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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **THE AWESOME ARCHES** | **BRILLIANT BLACON!** | **OUR COUNTRY!** | **THE GREAT FIRE** | **QUEEN VICTORIA** | **TERRIFIC TOYS!** |
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| **Year 2** | **WHAT A WONDERFUL WORLD!** | **REMEMBER, REMEMBER THE 5TH OF NOVEMBER** | **MAGICAL MAPPING!** | **SCHOOL THROUGH TIME** | **AMAZING AFRICA!** | **MARVELLOUS MANDELA** |
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| **Year 3** | **BRITAIN THROUGH THE AGES** | | **BRILLIANT BRITAIN** | | **NATURAL DISASTERS!** | **GLORIOUS GREEKS** |
| English Stone Age Man Throwing Spear Hunting KS2Stone Age, Iron Age and Bronze Age | | Tour of britain stage 8 1What makes Britain so brilliant? | MapUsing maps to study our land | Meet Mother Nature!  Volcano Lava Erupting  Science Geography Earth Dance Y3 PlanIt PE KS2 | Ancient Greece  Greek Statue   Bust Sculpture Noble Figure English History General Secondary |
| **Year 4** | **THE AMAZON** | | **CHOCOLATE** | | **REMARKABLE ROMANS** | |
| Rainforest Ecosystem    Habitat Animals Jungle Amazon Science Secondary Delve deep into the Amazon with this study of South America. | | Who were the Mayans?  Chichen itza | Brown Bird On A Cocoa TreeTrade Links and Natural Resources | Why are the Romans important in History?  Roman Helmet   Armour History Secondary | Is there evidence of the Romans on our local area?  KS2 Roman Ampitheatre(Chester) |
| **Year 5** | **INVASIONS!** | | **WONDERFUL WATER** | | **TERRIFIC TUDORS** | |
| Anglo-Saxons and Vikings  Viking Longship   History Secondary | Viking map Norway and IrelandWhere did the Anglo-Saxons and Vikings come from? | RiversWater Cycles and Rivers of Britain | | TudorsWhat were Tudor times like? | Is there evidence of the Tudors in our local area?  London street 17th century background(Chester/Speke) |
| **Year 6** | **MARVELLOUS MOUNTAINS** | | **VICTORIANS** | | **WORLD WAR 2** | |
| Mountain 1Marvellous Mountains and where they are in our World | | Who are the Victorians?  Victorian Train With GoodsVictoria I Portrait   History Queen UK England Victorian SecondaryHow did the Victorians change Great Britain? | | Evacuee girlWhat happened in World War 2 that changed Britain? | Nazi occupied Europe WWII Map of Europe History KS4 KS3What happened in Europe during World War 2? |

Year 1

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|  | Topic | National Curriculum *Mapping Skills* |
| Autumn 1 | The Awesome Arches | * use simple fieldwork and observational skills to study the geography of their school and its grounds. * 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 basic geographical vocabulary to refer to key physical and human features. |
| Autumn 2 | Brilliant Blacon | * use simple fieldwork and observational skills to study the geography of their surrounding environment and the key human and physical features * 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 basic geographical vocabulary to refer to key physical and human features. |
| Spring 1 | Our Country! | * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * Use atlases and globes to identify the United Kingdom and its countries * use basic geographical vocabulary to refer to refer to key physical and human features. |
| Spring 2 | The Great Fire | * 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] |
| Summer 1 | Queen Victoria | * 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] |
| Summer 2 | Terrific Toys | * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |

Year 2

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|  | Topic | National Curriculum *Mapping Skills* |
| Autumn 1 | What a wonderful World | * Name and locate the world’s seven continents and five oceans * Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage * 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 |
| Autumn 2 | Remember, remember the 5th of November | * 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] |
| Spring 1 | Magical Mapping! | * 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 |
| Spring 2 | School Through Time | * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |
| Summer 1 | Amazing Africa | * 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 |
| Summer 2 | Marvellous Mandela | * 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] |

