

Primary - The World Around Me

	Autumn		Spring		Summer	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Year 3	<p>Geography</p> <p>Why do people live near volcanoes</p> <p>Learning that the Earth is constructed in layers, and the crust is divided into tectonic plates. Studying the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p> <ul style="list-style-type: none"> • How is the Earth constructed? • Where are mountains found? • Why and where do we get volcanoes? • What are the effects of a volcanic eruption? What are earthquakes and where do we get them? Where have the rocks around school come from? 	<p>British History 1</p> <p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p> <p>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age</p> <ul style="list-style-type: none"> • How long ago did prehistoric man live? • What does Skara Brae tell us about life in the Stone Age? • Who was the Amesbury Archer? • How did bronze change life in the Stone Age? How did trade change the Iron Age? • What changed between the Stone Age and the Iron Age? 	<p>Geography</p> <p>Who lives in Antarctica?</p> <p>Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.</p> <ul style="list-style-type: none"> • What is climate? • Where is Antarctica? • Who lives in Antarctica? • Who was Shackleton? • Can we plan an expedition around school? • How did our expedition go? 	<p>British History 2</p> <p>Why did the Romans settle in Britain?</p> <p>Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.</p> <ul style="list-style-type: none"> • Why did the Romans invade and settle in Britain? • How did Britons respond to the Roman invasion? Why was the Roman army so successful? • What do artefacts tell us about life in Roman times? • How did the Romans change modern Britain? 	<p>Geography</p> <p>Are all settlements the same ?</p> <p>Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.</p> <ul style="list-style-type: none"> • What is a settlement? How is land used in my local area? • Can I explain the location of features in my local area? • How has my local area changed over time? • How is land used in New Delhi? • How does land use in New Delhi compare with my local area? 	<p>History</p> <p>What did the ancient Egyptians believe?</p> <p>Finding out about Egyptian beliefs and making inferences about beliefs about the afterlife. Investigating pyramids, gods, goddesses, and mummified people.</p> <ul style="list-style-type: none"> • Who were the Egyptians and when did they live? Who were the ancient Egyptian gods and goddesses? • Why and how did the Egyptians build the pyramids? • How and why did the Egyptians mummify people? • What does the Book of the Dead tell us about ancient Egyptian beliefs? • What did the ancient Egyptians believe?

Primary - The World Around Me

	Autumn		Spring		Summer	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Year 4	<p>Geography</p> <p>Why are rainforests important to us ?</p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon</p> <ul style="list-style-type: none"> • Where in the world are tropical rainforests? • What is the Amazon rainforest like? • Who lives in the rainforest? • How are rainforests changing? • How is our local woodland used? • How is our local woodland used?: 	<p>History</p> <p>How have children's lives changed ?</p> <p>Investigating the changes in children's lives through time, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p> <ul style="list-style-type: none"> • What do sources tell us about how children's lives have changed? • Why did Tudor children work and what was it like? • What jobs did children have in Victorian England and what were they like? • How did Lord Shaftesbury help to change the lives of children? • How and why has children's leisure time changed? 	<p>Geography</p> <p>How does our food come from ?</p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p> <ul style="list-style-type: none"> • How can our food choices impact the environment? • What does it mean to trade responsibly? • How do we get our chocolate? • Where does our food come from? • Are our school dinners locally sourced? • Is it better to buy local or imported food? 	<p>British History 3</p> <p>How hard was it to invade and settle in Britain ?</p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p> <ul style="list-style-type: none"> • Who were the Anglo Saxons and the Scots? • How did the Anglo-Saxons settle in Britain? • What does Sutton Hoo tell us about Anglo-Saxon life? • How did Christianity arrive in Britain? • Was King Alfred really great? • How did AngloSaxon rule end? 	<p>Geography</p> <p>What are rivers and how are they used</p> <p>Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.</p> <ul style="list-style-type: none"> • What is the water cycle? How is a river formed? Where can we find rivers? • How are rivers used? What can we find out about our local river? • What features does our local river have? 	<p>History</p> <p>How did the Maya civilisation influence their society and beyond ?</p> <p>Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Children scrutinise their settlements, the cultural significance of chocolate and the impact of their beliefs.</p> <ul style="list-style-type: none"> • How did the Ancient Maya settle in a rainforest? • How important was chocolate to the Ancient Maya? • What did the Ancient Maya believe? • How did the Maya reflect world beliefs in their inventions? • What do archaeological remains tell us about Ancient Maya cities? • What caused the decline of the Ancient Maya cities?

