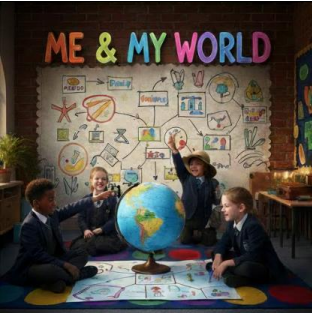
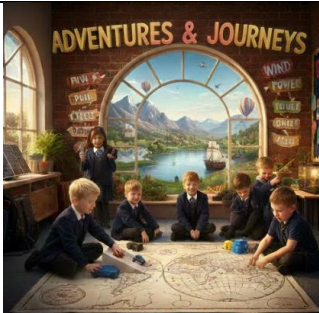


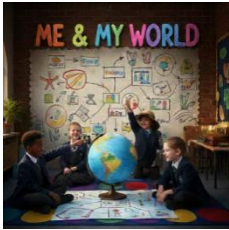
Project Based Learning Themes - 2026/27

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Me & My World	Adventures & Journeys	Forces & Power	Our Planet	We Can Make it	Our City, Our Stories
					

The curriculum is built on four core principles:

- **Belonging and Identity**
 - Pupils develop a secure sense of self and belonging.
- **Connection to Place**
 - Learning is rooted in Bath and the surrounding area.
- **Experiential Learning**
 - Outdoor learning, visits and practical projects are integral.
- **Ambition and Progression**
 - Subject knowledge and skills are sequenced and progressive.
 - Explicit teaching of vocabulary is key for our children; teachers will scaffold and model this. They will use dual coded knowledge planners wherever possible as we build a bank of resources for pupils to use.
 - It will deliver a broad and balanced curriculum in line with the National Curriculum (2014) adapted to meet the needs of our pupils.

Subject content is mapped progressively across Years 1–6 and contextualised through thematic learning which will provide coherence and support engagement while ensuring subject-specific progression. The curriculum is sequenced by age however whilst content needs to be taught by age group (in agreement with the plan for year set out with SLT) , teachers need to use adaptive approaches to make sure the learning is accessible to the children in their class. Where each class teaches from needs to be recorded annually and planned for to ensure children don't revisit the same content the following year. See below for coming year:



Term 1 – Me & My World

Identity and Belonging - Self and relationships

Big Question: Who am I and where do I belong?

Year Group	Geography <i>Locational Knowledge</i>	History	Computing	Art & DT
3	Name and locate counties and cities of the UK, geographical regions Locate the world’s countries, using maps to focus on Europe Identify the Equator, Northern Hemisphere, and Southern Hemisphere.		Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Draw from observation, use different grades of pencil to apply tone to drawings. Use different sketching techniques such as cross hatching, hatching and shading. Prepare and cook a variety of predominantly savoury dishes using more than one cooking technique.
4	Name and locate counties and cities of UK...identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Locate the world’s countries, focus on North and South America, Identify the position and significance of latitude, longitude		Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Year 3 + Explore tone by using a pencil to draw light and dark lines. Demonstrate awareness of light in drawings through shading. Demonstrate awareness of light in drawings through shading.
5	Name and locate counties and cities of the UK...and land-use patterns. Locate the world’s countries.... concentrating on their environmental regions Identify the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle		Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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, evaluating and presenting data and information	Use tools effectively and safely to carve and make sculptures. Explore sculpting techniques (e.g. pinch, slab and coil) when creating sculptures out of clay. Create sculptures from observation and imagination. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
6	Name and locate counties and cities of the UK... understand how some of these aspects have changed over time. Locate the world’s countries, using maps... key physical and human characteristics, countries, and major cities the Prime/Greenwich Meridian and time zones (including day and night)		Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Develop a painting from a drawing. Use specific colour language when painting, linked to colour. Show independence and proficiency with different effects and textures when painting.



Term 2 – Adventures & Journeys

Journeys and Challenge – Transition and resilience

Big Question: Why do people go on journeys?

