

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>My school Local Area</p> <p>Pupils should develop knowledge about their locality 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.</p> <p>Starting here because children are new to KS1.</p> <p>The child, what's familiar to them and what they know.</p>	<p>Toys</p> <p>Changes within living memory</p> <p>They have toys and can compare with old toys.</p> <p>Links with materials in Science</p>	<p>UK and its countries</p> <p>Pupils should develop knowledge about the United Kingdom name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>use world maps, atlases and globes to identify the United Kingdom</p> <p>This is in Year 1 so children move from local area to the UK.</p>	<p>Florence Nightingale</p> <p>The lives of significant individuals (rich Victorian)</p> <p>Comparing rich and poor life in Victorian times</p>	<p>An area of the UK (Seaside)</p> <p>(Trip to seaside)</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Expanding the knowledge of the UK and its countries</p>	<p>Mary Anning</p> <p>The lives of significant individuals (poor Victorian)</p> <p>Comparing rich and poor life in Victorian times</p>
	<p>Seasonal changes – Week 1 and 2</p> <p>Look at summer leads nicely into plants topic</p> <p>Plants (trees)</p> <p>Identify and describe plants</p>	<p>Seasonal changes – 2 weeks</p> <p>Focus on Autumn – repeat the same walk as Aut 1</p> <p>Materials (Naming)</p> <p>Links with toys in geog</p>	<p>Seasonal changes</p> <p>Focus on Winter</p> <p>Body parts and senses</p> <p>Consideration of themselves, what makes them who they are.</p>	<p>Seasonal changes – 2 weeks</p> <p>Focus on spring – consolidate previous learning</p> <p>Materials and properties</p> <p>Distinguish between objects</p> <p>Identify and name everyday objects</p> <p>St Johns Museum trip</p>	<p>Animals including humans</p> <p>Focus on everyday animals – link to seaside and what animals you might find.</p> <p>Herbivore, carnivore and omnivore</p>	<p>Plants</p> <p>Rounds up seasonal changes nicely.</p> <p>Look at the plants you focussed on in aut 1. Did you plant seeds? How have they changed? Comparison</p>
Year 2	<p>Great Fire of London</p> <p>Event beyond living Memory</p> <p>Links with materials</p>	<p>The world</p> <p>Pupils should develop knowledge about the world, name and locate the world's seven continents and five oceans</p> <p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Need to understand the world before learning about CC and NA.</p> <p>Expanding the knowledge of the UK.</p>	<p>Christopher Columbus</p> <p>The lives of significant individuals</p> <p>CC and NA both explorers comparing the two</p>	<p>Neil Armstrong</p> <p>The lives of significant individuals</p> <p>CC and NA both explorers comparing the two</p>	<p>Non-European Study and Comparison (Kenya)</p> <p>understand geographical similarities and differences through studying the human and physical geography and of a small area in a contrasting non-European country</p> <p>Changed to Kenya because South America is looked at in Year 6</p>	<p>Transport in Coventry</p> <p>significant historical events, people and places in their own locality.</p> <p>Transport was key to Coventry's growth.</p>
	<p>Selly Manor - Trip</p>					
Year 3	<p>UK Study</p> <p>Mountains</p> <p>Water supplies</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>Stone to Iron Age</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>Links with Rocks in Science</p>	<p>European Study</p> <p>Northern and southern Europe</p> <p>Climate</p> <p>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</p>	<p>Roman Empire</p> <p>the Roman Empire and its impact on Britain</p> <p>Need to understand the Roman Empire before understanding Romas in Britain</p>	<p>Volcanoes and Earthquakes</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Year 5 can extend this knowledge while looking at Mountains</p>	<p>Romans in Britain</p> <p>the Roman Empire and its impact on Britain</p> <p>Need to understand the Roman Empire before understanding Romas in Britain</p>

