



| Year | Autumn | Spring | Summer |
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| Year 1 | <p><u>What's outside my front door?</u> Geography:</p> <ul style="list-style-type: none"> - 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 - Identify and sort houses into their types - Locate Ellesmere Port on a map of the UK - Identify places within Ellesmere Port - Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - Focus on the geography of our school <p>History:</p> <ul style="list-style-type: none"> - Changes within living memory – recognise how objects in houses have changed over time - Use words like: old, new, long time ago to describe changes | <p><u>Oh I do like to be beside the seaside</u> History:</p> <ul style="list-style-type: none"> - Changes within living memory – how holidays have changed over time <p>Geography:</p> <ul style="list-style-type: none"> - Use words: beach, cliffs, seasons - Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - With maps, focus on globes and link to maps | <p><u>Let's go on safari</u> Geography:</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country - Compare Ellesmere Port details with Kenya - Focus on: where is Kenya? What is the weather and climate like? - Use words: climate, weather, physical geography, maps and compass |
| Year 2 | <p><u>Fire! Fire!</u> History:</p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally – focus on the Great Fire of London - Use historical vocabulary and ensure children can construct a basic timeline of events <p>Geography:</p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Use words: town, city, ocean, physical and | <p><u>Our Zoo</u> History:</p> <ul style="list-style-type: none"> - Significant historical events, people and places in their own locality - Focus on Chester Zoo and Mottershead family <p>Geography:</p> <ul style="list-style-type: none"> - Identify the human and physical geography around us - Devise a simple map - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Use aerial photographs and plan perspectives to | <p><u>Who is on the throne?</u> Geography:</p> <ul style="list-style-type: none"> - Focus on London – identify key landmarks using aerial photographs - 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 - Physical and human geography around London <p>History:</p> <ul style="list-style-type: none"> - 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 |

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| | <p>human geography</p> | <p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> - Use words: seasons, weather patterns, vegetation, forests, equator | <ul style="list-style-type: none"> - Focus on Victoria, Henry VIII and Elizabeth! |
| <p>Year 3</p> | <p>Castra Deva Geography:</p> <ul style="list-style-type: none"> - 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 - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key (focus on Chester, Liverpool and Manchester) - Focus on human and physical features of Chester <p>History:</p> <ul style="list-style-type: none"> - Focus on Chester - A depth study linked to one of the British areas (Chester) - Investigate the Romans, focusing on who they are and then linking to Chester and the impact they had on this area | <p>Changes in Britain – From Stone to Iron Age History:</p> <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to Iron Age - Focus on what happened in the Stone Age - Move onto what the Iron Age was like and then compare the two periods - Use historical language to explain the changes in Britain | <p>Home and Away Geography:</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) - Focus comparing Chester and London - Use the four points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom <p>History:</p> <ul style="list-style-type: none"> - Plot significant events that happened in London and Chester on a timeline - Use historical vocabulary to compare changes in London and Chester <p><i>- Ancient Greece - 2/3 weeks after half term at Whit as an Olympics 2/3 weeks when The Olympics are being held. All (Year 3 - 6) study the ancient Greeks for 5 days in both English and Topics and then do some teaching where they all focus on a different element of the objective from the NC and the children move around to different classes. e.g. Year 6 teach about the Greek family home and throughout the day. Year 5 might teach about their achievements, Year 4 about wars in ancient Greece. Then we can begin to look at the history of the Olympics. The kitchen will be involved and do Greek cooking - ancient and modern.</i></p> |

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| <p>Year 4</p> | <p><u>Jewel of the Nile</u> History: - An overview of 'What is a Civilisation?' - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared - Focus on the Ancient Egyptians - An in depth study of Ancient Egypt and their achievements</p> | <p><u>Where will my passport take me?</u> Geography: - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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 - 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 - Describe and understand key aspect of human and physical geography, including: weather, climate, volcanoes & earthquakes and rivers & the water cycle</p> | <p><u>Roman Empire and impact on Britain</u> History: - The Roman Empire and its impact on Britain - Briefly recap the Romans (covered in depth in year 3) - Focus on the Roman Empire and what impact they had on Britain - Ancient Greece – See details in Year 3 section</p> |
| <p>Year 5</p> | <p><u>Vicious Vikings vs. Savage Saxons</u> History: - Britain's settlement by Anglo-Saxons and Scots - Introduce the Anglo-Saxons and where they came from. Repeat for the Scots. - Focus on the settlement by the Anglo-Saxons and Scots (link to place names, settlements and kingdoms) - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward to Confessor - Briefly introduce who the Vikings were - Focus on Viking raids and invasions, and the struggle within these - Introduce who Edward the Confessor is and his life</p> | <p><u>We'll meet again</u> Geography: - 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) - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world History: - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Focus on Battle of Britain and World Wars</p> | <p><u>Space</u> History: - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Focus on the space race <u>Survivor!</u> Geography: - 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) - 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 - Focus on Mountains – Andes range - Use maps and OS maps</p> |

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| | | | - Ancient Greece – See details in Year 3 section |
| Year 6 | <p><u>Crime and Punishment!</u></p> <p>History:</p> <ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Focus on the Victorians - Focus on how crime and punishment have changed over time | <p><u>Mayans</u></p> <p>History:</p> <ul style="list-style-type: none"> - A non-European society that provides contrasts with British history - Focus on contrasting Mayan civilization <p>Geography:</p> <ul style="list-style-type: none"> - Locate the world's countries, using maps and atlases | <p><u>Changing role of women</u></p> <p>History:</p> <ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Ancient Greece – See details in Year 3 section |

In History, we aim for our children to:

- Know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
 - Gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
 - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

In Geography, we aim for our children to:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Be competent in the geographical skills needed to:

- • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- • Communicate geographical information in a variety of ways, including through maps and writing at length.