Year Group	Geography <i>Geographical Skills & Fieldwork</i>	History	Computing	Art & DT
3	Use maps, atlases, globes to locate countries Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, record and present the human and physical features in the local area using sketch maps		Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 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, evaluating and presenting data and information	Begin to use scale and proportion in drawings.
4	Use maps, atlases, globes to locate countries and describe features studied Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) Use fieldwork to observe, recordplans and graphs		Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Explore printmaking through relief printing. Create prints with two overlays to explore colour mixing. Effectively apply printmaking methods. Such as relief printing, mono printing and block printing to create artwork.
5	Use maps.... digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four figure grid references Use fieldwork to observe, measure, record and present the human and physical features in the local area		Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Show independence and proficiency with different effects and textures when painting. Effectively apply printmaking methods. Such as relief printing, mono printing and block printing to create artwork. Create and arrange accurate patterns using printing techniques. Explore colour mixing through overlays in print making. Evaluate own ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world
6	Use six-figure grid references Use fieldwork to observe, measure, record and present features in the local area using digital technologies.		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, evaluating and presenting data and information	Create and arrange accurate patterns using printing techniques. Explore colour mixing through overlays in print making. Use a focus point and the horizon to demonstrate perspective. Display an awareness of dimensions, perspective and proportion when drawing.



Term 3 – Forces & Power

Power and Forces – Cause and Effect

Big Question: What makes things move and change?

Year Group	Geography	History	Computing	Art & DT
3		The Roman Empire and its impact on Britain Enquiry Approach - Focus on how the Romans changed Britain and the legacy that we can see today. Cause and Consequence - How did the different Celtic tribes react to Roman invasion and the consequences of those choices? Significance - which of the Roman achievements in Britain had the most significant impact on people at the time? Evidence - use a range of sources to learn from and combine the findings including archaeology, primary source material from the Roman Baths, and a range of secondary sources.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Explore printmaking through relief printing. Create prints with two overlays to explore colour mixing. Use simple tools and techniques competently and appropriately. Explore and manipulate 3D materials objects to represent something known. Construct with a purpose in mind using a variety of 3D resources, thinking carefully about the shapes to create and how to manipulate materials successfully. Select from and use a wider range of tools and equipment to perform practical tasks Apply understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in products
4		Britain's settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life Describe what Anglo-Saxon life was like for different groups of people. Ask questions and find out the answers about the Anglo-Saxons and Scots. Use more than source to find out what Anglo-Saxon life was like. Compare the accuracy of these sources. Describe different accounts of the Anglo-Saxon settlement from different perspectives, explaining some of the reasons why the accounts may differ. Explain how Britain changed with the Anglo-Saxon settlement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Construct with a purpose in mind using a variety of 3D resources, thinking carefully about the shapes to create and how to manipulate materials successfully. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and shaping], accurately Apply understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys and levers]
5		A local history study Bath WW2 – Bath Blitz (a study of an aspect of history dating from a period beyond 1066 which is significant in the locality) Look at different sources that tell us about life in Britain during WW2 - newspaper articles, ration books, diary entries, photographs with a specific focus on Bath. Discuss reliability of sources and what makes them similar/different. What was life like for different groups of people in Bath and Britain during the war? What were the causes and consequences of World War II on Britain (and consequences Bath/South West)?	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Effectively apply printmaking methods. Such as relief printing, mono printing and block printing to create artwork. Create and arrange accurate patterns using printing techniques. Explore colour mixing through overlays in print making. Use tools effectively and safely to carve and make sculptures. Explore sculpting techniques (e.g. pinch, slab and coil) when creating sculptures out of clay. Create sculptures from observation and imagination Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
6		Ancient Greece – a study of Greek life and achievements and their influence on the western world Examine Greek artefacts (i.e vase) and use these to make inferences about the past. Describe how Greek artefacts and ruins tell us about their culture, military, and religious beliefs. Examine the timeline of the Greek civilisation and consider where there was rapid change versus very little change. Describe how Greek society has had an impact on modern society including the notion of democracy - compare the democratic process of ancient Greece with that of Modern Greece.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]



Term 4 – Our Planet

Earth and Environment – Responsibility and sustainability

Big Question: How can we protect our world?