Year 3

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|  | Topic | National Curriculum *Mapping Skills* |
| Autumn 1 | Stone Age, Iron Age and Bronze Age  English Stone Age Man Throwing Spear Hunting KS2 | * Changes in Britain from the Stone Age to The Iron Age * The achievements of the earliest civilizations- focus on The Indus Valley |
| Autumn 2 |
| Spring 1 | Brilliant Britain  Tour of britain stage 8 1 | * 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 these aspects have changed over time. |
| Spring 2 | * Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. * *Follow a route with some accuracy* * *Locate places using arrange of maps, including OS and digital* * *Begin to match boundaries (e.g. find same boundary of a country and different scale maps)* * *Use 4 figure compasses and letter/number co-ordinates to identify features on a map* * *Locate the UK on a variety of different scale maps* * *Name and locate the counties and cities of the UK* * *Try to make a map of short route experiences, with features in current order* * *Create a simple scale drawing* * *Use standard symbols and understand the importance of a key* |
| Summer 1 | Natural Disasters!  Volcano Lava Erupting  Science Geography Earth Dance Y3 PlanIt PE KS2 | * Describe and understand key aspects of physical geography including volcanoes and earthquakes |
| Summer 2 | Glorious Greeks  Greek Statue   Bust Sculpture Noble Figure English History General Secondary | * Ancient Greece – a study of Greek life and achievements and their influence on the western world * The legacy of Greek culture (art, architecture, or literature) on later periods in British history |

Year 4

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|  | Topic | National Curriculum *Mapping Skills* |
| Autumn 1 | Rainforest Ecosystem    Habitat Animals Jungle Amazon Science SecondaryThe Amazon | * Locate the world’s countries, using maps to focus on Europe 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, Artic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * 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 * Describe and understand key aspects of physical geography including, climate zones, biomes and vegetation belts. * *Follow a route on a large-scale map* * *Locate places on a range of maps (variety of scales)* * *Identify features on a map, an aerial photograph, digital or computer map* * *Begin to use 8 figure compass and 4 figure grid references to identify features on a map* * *Recognise and use OS symbols, including completion of a key and understanding why it is important* * *Draw a sketch map from a high viewpoint* |
| Autumn 2 |
| Spring 1 | Mayans  Chichen itza | * A non-European society that provides contrasts with British history – chosen study Mayan civilization |
| Spring 2 | Brown Bird On A Cocoa Tree | * Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food |
| Summer 1 | Romans  Roman Helmet   Armour History Secondary | * The Roman Empire and its impact on Britain |
| Summer 2 | * A local history study – Romans in Chester |

Year 5

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|  | Topic | National Curriculum *Mapping Skills* |
| Autumn 1 | Viking Longship   History SecondaryAnglo Saxon and Vikings | * Britain’s settlement by Anglo-Saxons and Scots * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * Use maps, atlases, globes and computer mapping to locate countries and describe features studied. * *Compare maps with aerial photographs* * *Select a map for a specific purpose* * *Begin to use atlases to find out other information (e.g. temperature)* * *Find and recognise places on maps of different scales* * *Use 8 figure compasses and begin to use 6 figure grid references* * *Name and locate countries within Europe (including Russia) and their capital cities* * *Draw a variety of thematic maps based on their own data* * *Draw a sketch map using symbols and a key* * *Use and recognise OS map symbols regularly* |
| Autumn 2 |
| Spring 1 | RiversWonderful Water! | * Describe and understand key aspects of physical geography including rivers and the water cycle * Describe and understand key aspects of human geography including: distribution of natural resources including water. |
| Spring 2 |
| Summer 1 | Tudors  Tudors | * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -Crime and Punishment |
| Summer 2 | * A local history study – Tudors in Chester – Speke Hall |

Year 6

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|  | Topic | National Curriculum *Mapping Skills* |
| Autumn 1 | Mountain 1Mountains | * Describe and understand key aspects of physical geography, including: Mountains. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * *Follow a short route on an OS map.* * *Describe the features shown on an OS map.* * *Use 8 figure compass and 6 figure grid reference accurately.* |
| Autumn 2 |
| Spring 1 | Victorians  Victoria I Portrait   History Queen UK England Victorian Secondary | * A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066 – changing power of monarchs using Victoria |
| Spring 2 | * A significant turning point in British history – first railways * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns and understand how some of these aspects have changed over time. |
| Summer 1 | World War 2  Evacuee girl | * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – A significant turning point in British history – World War 2 |
| Summer 2 | * Locate the world’s countries, using maps to focus on Europeand North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * *Use lines of longitude and latitude on maps* * *Use atlases to find out data about other places* * *Locate the world’s countries on a variety of maps, including the areas studies across both key stages* * *Draw plans of increasing complexity* * *Begin to use and recognise atlas symbols* |