

Year Cycle KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<p>Food, Glorious Food How can we have a healthy life?</p> <p>Food waste; food miles; packaging What's Cooking? Where Does Food Come From? Changes in shops and food, and shopping habits from 150 years ago to the present day linking to changes in transport affecting food availability</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries/ locally/ sustainability.</p>	<p>Great Fire of London What do we learn about life in London in 1666?</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Good'ay Mate What is life like down under?</p> <p>Countries / 7 continents/ naming the 5 oceans</p> <p>Comparison with a non-European country Australia</p> <p>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>	<p>Marvellous Machines Why inventions are so important? Inventors-Significant people</p> <p>Brunel / George Stephenson</p> <p>William Caxton and Tim Berners-Lee</p> <p>Events beyond living memory that are significant nationally or globally, e.g. the first aeroplane flight.</p> <p>Manchester museum</p>	<p>Castles Why do we have castles? How have castles changed the UK? 1066 Battle of Hastings, Bayeux Tapestry, and differences in jobs, clothing and homes.</p> <p>Visiting Lincoln Castle</p> <p>(Significant historical events, people and places in their own locality/region).</p>	<p>Peak District Explorers / Buxton Why is the Peak District significant in our lives?</p> <p>Mapping skills Buxton Local environment Field work Aerial photos Walking tour of Buxton</p> <p>Use aerial photographs and plan perspectives to recognise landmarks, basic human and physical features devise a simple map and key Use simple fieldwork and observational skills to study the geography of key human and physical features of the surrounding environment.</p>

<p>B</p>	<p>‘Our School’ Live, learn, pray and community What is it like to live in Litton and the surrounding area? Develop knowledge of the location of significant places. Use simple observation/fieldwork skills to study the immediate surroundings. Understand sense of place in relation to home and school. Use simple fieldwork and observation skills. Devise a simple map and use basic symbols in a key. Describe the location of features and routes on a map. Develop and follow directional vocabulary. Recognise a range of map symbols and understand their use</p>	<p>Life of the two monarchs What was life like in... Victorians / Elizabethan times? The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. Queen Victoria</p>	<p>Intrepid Explorers What was life like at this time? e.g. Christopher Columbus and Neil Armstrong and Helen Sharman (Continents and oceans) Hot and cold countries, equator, north and south 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>	<p>The Sheffield Flood What was industrial life like in Sheffield in 1864? Local history Whaley Bridge Buffers and Grinders Flood Stories about how people survived. History Van (significant historical events, people and places in their own locality).</p>	<p>Great Britain What is Great Britain like today? To understand and explain the differences between the different nations in the UK. capital cities compass directions 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 STEM construction materials</p>	<p>The Seaside How has the experience of visiting the seaside changed within living memory and beyond? Mary Anning- Palaeontologist Grace Darling Seaside / Coast visit</p>
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Key

History	Geography
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