

	Topic 1	Topic 2	Topic 3
Year 3 Geography	<p>Rivers & The Water Cycle</p> <p>Proposed Question What is a river?</p> <p>Curriculum Coverage Place knowledge</p> <ul style="list-style-type: none"> - 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 <p>Human and Physical</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, rivers and the water cycle. - The distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - four figure grid reference to build their knowledge of the United Kingdom and the wider world - 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>In the Desert</p> <p>Proposed Question Is a desert always hot? How are deserts used by living things?</p> <p>Curriculum Coverage Locational Knowledge</p> <ul style="list-style-type: none"> - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, - human geography, including: types of settlement and land use <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>UK (local)</p> <p>Proposed Question How and why is my local environment changing?</p> <p>Curriculum Coverage Human and Physical</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - four figure grid reference to build their knowledge of the United Kingdom and the wider world - 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>Locational knowledge</p> <ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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>*note: lesson 1, CH will locate continents on the map. Lesson 2 – 5 focus on England, Ireland, Scotland and Wales, Lesson 6 – focus on Leicester – local area</p>

<p>Year 4 Geography</p>	<p>Volcanoes</p> <p>Proposed Question How do volcanoes affect the lives of people? *note: cover Ring of Fire in Russia & people of Hiemaey - Iceland *</p> <p>Curriculum Coverage</p> <p>Place knowledge</p> <ul style="list-style-type: none"> - 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 <p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: volcanoes - human geography, including: types of settlement and land use, economic activity including trade links <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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>Comparing and Contrasting National Parks around the World</p> <p>Proposed Question What are the similarities and differences between the National Parks of the world?</p> <p>Curriculum Coverage</p> <p>Place knowledge</p> <ul style="list-style-type: none"> - 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 <p>Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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>Contrasting localities (Europe VS America)</p> <p>Proposed Question Beyond the Magic Kingdom: What is the Sunshine State really like?</p> <p>Curriculum Coverage</p> <p>Place knowledge</p> <ul style="list-style-type: none"> - 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: climate zones, - human geography, including: types of settlement and land use, economic activity including trade links <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - four figure grid reference to build their knowledge of the United Kingdom and the wider world
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Year 5

Geography

Mountains

Proposed Question

Why are mountains so important?

Curriculum Coverage

Human and Physical

- human geography, including: types of settlement and land use, mountains
- The distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

Climate change

Proposed Question

1. How is climate change affecting the world?
2. How can we live more sustainably?

Curriculum Coverage

Locational Knowledge

- 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
- 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)

1. Human and Physical

- physical geography, including: climate zones, biomes and vegetation belts
- types of settlement and land use, distribution of natural resources
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- map symbols

Human and Physical

- types of settlement and land use, distribution of natural resources

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Contrasting localities (wider world)

Proposed Question

Why are jungles so wet and deserts so dry?

Curriculum Coverage

Locational Knowledge

- 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
- 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)

Human and physical geography

- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- four figure, six figure grid reference to build their knowledge of the United Kingdom and the wider world

<p>Year 6</p> <p>Geography</p>	<p>Volcanoes Earthquakes + Tsunamis</p> <p>Proposed Question</p> <p>Why do some disasters cause more damage than others?</p> <p>Curriculum Coverage</p> <p>Place knowledge</p> <ul style="list-style-type: none"> - 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: earthquakes, <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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>North and South America</p> <p>Proposed Question</p> <p>Why do so many people live in megacities?</p> <p>Curriculum Coverage</p> <p>Human and Physical</p> <ul style="list-style-type: none"> - 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Locational Knowledge</p> <ul style="list-style-type: none"> - 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 - 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>Place knowledge</p> <ul style="list-style-type: none"> - 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 	<p>Fair Trade</p> <p>Proposed Question</p> <p>Why is fair trade fair?</p> <p>Curriculum Coverage</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> - 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 - 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>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: climate zones, - 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - four figure grid reference to build their knowledge of the United Kingdom and the wider world
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<p>Year 3 History</p>	<p>Ancient Worlds Ancient Greece Proposed Question How important was the Ancient Greek civilisation to our lives today? National Curriculum Coverage Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Invaders and Settlers Romans Proposed Question How did the arrival of the Romans change Britain? National Curriculum Coverage The Roman Empire and its impact on Britain</p>	<p>British History post 1066 WW2 Proposed Question What was the turning point of World War Two? // Why was winning the Battle of Britain in 1940 so important? National Curriculum Coverage A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<p>Year 4 History</p>	<p>Ancient Worlds Ancient Egyptians Proposed Question What was it like to live in Ancient Egypt? National Curriculum Coverage 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>Invaders and Settlers The Anglo-Saxons Proposed Question Who were the Anglo Saxons and how do we know what was important to them? National Curriculum Coverage Britain's settlement by Anglo-Saxons and Scots</p>	<p>British History post 1066 Richard iii & The Tudors Proposed Question ?? National Curriculum Coverage A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<p>Year 5 History</p>	<p>Title? Stone Age – Iron Age Proposed Question How did the lives of ancient Britons change during the Stone Age? National Curriculum Coverage Changes in Britain from the Stone Age to the Iron Age</p>	<p>Invaders and Settlers The Vikings Proposed Question What did the Vikings want in Britain and how did Alfred help to stop them getting it? National Curriculum Coverage The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Local History Study The Suffragettes Proposed Question How significant was the Suffragette movement in Leicester? National Curriculum Coverage A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<p>Year 6 History</p>	<p>Ancient Worlds Maya & Aztec Proposed Question What were the achievements of the Aztecs and Mayans? National Curriculum Coverage A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>British History post 1066 Crime and Punishment Proposed Question Why do we have the crime and punishment systems we have today? National Curriculum Coverage A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 / changes in an aspect of social history</p>	<p>Local History Study Local Study and Queen Victoria Proposed Question What is the impact of Queen Victoria's reign on us today? National Curriculum Coverage A local history study / a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>