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	<p>Seasonal changes – Week 1 and 2</p> <p>Look at summer leads nicely into plants topic</p> <p>Plants (trees)</p> <p>Identify and describe plants</p>	<p>Seasonal changes – 2 weeks</p> <p>Focus on Autumn – repeat the same walk as Aut 1</p> <p>Materials (Naming)</p> <p>Links with toys in geog</p>	<p>Seasonal changes</p> <p>Focus on Winter</p> <p>Body parts and senses</p> <p>Consideration of themselves, what makes them who they are.</p>	<p>Seasonal changes – 2 weeks</p> <p>Focus on spring – consolidate previous learning</p> <p>Materials and properties</p> <p>Distinguish between objects Identify and name everyday objects</p> <p>St Johns Museum trip</p>	<p>Animals including humans</p> <p>Focus on everyday animals – link to seaside and what animals you might find. Herbivore, carnivore and omnivore</p>	<p>Plants</p> <p>Rounds up seasonal changes nicely.</p> <p>Look at the plants you focussed on in aut 1. Did you plant seeds? How have they changed? Comparison</p>

Year 2	<p>Great Fire of London</p> <p>Event beyond living Memory</p> <p>Links with materials</p>	<p>The world</p> <p>Pupils should develop knowledge about the world, name and locate the world's seven continents and five oceans</p> <p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Need to understand the world before learning about CC and NA.</p> <p>Expanding the knowledge of the UK.</p>	<p>Christopher Columbus</p> <p>The lives of significant individuals CC and NA both explorers comparing the two</p>	<p>Neil Armstrong</p> <p>The lives of significant individuals CC and NA both explorers comparing the two</p>	<p>Non-European Study and Comparison (Kenya)</p> <p>understand geographical similarities and differences through studying the human and physical geography and of a small area in a contrasting non-European country</p> <p>Changed to Kenya because South America is looked at in Year 6</p>	<p>Transport in Coventry</p> <p>significant historical events, people and places in their own locality.</p> <p>Transport was key to Coventry's growth.</p>
	<p>Selly Manor - Trip</p>					
	<p>Materials (uses)</p> <p>Suitability of materials links to the GFOL topic</p>	<p>Plants – planting bulbs Seeds (germinate) and bulbs</p> <p>This is a good time of year to be planting seeds and then top have opportunity to watch them grow.</p>	<p>Animals offspring and basic needs</p> <p>Animals have offspring that grow into adults focus</p>	<p>Habitats</p> <p>Consideration of what is needed to survive. Can link to the moon landing.</p>	<p>Plants – changes over time and health</p> <p>Look back at the seeds planted in Aut 2 Lifecycle of a plant</p>	<p>Animals including humans with a human focus.</p> <p>Consideration of the importance of exercise, diet ...</p> <p>Food chains - 2 weeks</p>

Year 3	<p>UK Study Mountains Water supplies 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 Links to Rocks in Science. They needed to learn about this before Rivers and the Water Cycle in more detail.</p>	<p>Stone to Iron Age changes in Britain from the Stone Age to the Iron Age Links with Rocks in Science</p>	<p>European Study Northern and southern Europe Climate 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 Deepening understanding of the World. Prior knowledge for Year 5 Unit for Barcelona.</p>	<p>Roman Empire the Roman Empire and its impact on Britain Need to understand the Roman Empire before understanding Romas in Britain</p>	<p>Volcanoes and Earthquakes describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Year 5 can extend this knowledge while looking at Mountains. Links to forces. Build on knowledge of Rocks from Science.</p>	<p>Romans in Britain the Roman Empire and its impact on Britain Need to understand the Roman Empire before understanding Romas in Britain</p>
		<p>Compton Verney trip</p>				<p>Lunt Fort trip</p>
	<p>Plants Thinking about seed dispersal and the functions of plants.</p>	<p>Rocks Links in to Stone age Compare and group rocks Consideration of fossils</p>	<p>Animals including humans. Skeletons and muscles</p>	<p>Animals including humans. Food</p>	<p>Forces and Magnets Compare how different things move on different surfaces (link)</p>	<p>Light Recognise the importance of light – grasping the link of Romans fighting in the daytime as there were not as many light sources.</p>

