|  |  | Theme 1 | Theme 2 | Theme 3 | Theme 4 |
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| 1 | Theme: The Monarchy  IQ: Home: Where is it? Why is it there? Who cares?  K: Locality, UK, Compass points South America  C:Place, Scale, Interdependence  GV: Peacefulness and Respect | Theme: Toys - A local Study  IQ: Can a place create memories?  K:Locality, Directions, Map  C: place, scale  GV: Innocence and trust in God | Theme: Oceans: The snail and the whale  IQ: Where do plastics go?  K: Equator and Poles, Weather, Oceans  C:Climate and conservation  Environment and Sustainability  GV: Courage, honesty, conviction and sacrifice | Theme: Plastics in the Ocean  IQ: How can we help animals in our oceans?  K:Protecting, saving, complications  C:climate and conservation  Environment and Sustainability  GV: Humility and service |
| 2 | Theme: Fire!  IQ: Can disasters bring out the best in people?  K: UK Cities and Seas, Australia, Weather  C: Scale, Interdependence  GV: Peacefulness and respect | Theme: Explorers (Columbus, Rouse, Aston)  IQ: Do human beings need to explore?  K: Continents, Oceans, Globe  C: Space, Interdependence  GV: Courage, honesty, conviction and sacrifice | Theme: From Cape Verde to New Brighton  IQ: How can we make tourism more environmentally friendly?  K: Conservation, Continents Oceans  C: Change and Impact, Environmental & Sustainability  GV: Humility and service | Theme: The importance of tourism on our beaches  IQ: How can we keep our beaches clean?  K: Pristine, habitat, coast, environment, action, responsibility  C: Climate and conservation  GV: Innocence, trust in God, creativity and spontaneity |
| **Place Knowledge:**   * 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   **Human & Physical**   * 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 * use basic geographical vocabulary to refer to: * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   **Geographical skills and fieldwork**   * use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage * 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 * 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 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 | | | | |
| 3 | Theme: Stone Age to Iron Age  IQ: How did humans move from surviving to thriving?  K:Mountains, Maps,  C: H&P processes, Interdependence  GV: Humility and service |  | Theme: Industry: Local History - Port Sunlight  IQ: Has innovation been humankind’s downfall?  K: Rivers, settlement, trade, global trade  C: Place, interdependence, cultural understanding, Environment  GV: Courage, honesty, conviction and sacrifice | Theme: Microplastics - From River to Sea  IQ: Will innovation be humankind’s saviour?  K: Responsible industry, sustainability, campaigning  C: Climate and conservation  GV: Hope and compassion |
| 4 | Theme: Ancient Greece: Minoan, Mycenean, Athenian…  IQ: Ancient Greece - Minoan, Mycenaean, Athenian: How did human beings move from story to history?  K: Europe, Trade and economy  C: Cultural awareness, H&P processes  GV: Innocence, trust (in God), creativity and spontaneity | Theme: Romans (43, 60, 79, 209, 41AD)  IQ: Did the Romans make Britain more civilised?  K: Volcano, Europe, comparison  C: H&P processes, cultural understanding  GV: Love, courage, honesty, conviction, sacrifice | Theme: The Ganges - from source to mouth  IQ: Rivers: Friends or Foe  K: Water cycle, Mountains, Rivers  C: Scale, Interdependence  GV: Integrity, peacefulness and respect | Theme: Flooding and coastal erosion  IQ: Can we future-proof our coastline?  K: Coasts, erosion, wetlands, flood defences  C: Climate and conservation  GV: Truth, justice and fairness |
| ------------- **Europe** -------------- | |
| A | 5/6 |  |  | Theme: The Amazon - lungs of the land  IQ: Why do we need the Amazon?  K: Eco systems, Global trade, environmental issues, Tropics  C: Scale, Interdependence, Environment  GV: Forgiveness, kindness, understanding | Theme: Burbo Banks:  IQ: How can we harness the power of the Wind  K: Marine biology, ocean conservation, natural resources  C: Climate and conservation  GV: Courage, honesty, conviction, sacrifice |
| B | Y6 | Theme: WW2  IQ: Is war ever justified and is there an alternative to war?  K: Europe, maps, urbanisation, war  C: Place, space  GV: | Theme: Early Islamic Civilisation  IQ: What impact did Islam have on the modern world?  K: Migration, trade, Physical  C: Human endeavour and innovation. Identity and migration  GV: | Theme: From Mississippi to the Mersey  IQ: How can a river tell us the story of humankind?  K: Slavery, trade, resources, industry, civil rights, equality, responsibility.  C: Human identity and migration. Power and leadership  GV: | Theme: A climate conference  IQ: Can we make human beings listen to the Earth and change their ways?  K: Persuasion, campaigning, awareness, action  C: Climate and conservation. Power and leadership  GV: |
