

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
<b>History</b>						
Year1	<p><b>Helping Others</b> N/C Changes within living memory Significant individuals from the past. Significant historical people locally -Dr Isaiah Baker Visitor Time Zone Florence Nightingale.</p>				<p><b>The History of Flight</b> N/C Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements.- Neil Armstrong</p>	
Year2			<p><b>The Great Fire of London</b> N/C Investigate events beyond living memory that are significant nationally. Time Zone Visitor in</p>			
Year3		<p><b>Stone Age to Iron Age</b> N/C Changes in Britain from the Stone Age to the Iron Age . Time Zone Visitor in</p>	<p><b>The Greeks</b> N/C Know and understand the significant aspects of History the wider world ; the nature of ancient civilizations. Ancient Greece a study of Greek life and achievements and their influence on the Western world. Ancient Greek activity Day</p>			
Year4	<p><b>The Egyptians</b> N/C The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt. Homework practical study voluntary</p>	<p><b>The Mayans</b> N/C A non European society that provides contrasts with British history.</p>		<p><b>The Romans</b> N/C The Roman Empire and its impact on Britain. Visit to Wroxeter Roman City English Heritage.</p>		
Year5			<p><b>The Anglo-Saxons</b> N/C Britan’s settlement by Anglo-Saxons and Scots. Time Zone Visitor in</p>	<p><b>The Vikings</b> N/C The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><b>Local History Study</b> N/C A local History Study Visit to the BCLM</p>	

Year6	<p><b>WW2 Battle of Britain</b></p> <p>N/C A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. Pupils should continue to develop chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within the periods they study. They should note connections , contrasts and trends over time and develop the appropriate use of historical terms eg a significant turning point in British history The Battle of Britain.</p> <p>Interactive history workshops . Mark Mckenzie <a href="mailto:ww2homefront@outlook.com">ww2homefront@outlook.com</a></p>		<p><b>Our Monarchy</b></p> <p>N/C A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. Pupils should continue to develop chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within the periods they study. They should note connections , contrasts and trends over time and develop the appropriate use of historical terms eg a significant turning point in British history The Battle of Britain.</p>			
<b>Geography</b>						
Year1			<p><b>The United Kingdom</b></p> <p>N/C Locational Knowledge: Name , locate and identify the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>Contrasting Kenya</b></p> <p>N/C Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non European country.</p> <p>Field work around local area to the school.</p>		
Year2	<p><b>Continents</b></p> <p>N/C Name and locate the world's seven continents and five oceans.</p>	<p><b>Frozen</b></p> <p>N/C Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Pole.</p>			<p><b>Location, Location</b></p> <p>N/C 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>Field work around school and local area.</p>	<p><b>Wish You Were Here.</b></p> <p>N/C Use key physical features, including beach, cliff, coast , forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features including : city, town, village, factory, farm house, office port, harbour and shop.</p>
Year3	<p><b>Mountains</b></p> <p>N/C Identify key topological features (including hills, mountains, coasts and rivers) Land use patterns</p>				<p><b>Local Land study through time.</b></p> <p>N/C Identify land-use patterns and understand how some of these aspects have changed over time.</p>	

	Physical geography rivers, mountains, the water cycle. Human geography types: types of settlement, land use, economic activity including trade links, distribution of natural resources. Use 4 figure grid references and map symbols. <b>Wrens Nest Hill Visit – mini buses and link to Priory school for toilet facilities.</b>				
Year4			<b>Volcanoes and Earthquakes</b> N/C Describe and Understand key aspects of physical geography including climate Zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <b>Field work Barrow Hill Dudley</b>		<b>Spain</b> N/C 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. <b>Field work of local area.</b>
Year5	<b>Brazil</b> N/C Locate the world's countries using maps to focus on Europe(including Russia) and North and South America. Concentrating on their environmental regions key human and physical characteristics, countries and major cities. Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America. <b>Field work of local area.</b>	<b>Types of Pollution and being a good global citizen</b> N/C Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.			
Year6		<b>Frozen Planet</b> Identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, Antarctic, the Prime/Greenwich meridian line and time zones ( Day and Night).			<b>Hidden Treasures.</b> N/C Interpret a range of sources of geographical information including maps, diagrams, globes, aerial photos, and geographical Information Systems (GIS). Use 8 points of a compass. And 6 figure grid references.

