

	Autumn		Spring		Summer	
Foundation	<p>Families. Growing and Changing</p> <p>Black History Month: Louis Armstrong and Marcus Rashford</p> <p>Historical events, significant people Laika the space dog, space race, Maggie Aderin-Pocock</p>	<p>Families. Growing and Changing</p> <p>Black History Month: Louis Armstrong and Marcus Rashford</p> <p>Historical events, significant people Laika the space dog, space race, Maggie Aderin-Pocock</p>	<p>Prehistoric Dinosaurs were alive a long time ago and now are extinct People were not alive then Sources of information eg bones Mary Anning – who was she? How do we know she lived a long time ago? How has life changed eg Jack and the Beanstalk vs now – Jack kept a cow etc Who lived in castles? What were castles for?</p>	<p>Prehistoric Dinosaurs were alive a long time ago and now are extinct People were not alive then Sources of information eg bones Mary Anning – who was she? How do we know she lived a long time ago? How has life changed eg Jack and the Beanstalk vs now – Jack kept a cow etc Who lived in castles? What were castles for?</p>	<p>Look at lives of significant people eg Jane Goodall, David Attenborough, Joy Adamson, Chris Packham, JB (Down on the farm), Hamza (Let’s go for a walk) What did they do? How did they raise awareness of conservationism? How life has changed – boats, clothes Why did we have pirates? Finding out about famous pirate figures</p>	<p>Look at lives of significant people eg Jane Goodall, David Attenborough, Joy Adamson, Chris Packham, JB (Down on the farm), Hamza (Let’s go for a walk) What did they do? How did they raise awareness of conservationism? How life has changed – boats, clothes Why did we have pirates? Finding out about famous pirate figures</p>
Year 1	<p><b>Superheroes</b> -LINK to local area How can we be a superhero in our local area?</p> <p>Field trip – Who in Winnersh Meadows for? How is it eco-friendly?</p> <p>NC -Use simple fieldwork and observational skills to study the geography of their school and its</p>	<p><b>Toys</b> Key Question - How has life changed over the years? What did our Grandparents play with? <b>NC Link – changes within living memory</b></p>	<p><b>The United Kingdom</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p><b>Kings, Queens and Castles</b> Key Question – Why was Windsor Castle built there? Compare the monarchs over the years <b>NC Link – significant place in our locality</b></p>	<p><b>Amazing Africa</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – <b>Kenya</b></p>	<p><b>Seaside Holidays</b> Key Question – Would you want to go the seaside 100 years ago? <b>NC Link – changes within living memory</b></p>

	grounds and the key human and physical features of its surrounding environment.				Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	
Year 2	<p><b>Great Fire of London</b> Key Question – What was the impact of the Great Fire of London? <b>NC Link – events beyond living memory and significant impact</b></p>	<p><b>London Now</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  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><b>Topic: We are explorers</b>  Name and locate the world’s seven continents.  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – <b>Brazil - The Amazon Rainforest</b>  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as</p>	<p><b>Intrepid explorers</b> Key Question –What dangers did the polar explorers face? <b>NC Link – events beyond living memory and significant people</b>  Geog Link: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><b>Topic: We are Undersea Adventurers</b>  Name and locate the world’s seven continents <i>and five oceans</i>.</p>	<p><b>Flight and Space</b> Key Question – How did we learn to fly into space? <b>NC Link – events beyond living memory and significant people</b></p>

			the countries, continents and oceans studied at this key stage		
Year 3	<p><b><u>Stone Age to Iron Age</u></b>                  Key Question – How did Britain change during this time  <b>NC Link</b> – changes in Britain from the Stone Age to Iron Age</p>	<p><b><u>Ancient Egyptians</u></b>                  Key Question – What made the Egyptians so successful?  <b>NC Link</b> – achievements of earliest civilisations</p>	<p><b><u>Marvellous Mountains</u></b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – <b>Mountains (Kilimanjaro, Mount Kenya)</b>                  Physical geography, including: mountains</p>	<p><b><u>Vicious Volcanoes</u></b>                  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – <b>Volcanoes, The Ring of Fire</b>                  Physical geography, including: volcanoes and earthquakes  <b>Sustainability Project:</b>                  Concept Cartoon Recycling</p>	
Year 4	<p><b><u>Romans, Greeks and Us</u></b>                  Key Question – What did the Romans and Greeks do for us?  <b>NC Link</b> – the Roman Empire and its impact on Britain.                  Ancient Greece – a study of Greek life.</p>	<p><b>Topic: Incredible India</b>                  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.                  Physical geography, including: climate zones, biomes and vegetation belts.</p>	<p><b><u>Anglo Saxons and Vikings</u></b>                  Key Question – Who is buried at Sutton Hoo?                  Why did the Vikings come to Britain?  <b>NC Link</b> – Britain’s settlement by the Anglo Saxons and Vikings.                  Viking and Anglo Saxon struggle for Britain</p>		

			<p><b>Sustainability Project:</b>                  Climate Change – Concept Cartoon                  Link to India study                  Or                  Wonders of Water in Summer Term</p>	
Year 5	<p><b><u>1066 – Battle of Hastings</u></b></p> <p><b><u>This topic will not be taught after 2024-2025</u></b></p>	<p><b><u>Kingdom of Benin</u></b>                  Key Question – How did the Kingdom expand? Why were they successful? How do they compare to the developments in the Iron Age? (Y3 until Summer 2024)  <b><u>NC Link – Non-European society that contrasts with British History</u></b></p>	<p><b><u>Topic: The Americas</u></b></p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Sustainability Project:</b>                  Free Energy - Concept Cartoon                  Link to USA study</p>	<p><b><u>Tudors and Elizabethans</u></b>                  Key Question – Was life all banquets and fun in Tudor and Elizabethan times?  <b><u>NC Link – A study that extends pupils chronological knowledge beyond 1066</u></b></p>
Year 6	<p><b><u>Exploring Welsh mountains</u></b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying</p>	<p><b><u>Victorian Reading – Beer, Bulbs and Biscuits</u></b>                  Key Question – How did Reading change because of Victorian development?  <b><u>NC Link – a local history study</u></b></p> <p>Geography links:</p>	<p><b><u>World War 2</u></b>                  Key Question – What was the impact of WW2 on Britain?  <b><u>NC Link – A study of an aspect of British history beyond 1066</u></b></p>	

	<p>human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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>Wales</b></p> <p>Physical geography, including: mountains, lakes and rivers</p> <p>human geography, including types of settlement and land use, distribution of natural resources including energy,</p>	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
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	<p>food, minerals and water</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		
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