|  | **Locational knowledge**   * 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 * 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 some of these aspects have changed over time * 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)   **Place knowledge**   * 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 in North or South America   **Human and physical geography**   * describe and understand key aspects of:   + physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   + human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the 8 points of a compass, 4- and 6-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 * 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 | | | | |

| **Y1** | Theme 1 | | | |
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| **Inquiry Question** | Is it right to inherit power? | **Theme** | Living Memory  Queen II |
| **National**  **Curriculum** | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | **Concepts** | Leadership  Powerful Women |
| **Key Knowledge** | Monarch, inheritance, power, government | **Gospel Value** |  |
| **Chronological Knowledge and Understanding** | **Disciplinary Knowledge** | **Conceptual Knowledge** | **Social & Emotional Aspects of learning** |
| * Can put significant events of Elizabeth II onto a timeline * To know about Queen Elizabeth's II coronation and Jubilee * Can name some of the members of Elizabeth's family, including, parents, grandparents, husband, children and grandchildren. * Can discuss with confidence how the queen's reign spans a length of time and suggest some things which have changed during her reign, for example, jobs, clothes and technology | * To recognise similarities and differences between the Queen's life, routine, family and their own. * To understand the importance of the continuity of the Royal Family, including the change of Kings and Queens. * To understand the historical significance of having a Monarch | * To know what is meant by a Monarch (with little constitutional power.) * To understand that things (titles) can be inherited * To know Elizabeth II is a powerful woman, not in terms of political power but in terms of influence. | * Social Awareness: To understand as a society, we all have to follow the same rules. * Social Awareness: To begin to empathise and understand the different perspectives of life - theirs and the Queen's. * Social Awareness: To understand how a person's actions, good or bad can have influence on others |
| Can confidently recall/talk about all key knowledge | Can confidently recall/talk about similarities and differences, significance, and continuity and change in relation to Queen Elizabeth II | Can confidently recall/talk about all of the key concepts (Monarchy, constitutional power, political power, influence and inheritance). | To begin to self regulate their awareness/perspective of people living different lives to theirs. |
| **Sequence of lessons** | | | |
| Week 1: Friends forever?  Week 2: Can you keep a secret?  Week 3: The Queen | Week 4: Family Tree  Week 5: The mechanic Queen  Week 6: The Commonwealth - migration | Week 7: Paddington Picnic  Week 8: School of Sanctuary | Week 9: Bird’s Eye View  Week 10: Showcase - Queen’s Tea Party. |

| **Y2** | Theme 1 | | | |
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| **Inquiry Question** | What makes a good leader?  Do disasters bring out the best in people? | **Theme** | Gunpowder, fire and wildfires |
| **National**  **Curriculum** | Events beyond living memory that are significant nationally or globally | **Concepts** | Power and leadership  Conservation and climate  Equality |
| **Key Knowledge** | Monarch, autocracy, responsibility, cause and consequence | **Gospel Value** |  |
| **Chronological Knowledge and Understanding** | **Disciplinary Knowledge** | **Conceptual Knowledge** | **Social & Emotional Aspects of learning** |