Primary - The World Around Me

	Autumn		Spring		Summer	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Year 5	<p>Geography</p> <p>What is life like in the alps?</p> <p>Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; compare the Alps to the children's own locality.</p> <ul style="list-style-type: none"> • Where are the Alps? • What is it like in the Alps? • Why do people visit the Alps? • What is there to do in our local area? • How are the Alps different from our local area? • What is life like in the Alps? 	<p>British History 4:</p> <p>Were the Vikings raiders, traders or something else?</p> <p>Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences.</p> <ul style="list-style-type: none"> • When and why did the Vikings come to Britain? • Where did the Vikings go? • How did they get there? • Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? • What were the impacts of Viking raids and settlements on local communities in Britain? • What were the Vikings' achievements and how did they impact the world? 	<p>Geography</p> <p>Why do oceans matter?</p> <p>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p> <ul style="list-style-type: none"> • How do we use our oceans? • What is the Great Barrier Reef? • Why are our oceans suffering? • What can we do to help our oceans? • How littered is our marine environment? • How littered is our marine environment? 	<p>British History 5</p> <p>What was life like in Tudor England</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p> <ul style="list-style-type: none"> • Fair ruler or tyrant? What was Henry VIII really like? • Why did Henry VIII have so many wives? • Why was Anne Boleyn executed? • What was a Royal Progress? • What was a Royal Progress like? • What can inventories tell us about life in Tudor times? 	<p>Geography</p> <p>would you like to live in a desert ?</p> <p>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p> <ul style="list-style-type: none"> • What is a hot desert biome? • Where are deserts located? • What physical features are found in a desert? • How can people use deserts? • What are the threats to deserts? • Would you like to live in the desert? 	<p>History</p> <p>What did the Greeks ever do for us ?</p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p> <ul style="list-style-type: none"> • Who were the Greeks and when did they live? • What did the Greeks believe? • How was ancient Greece governed? • Did the ancient Greeks give us democracy? • How do Greek philosophers influence us today? • What did the Greeks do for us?

Primary - The World Around Me

		Autumn		Spring		Summer	
		1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Year 6	<p>Geography</p> <p>Why does population change?</p> <p>Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p> <ul style="list-style-type: none"> How is the global population changing? What are birth and death rates? Why do people migrate? How is climate change impacting the population? How is population impacting our environment? 	<p>History</p> <p>What does the census tell us about our local area?</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.</p> <ul style="list-style-type: none"> What does the census tell us about the people living in our local area? What happened to Mary Bucktrout? How did Mary Bucktrout feel about the key events in her life? Who lived in our local area? 	<p>Geography</p> <p>Where does our energy come from?</p> <p>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p> <ul style="list-style-type: none"> Why is energy important? What is renewable energy? How does the United States generate energy? How does the United Kingdom generate energy? What is the best way to generate energy? Where is the best place for a solar panel on the school grounds? 	<p>British History 6:</p> <p>What was the impact of World War II on the people of Britain?</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p> <ul style="list-style-type: none"> Why did Britain go to war in 1939? Who won the Battle of Britain? What do sources tell us about the Blitz? What was evacuation like for children? What impact did WW2 have on women's lives? Why did people migrate to Britain during and after World War 2? 	<p>Geography</p> <p>Can I carry out an independent fieldwork enquiry?</p> <p>Observing, measuring, recording and presenting their own fieldwork study of the local area.</p> <ul style="list-style-type: none"> Developing an enquiry question Creating data collection methods Mapping a route Collecting the data Analysing the data Presenting the data 	<p>History</p> <p>Unheard histories: Who should go on the bank note?</p> <ul style="list-style-type: none"> Who features on banknotes and why? Was Alfred the Great or Elizabeth I the more significant monarch? How were Ellen Wilkinson and Betty Boothroyd historically significant? Who was more significant? Lily Parr or Betty Snowball? Who will be the face of the new £10 note? 	