Year 4	<p>Rivers and the water cycle What it is What it does Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Links with Romans for the River Nile. When they get to Ancient Egypt. Will take a break before studying this further in Spring 1.</p>	<p>Ancient Egypt 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 Links with Rivers for the River Nile</p>	<p>Rivers and the water cycle Human features Considering flooding 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 Continuation from Autumn 1 – this is more about the physical Geography and flooding.</p>	<p>Anglo Saxons and Scots Britain's settlement by Anglo-Saxons and Scots Year 3 needed longer on Roman Empire so this has been moved to Year 4.</p>	<p>London Study 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 within North or South America Prior Knowledge so that Year 5 can do a comparative study. We have chosen London because it's our Capital City.</p>	<p>Vikings and Anglo Saxons the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
	<p>States of matter Links to Rivers Comparing and grouping materials.</p>	<p>Electricity Common appliances and uses. Simple circuit (Link with Amy and D&T) Conductors and <u>isulators</u></p>	<p>Animals including humans Humans digestion and teeth</p>	<p>Animals including humans Food chains</p>	<p>Sound How sounds are made Patterns and pitch</p>	<p>Living things Grouping living things in different ways. Change of environments and how this impacts groups of animals.</p>

Year 5	<p>Mountains Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, <u>mountains</u>, volcanoes and earthquakes, and the water cycle. Wasn't anywhere – been added in.</p>	<p>Coventry Blitz a local history study Not looking into WW2 as this is taught in KS3/4.</p> <p>Cathedral and overnight blitz in the hall</p>	<p>Barcelona 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 <u>European country</u>, and a region within North or South America They need to learn about a region in a European country. This will lead on to a comparative study.</p>	<p>Comparative study of Barcelona and London Place knowledge ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the <u>United Kingdom</u>, a region in a <u>European country</u>, and a region within North or South America Extension of London and Barcelona work.</p>	<p>Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world Over a term because a lot to cover</p>	
	<p>Living things Asexual reproduction Looking at asexual reproduction in plants and animals. Scientist focus – David Attenborough</p>	<p>Materials and changing matter Link to Blitz – how materials had changed. Development of Rooks from year 4. Over the course of the two half terms, children to complete experiments to answer questions eg: which material would be best to make a warm jacket.</p>	<p>Materials and changing matter</p>	<p>Living things – life cycles Butterfly lifecycle Link to reception having the chicks. Children to be given the opportunity to explore different life cycles of plants and animals.</p>	<p>Animals including humans (human aging) Link to year 4 – human digestion, healthy lifestyles and the importance of living healthily. Timeline of birth to old age.</p>	<p>Earth and space Children to explore that the Sun is at the centre of our solar system with 8 planets around it. Link to it being summer, using the sun to explore time – link to maths.</p>
				<p>Conkers</p>	<p>Planetarium in school</p>	

Year 6	<p>North and South America Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. Understanding of South America so it links to the Amazon.</p>	<p>Mayans a non-European society that provides contrasts with British history</p>	<p>Amazon 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 within North or <u>South America</u></p>	<p>Amazon 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 within North or <u>South America</u> Given extra time for unit because of SATs and a lot to cover for the Amazon. Currently in Year 4. Moved due to coverage needed before teaching this.</p>	<p>Crime and Punishment From 1066 onwards up to the modern day a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</p>	
	<p>Animals including humans (circulatory system) Children to be taught the main functions of the circulatory system. Link to year 5 on healthy diet and the importance of healthy living.</p>	<p>Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p>	<p>Living things and their habitats Link to amazon, classify plants and animals, give reasons for their characteristics.</p>	<p>Evolution Links to Amazon Children to learn about how animals and plants change to suit their environment – link to the amazon and potentially links to living things and their habitats with the destruction of the amazon.</p>	<p>Electricity Continuation/ building on their work from year 4. Compare and give reasons for how a circuit works. Investigate what happens when components are changed.</p>	<p>Light Link to space from year 5. Children to learn that light travels in straight lines. This is how we see things.</p>
					<p>Justice museum trip</p>	