| * Can add significant dates onto a timeline (including key periods from year 1): Sunday 2nd September 1666, King Charles II Reign 1660 - 1685. Gunpowder plot - 5th November 1605 * To know key and significant people from the Great Fire of London: Samuel Pepys, King Charles II, Thomas Farriner, Sir Christopher Wren GUNPOWDER PLOT: Thomas Catesby, Guy Fawkes (Guido Fawkes), King James I, * To know how London fought fires in 1066 * To know 6 people died from the Great Fire of London, the first being Thomas Farriner's maid. * To know that 13,200 homes were destroyed and 70,000 people were left homeless. To talk about how London rebuilt itself. * To know key places: Pudding Lane, London, River Thames, St. Paul's Cathedral, Houses of Parliament | * To identify similarities and differences between King Charles II and King James I * To understand the historical significance of Bonfire Night * To understand the cause of the Great Fire of London, i.e. London being an old thriving and densely populated place due to trade and work and the impact of materials of the time, and poverty played. * To know the importance of Samuel Pepys' diary as a historical source of evidence and begin to understand how evidence is used to construct interpretations of the past and why interpretations can sometimes differ. * To know the consequences of the Great Fire of London, and the impact it has on life today. * To know the similarities and differences between Catholic and Protestant religions * Give more than one cause of The Gunpowder Plot and reasons why Guy Fawkes and his friends acted as they did. | * To know is meant by Autocratic leadership * To understand the concept of privilege * To know that some Monarchs had or desired absolute power (Divine rights to rule from God) | * Social Awareness: To understand as a society, we all have to follow the same rules. * Social Awareness: To understand how a person's actions, good or bad can have influence on others * Responsible decision making: To begin to know that the decisions they make can impact the wellbeing of others. |
| Can confidently recall/talk about all key knowledge | Can confidently recall/talk about similarities and differences, significance, historical, causality and consequences in relation to The great fire of London and the Gunpowder plot. | Can confidently recall/talk about all of the key concepts (Monarchy, autocratic leadership, political power, constitution, privilege and absolute power). | To begin to self regulate their awareness/perspective of the decisions they make, and how in can impact themselves and society |
| **Sequence of lessons** | | | |
| Week 1: Wish you were here  Week 2: Saints Travel - Over the Irish sea!  Week 3: London Town | Week 4: Parliament and Plots!  Week 5: Fire! Fire!  Week 6: Destruction & Devastation | Week 7: Rising from the flames - Fire Brigade  Week 8: Fire down-under! | Week 9: Similarities and Differences  Week 10: Showcase! |

| **Y3** | Theme 1 | | | |
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| **Inquiry Question** | How did humans move from  surviving to thriving? | **Theme** | Stone Age to Iron Age |
| **National**  **Curriculum** | Changes in Britain from the Stone Age to the Iron Age | **Concepts** | Human innovation  Human Migration |
| **Key Knowledge** | Migration, innovation,  adaptation, invention, settlement | **Gospel Value** |  |
| **Chronological Knowledge and Understanding** | **Disciplinary Knowledge** | **Conceptual Knowledge** | **Social & Emotional Aspects of learning** |
| * Can add significant dates onto a timeline (including key periods from year 2 - explorers) : Palaeolithic Period or Old Stone Age (30,000 BCE–10,000 BCE), the Mesolithic Period or Middle Stone Age (10,000 BCE–8,000 BCE), and the Neolithic Period or New Stone Age (8,000 BCE–3,000 BCE). * Can understand that the past is divided into different named periods of time, using appropriate dates/chronological conventions, e.g. BC/BCE & AD/CE (Before Common * Can identify clothing, transport and tools for different periods.Era/ Common Era) * Can add significant dates to a timeline: Bronze age - about 3,000 B.C. to 1,300 B.C. * Can add significant dates to a timeline: Iron Age - about 1,300 B.C. to 900 B.C. * Can identify clothing, transport and tools for different periods. * Can name different types of metals and their uses throughout the ages * To understand how the extract of metals from rocks had a huge influence on the progress of human innovation * To understand how the invention of farming changed how humans lived and interacted, compared to hunter gathers.To know people lived in tribes for protection and lived in settlements. To know how these settlements changed over time | * Ask perceptive questions and suggest how artefacts were made or used and what they tell us about life at that time. * Understand how our knowledge of the past is constructed from a range of sources. * Make careful observations of artefacts (or photographs) to find out about the period * To be able to identify similarities and differences between the different ages. * Understand that archaeological evidence is used to make historical claims, that contrasting arguments and interpretations of the past are constructed, and that new ideas on prehistory continue to develop as new finds are discovered | * To understand how people arrived in Britain through migration * To understand basics needs for human survival * To understand how human survival depended on the protection of tribes - the building blocks of societies * To begin to understand how trade influenced the behaviour of humankind. * To be able to explain how human innovation allowed humankind to thrive - clothing, housing, transport, farming * To understand the impact of invasion from people of other tribes, settlements and countries | * Social Awareness: To begin to understand social and ethical norms for a society to thrive. * Social Awareness: To understand that a thriving society can be diverse * Social Awareness: To understand the part they can play, in a thriving society. |
