

Topic Long Term Plan 2018-2019

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Year 1</b>	<p><b>The scientist in me</b></p> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Links to Autumn describe and observe seasonal weather.</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>Significant people- History of David Hockney linked to art. Visit David Hockney's house.</li> </ul>	<p><b>Frozen escapes</b></p> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Look at animals that live in hot and cold countries.</li> <li>Focus on habitats and adaptations.</li> <li>Weather patterns in locations of hot and cold areas of the world. Looking at how close or far away they are from the equator.</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>Focus on a famous explorer from history who explored the North Pole. Look at how they contributed to national achievements</li> </ul>	<p><b>Heroes vs Villains</b></p> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Atlas work- Locate counties on the map where animals live in hot and cold climates.</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>Look at how super heroes have changed through time (doll super heroes/ comic book drawings). Focus on those in living memory of parents/ grandparents.</li> </ul>	<p><b>Jurassic World</b></p> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Hunt for a dinosaur egg. Use simple compass directions and locational and directional language to find clues to find the egg.</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>Focus on significant individuals in history. Look at the first person to discover a dinosaur.</li> <li>Time line of dinosaur discovery.</li> </ul>	<p><b>The Secret Garden</b></p> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Plant hunt around the school grounds. Identify key human and physical features</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>Looking into the life of David Attenborough and how he has contributed towards national achievements</li> </ul>	<p><b>The Deep</b></p> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Name and locate the worlds five oceans (link to where under sea mammals and fish would be found)</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>Research and find out about the life of a significant event beyond living memory linked to under the sea e.g. famous ship wrecks</li> </ul>

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<p><b>Year 2</b></p>	<p><b>Fighting fit Geography</b></p> <ul style="list-style-type: none"> <li>Look at sports around the world and name and locate the worlds seven continents and oceans.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Identify and find out about famous Olympians. Compare Olympians from past to present.</li> </ul>	<p><b>Inspire us Geography</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Identify where famous people in the UK live on the map.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Events of the ‘Gunpowder Plot’ and create a timeline.</li> <li>Focus on ‘The Great Fire of London’ and write Samuel Peep’s diary.</li> <li>Research about ‘The Queen’ and create a fact file.</li> </ul>	<p><b>Africa Geography</b></p> <ul style="list-style-type: none"> <li>Identify continents and oceans and look at Africa.</li> <li>Use atlases to discuss the equator line and look at temperature in different places in the world.</li> <li>Compare Bradford to Nairobi and look at the physical and human geography in each place.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Focus on famous events in Africa beyond living memory. Create timeline of events.</li> </ul>	<p><b>Garden Explorers Geography</b></p> <ul style="list-style-type: none"> <li>Look at aerial photographs of the school and grounds.</li> <li>Create a map of the school grounds and create a key of the human and physical features. Identify where certain plants can be found in the grounds.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Focus on famous gardener Allan Titchmarsh and compare to a famous gardener from the past. Look at achievements</li> </ul>	<p><b>Wild Adventures Geography</b></p> <ul style="list-style-type: none"> <li>Look at different habitats and why animals need them to survive.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Focus on Steve Irwin. Research his achievements and the impact his work had on the world.</li> </ul>	<p><b>Down at the Seaside Geography</b></p> <ul style="list-style-type: none"> <li>Create a map of a seaside town. Create a key and refer to the key human and physical features e.g. harbour shop, beach etc</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Compare seaside holidays in the past to now. Look at and compare changes in living memory.</li> <li>Advertise seaside attractions from the past.</li> <li>Write a postcard from a seaside in the past.</li> </ul>
<p><b>Year 3</b></p>	<p><b>Little Locations</b> <i>When studying Eccleshill, Bradford and Yorkshire...</i></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe,</li> </ul>	<p><b>Savage Stone Age</b> <i>In relation to the Stone Age (How did people live off the land)...</i></p> <ul style="list-style-type: none"> <li>human geography,</li> </ul>	<p><b>Walk Like an Egyptian</b> <i>In relation to the Egyptians (How did people live off the land)...</i></p> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, food, minerals and water</li> </ul>		<p><b>Blitz This!</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>a significant turning point in British history, for example The Battle of Britain (air campaign in WW2)</li> </ul>	

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	<p>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> <ul style="list-style-type: none"><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• use the symbols and key (including</li></ul>	<p>including: types of settlement and land use, food, minerals and water</p> <ul style="list-style-type: none"><li>• changes in Britain from the Stone Age to the Iron Age</li><li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li></ul>	<ul style="list-style-type: none"><li>• 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 Egypt;</li></ul>	
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	<p>the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><i>Looking further afield at where our extended family live in Britain...</i></p> <ul style="list-style-type: none"><li>• 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), and land-use patterns.</li></ul>			
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<p><b>Year 4</b></p>	<p><b>Terrible Tudors</b></p> <ul style="list-style-type: none"> <li>▪ name and locate counties and cities of the United Kingdom,</li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> </ul> <p>Use the War of the Roses for children to...</p> <ul style="list-style-type: none"> <li>▪ complete a local history study</li> <li>▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> <li>▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>▪ the changing power of monarchs using case studies such as John, Anne and Victoria</li> </ul>	<p><b>Mysterious Mayans</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• a non-European society that provides contrasts with British history – The Mayans</li> </ul>	<p><b>Madagascar</b></p> <ul style="list-style-type: none"> <li>• 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), and land-use patterns.</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b>Rotten Romans</b></p> <ul style="list-style-type: none"> <li>• 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 geography.</li> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army</li> <li>• successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, for example, Boudica</li> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><i>And needs to include...</i></p> <ul style="list-style-type: none"> <li>• the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>
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<p><b>Year 5</b></p>	<p><b>Dangerous Earth</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>• 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.</li> <li>• describe and understand key aspects of physical geography, including volcanoes.</li> </ul>	<p><b>Time To Work</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography</li> <li>• a local history study</li> <li>• a significant turning point in British history</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>	<p><b>Groovy Greeks</b></p> <ul style="list-style-type: none"> <li>• locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, and major cities.</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>• The legacy of Greek culture</li> </ul>	<p><b>In The Zone</b></p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ describe and understand key aspects of physical geography, including: climate zones.</li> <li>▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</li> </ul>	<p><b>Smashing Saxons</b></p> <ul style="list-style-type: none"> <li>• locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, and major cities.</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Britain’s settlement by Anglo-Saxons and Scots.</li> </ul>
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			(art, architecture or literature) on later periods in British history, including the present day.	the Prime/Greenwich Meridian and time zones (including day and night).	<ul style="list-style-type: none"> <li>• Scots invasions from Ireland to north Britain (now Scotland).</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>• Anglo-Saxon art and culture.</li> </ul>
Year 6	<p><b>Survival of the Fittest</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul>	<p><b>Vicious Vikings</b></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, and major cities.</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>One World</b></p> <ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, and major cities.</li> <li>▪ use maps, atlases, globes and</li> </ul>	<p><b>Peaks and Troughs</b></p> <p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ name and locate counties and cities of the United Kingdom, (coasts and rivers), and land-use patterns</li> <li>▪ talk about the distribution of natural resources including energy,</li> </ul>	

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	<p>Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Human and physical geography, biomes and vegetation belts, rivers,</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ 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</li> <li>▪ use fieldwork to observe, measure, record</li> </ul>	<ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Edward the Confessor and his death in 1066</li> </ul>	<p>digital/computer mapping to locate countries and describe features studied.</p> <ul style="list-style-type: none"> <li>▪ a local history study</li> </ul>	<p>food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ 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</li> <li>▪ use fieldwork to observe, measure, record</li> </ul>
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