Year Group	Geography <i>Human & Physical</i>	History	Computing	Art & DT
3	Describe and understand key aspects of: physical geography, rivers and the water cycle Human geography, including: types of settlement			
4	Describe and understand key aspects of: physical geography mountains, volcanos and earthquakes. Human geography, including: types of settlement and land use			Work on a range of scales e.g. thin brush on small pictures etc. Experiment with different effects and textures including blocking in colour, washes, and textural effects. Use specific colour language when painting and mixing
5	Describe and understand key aspects of: physical geography climate zones Human geography, including: the distribution of natural resources including energy, food, minerals and water.		Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To develop a painting from a drawing. To use specific colour language when painting, linked to colour To show independence and proficiency with different effects and textures when painting Draw from observation and demonstrate changes in texture and pattern. Use different sketching techniques such as cross hatching, shading, scribbling, stippling and blending. Display an awareness of dimensions, perspective and proportion when drawing. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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 Evaluate own ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world.
6	Describe and understand key aspects of: physical geography: biomes and vegetation belts. Human geography, including types of settlement and land use, economic activity including trade links.		Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate own ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world



Term 5 – We Can Make It

Innovation and Creativity – Agency and Problem-solving

Big Question: How do ideas change the world?

Year Group	Geography	History	Computing	Art & DT
3		The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt Look at different sources that tell us about life in Ancient Egypt – Rosetta stone, hieroglyphics, books, artefacts (Bristol Museum). Discuss reliability of sources and what makes them similar/different. Investigate chronology: 6000BC-300BC Consider what life was like for different groups of people in Ancient Egypt	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Demonstrate awareness of light in drawings through shading. Develop design criteria to inform the design of functional, appealing products that are fit for purpose Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces Construct with a purpose in mind using a variety of 3D resources, thinking carefully about the shapes to create and how to manipulate materials successfully. Select from and use a wider range of tools and equipment to perform practical tasks, accurately. Select from and use a wider range of materials and components, textiles and ingredients, according to their functional properties. Use simple electrical systems in products Evaluate ideas and products against design criteria Understand how key events in design and technology have helped shape the world.
4		Changes in Britain from the Stone Age to the Iron Age Ask questions and find out the answers about the Stone, Bronze and Iron Ages. Describe what life was like for groups of people during the Stone, Bronze and Iron Ages. Explain how Britain changed during the Stone, Bronze and Iron Ages using a timeline to help. Study artefacts/tools and explain what their uses were and how this changed. Place events on a timeline using dates.	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Develop design criteria to inform the design of functional, appealing products that are fit for purpose Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces Evaluate own ideas and products against their own design criteria Understand how key events in design and technology have helped shape the world
5		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor After the Romans left. Anglo Saxon Kingdoms with a focus on Wessex. King Alfred the Great . Battle of Edington - 878 defending against the Vikings and subsequent peace treaty	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 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, evaluating and presenting data and information Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Effectively apply printmaking methods. Such as relief printing, mono printing and block printing to create artwork. Create and arrange accurate patterns using printing techniques. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Understand how key events and individuals in design and technology have helped shape the world Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
6		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The legacy of Roman culture art, architecture or literature on later periods in British history, including the present day) Roman baths – hypocaust heating and water systems legacy. Roman Baths social implications – link to modern Thermae Spa. Art legacy – Mosaics & Sculptures	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Draw from observation and demonstrate changes in texture and pattern. Use different sketching techniques such as cross hatching, shading, scribbling, stippling and blending. Use tools effectively and safely to carve and make sculptures. Explore sculpting techniques (e.g. pinch, slab and coil) when creating sculptures out of clay. Create sculptures from observation and imagination.



Term 6 – Our City, Our Stories

Community and Culture – Connection and Diversity

Big Question: How do communities shape us?

Year Group	Geography <i>Place Knowledge</i>	History	Computing	Art & DT
3	Study of human and physical geography of a region of the United Kingdom		Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Prepare and cook a variety of predominantly savoury dishes using more than one cooking technique. Work on a range of scales e.g. thin brush on small pictures etc. Experiment with different effects and textures including blocking in colour, washes, and textural effects. Use specific colour language when painting and mixing
4	A broader study of human and physical geography of more than one region of the United Kingdom		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, evaluating and presenting data and information	Explore and manipulate 3D materials such as playdough, clay and found objects to represent something known. Use tools effectively and safely to carve and make sculptures. Explore and manipulate 3D materials such as playdough, clay and found objects to represent something known.
5	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country		Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Use a focus point and the horizon to demonstrate perspective. Display an awareness of dimensions, perspective and proportion when drawing.
6	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Mayan Civilisation – Central America	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900; Geography Link Labelling a Mayan city – parts of (links with maps Geography) Daily life and trade at the time Comparison VS Anglo Saxon Britain		Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]