roman workshop held in school	Magna

Year 5

Unit Title/Enquiry	Should Britain be proud of the British Empire? The British Empire and the Slave trade - 16-19th Century	Who were the Tudors and what impact did the period in time have on modern Britain?	What Similarities and Differences are there between the Maya Civilisation and England from the 8th to the 10th Century?
Unit Overview	Within this unit of History children will develop their understanding of the history and subsequent abolition of the Slave trade in Britain and beyond.	Within this unit children will study in depth about the 'Tudor' period and impact on modern Britain. Children will build upon some of their previous learning on Tudor monarchs from Year 1.	In this unit, the children will initially learn about the Mayans. (3 weeks at the start of term). In this unit, the children will learn about rainforests (physical geography) around the world and the impact caused by deforestation (human geography). The children will develop their knowledge so that they can make comparisons between the Amazon/Congo rainforest and Doncaster.
Career Links	<p>Activist Political Speaker Ethical Sourcing Manager</p> <p>Science: Architect Mechanical Engineer</p>	<p>Historians</p> <p>Science: Astronomer Engineer</p>	<p>Farmers, loggers, rubber taper, conservationist,</p> <p>Science: Naturalist Biologist</p>
Inspirational People	<p>History: Harriet Tubman Gahndi</p> <p>Art: Katsushika Hokusai David Hockney</p>	<p>History: Catherine of Aragon Anne Boleyn Jane Seymour Lady Jane Grey</p> <p>Art: Hans Holbein</p> <p>Science: Katherine Johnson Dorothy Vaughn Mary Jackson</p>	<p>Geography: Mesoamerica Amazon Rain forest David Attenborough</p> <p>Art: Esther Curini</p> <p>PE: Rebecca Adlington (British swimmer) Ellie Simmons (paralympic swimmer)</p>

		Tim Peake	
Trips/Visitors	William Wilberforce Museum Hull Brodsworth Hall	Shakespeare Theatre Company Sheffield Manor Lodge	Leeds Tropical House
Year 6			
Unit Title/Enquiry	Which people have fought for my rights?	What are we fighting for?	Why are we fighting for our future?
Unit Overview	In this unit, children will learn about the very start of the democratic structure in the time of the Ancient Greeks. Before building on Year 4's understanding of changes in the factories and Year 5's knowledge about the abolition of the slave trade, they will then focus on understanding campaigns to extend the vote beyond the aristocracy and to women and to the removal of segregation between black and white people. Children will understand how things have changed over time and about some of the significant figures behind the movements.	In this unit children will study the events that followed WW1 (Treaty of Versailles) in Germany that led to the beginning of World War 2. How Hitler rose to power during this period and gained followers through his public speaking sharing his views about who to blame for the humiliating treaty, which had become an obsession; his paranoid delusions and bigotry that led him to pin blame upon the Jewish citizens. Children will learn how Hitler over the next few years eventually came to be President of Germany and Supreme Dictator through his various tactics. Children will learn about the horrific treatment of the Jewish people during WW2 by the Nazis. Children will learn about Winston Churchill and life in Britain on the home front during the Blitz, evacuation of children from cities to the countryside and the evolution of the role of women in society during this time period.	In this final unit, the children will learn about climate change and being involved in actively raising awareness and having a positive impact on the world. Children will use their previous learning links/different people to justify their response to the following question: Can one person really make a difference?
Career Links	Lawyer, Police, Solicitor, Judge, MPs Political activist Science: Naturalist Biologist Vet Zoo keeper	MPs Army Soldier Political Activist Science: Electrician Engineer	Environmental activists Science: Optician
Inspirational People	Malala Yasafa Martin Luther King Jnr Nelson Mandela Emeline Pankhurst Charles Dickens Aretha Franklin Art: Frida Kahlo	Winston Churchill Alan Turing Anne Frank Art: Turgo Bastien	Greta Thunberg* revisited from Yr4 Bob Geldof John Lennon Art: Carolyn Saxby PE: Ayrton Senna
Trips/Visitors	Social Just project workshop	Eden Camp	In school VR