

	Topic 1	Topic 2	Topic 3
EYFS History	<p>Topic Space</p> <p>Question What is out there?</p>	<p>Topic Vehicles</p> <p>Question Why does it go?</p>	<p>Topic Dinosaurs</p> <p>Question Where are they now?</p>
EYFS Geography	<p>Topic Houses</p> <p>Question Where do you live?</p>	<p>Topic Animals</p> <p>Question What do they eat?</p>	<p>Topic Seaside</p> <p>Question Where shall we go?</p>
KS1 Cycle 1 History	<p>Topic Significant Events & People? The Great Fire of London You also have Guy Fawkes on 1 sheet but not the other?</p> <p>Question Why is the Great Fire of London significant?</p> <p>National Curriculum Coverage</p> <ul style="list-style-type: none"> - 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. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<p>Topic Comparing & contrasting modern day with the Victorian Era Homes</p> <p>Question How does the way we live compare to the Victorian era?</p> <p>National Curriculum Coverage</p> <ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Significant historical events, people and places in their own locality - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<p>Topic Around the world Great Explorers</p> <p>Question What does it take to become a 'Great Explorer'?</p> <p>National Curriculum Coverage</p> <ul style="list-style-type: none"> - 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. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

KS1
Cycle 1
Geography

Topic

Our Country
The UK, London and Leicester

Question

What is the geography like where I live?

National Curriculum Coverage

Locational Knowledge

* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

* 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

Human and Physical

* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

* 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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Topic

Comparing & contrasting
Uganda Homes

Question

How does the geography of Uganda compare to where I live?

National Curriculum Coverage

Locational knowledge

* name and locate the world's seven continents and five oceans

Place knowledge

* 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

Human and physical geography

* 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

Geographical skills and fieldwork

* 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

Topic

Weather & Climate
Hot and Cold places

Question

What makes places hot and cold?

National Curriculum Coverage

Locational knowledge

* name and locate the world's seven continents and five oceans

Human and physical geography

* 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

Use basic geographical vocabulary to refer to:

* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Geographical skills and fieldwork

* 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

* 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

KS1
Cycle 2
History

Topic

Transport

Question

How has transport changed over time?

National Curriculum Coverage

- 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. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality

Topic

Childhood

Question

How do our favourite toys and games compare to those of children in the past?

National Curriculum Coverage

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Significant historical events, people and places in their own locality

Topic

Grace Darling

Question

Why did Grace Darling become famous?

National Curriculum Coverage

- 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. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality

KS1 Cycle 2 Geography	Topic	Topic	Topic
	Amelia Earhart	Local Geography	The Seaside
	Question	Question	Question
	Where did Amelia's journey around the world take her?	What is it like where I live?	Where did Barnaby Bear go on holiday?
National Curriculum Coverage	National Curriculum Coverage	National Curriculum Coverage	
<p>Locational knowledge</p> <ul style="list-style-type: none"> * name and locate the world's seven continents and five oceans <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> * 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 * 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>Locational knowledge</p> <ul style="list-style-type: none"> * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and Physical geography</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> * 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> * 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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and Physical Geography</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> * 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> * 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 	