| Can confidently recall/talk about all key knowledge | Can confidently recall/talk about similarities and differences, significance, and historical interpretations of artefacts in relation to explorers. | Can confidently recall/talk about all of the key concepts (Survival, thrive, tribes, society, invasion, trade, innovation). | To begin to understand what makes a thriving society |
| **Sequence of lessons** | | | |
| Week 1: We’re not the first here!  Week 2: Ugg! Stone age  Week 3: Settlements | Week 4: Adalhard! Bronze Age  Week 5: Metals & Mountains  Week 6: Topography | Week 7: Hillforts and Heather  Week 8: Iron Age - Trade | Week 9: Iron Age - Protection  Week 10: Iron Age - War! |

| **Y4** | Theme 1 | | | |
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| **Inquiry Question** | How did human beings move from story to history | **Theme** | Ancient Greece: Minoan,  Mycenaean, Athenian… |
| **National**  **Curriculum** | Ancient Greece – a study of Greek life and achievements and their influence on the western world | **Concepts** | Migration, innovation,  adaptation, invention, settlement |
| **Key Knowledge** | Autocracy to democracy,  myth, legend, polytheistic beliefs | **Gospel Value** |  |
| **Chronological Knowledge and Understanding** | **Disciplinary Knowledge** | **Conceptual Knowledge** | **Social & Emotional Aspects of learning** |
| * Can add significant dates onto a timeline: Minoans (3000BC), Mycenaean (1200BC), Ancient Athens (600BC), Alexander The Great (356 BC) * To know what what happening around the world during Ancient Greek times (Bronze age and Iron Age) - Hatshepsut (trade) and Maiden Castle * To know key people from a Minoan myth * To know key people from a Mycenaean myth: * To know and recall key knowledge of Pericles 495-429bc * To know and recall key knowledge of Socrates 469-399bc * To know and recall key knowledge of Plato 428-347bc * To know and recall key knowledge of Aristotle 384-322bc * To understand what is meant by polytheist beliefs * To understand what a myth and\or legend is | * To understand similarities and differences between the Minoan, Mycenaean and Athenian period * To understand the historical significance of the written record * To begin to identify the changes to Athens during the Iron Age that led people to question the Gods * To understand how story as helped us piece together mysteries of pre history and the importance of historical interpretation. * To understand the significance and influence Ancient Greece had on life today | * To understand and identify Autocratic leadership (Auto; self, cracy; power) To recall knowledge of previous studied autocrats - Kings and pharaohs * To understand and identify Democratic leadership (Demo: Common people, cracy; power) To recall knowledge of democratic leadership studied - Uk Parliament * To begin to give reasons for Athens' growth in power and how this impacted on neighbouring regions, especially Sparta * To understand and reasons how, through Ancient Greek innovation and endeavour, philosophy, science and medicine advanced. * To understand how women were re-written out of the history of Ancient Greece | * Responsible decision making:To understand how rules (democracy) helps us make responsible choices about personal behaviour and social interactions. |
| Can confidently recall/talk about all key knowledge | Can confidently recall/talk about historical significance, change, historical interpretation relation to the Romans. | Can confidently recall/talk about all of the key concepts (Autocratic leadership, democratic leadership, power, innovation and human endeavour, powerful women. | To begin to understand what makes a thriving society |
| **Sequence of lessons** | | | |
| Week 1: Modern Greece  Week 2: Modern Greece  Week 3: Ancient Greece: HERstory | Week 4: Minoans: Daedalus  Week 5: Minoans: Labyrinth  Week 6: Mycenaean: Perseus | Week 7: Mycenaean: Medusa  Week 8: Democracy: Pericles & Socrates | Week 9: Democracy: Plato & Aristotle  Week 10: Showcase |