

Thomas Hardy YEAR A

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Marvellous Me	We will remember them	Our United Kingdom and the Great British weather	Our Capital City	Our local area	Life on the coast and in the sea
How do our favourite toys and games compare to those of children in the 1960's? (H)	Why is the history of my locality significant? (H)	How does the weather affect our lives? (G)	How do we know so much about what happened in the Great Fire of London? (H)	What is the geography like of where I live? (G)	Why do we love being beside the seaside so much? (G)

Thomas Hardy YEAR B

AUTUMN 1	AUTUMN 2		SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Ahoy ship mates!	The Poppy Appeal	Polar Explorers	Journey to the moon		Animal Groups	Eat more Fruit and Veg!
What does it take to be a great explorer? (H)		Why don't Penguins fly? (G)	How did man get to the Moon? (H) <small>(Primary History)</small>	How does the geography of Kampong Ayer compare with where I live? (G)	Why was Charles sent to prison?(H)	Why does it matter where our food comes from? (G)

William Barnes Y3/4 YEAR A

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Dragons	China	The Night	Stone Age	Once upon a time...	The Caribbean
<b>Why do the biggest earthquakes not always cause the most damage? (G)</b>	<b>How did a pile of dragon bones help to solve ancient Chinese mystery? (H) (Y5&amp;6)</b>	<b>How can we live more sustainably? (G)</b>	<b>How did the lives of ancient Britons change during the Stone Age? (H)</b>	<b>What is the secret of the standing stones? (Bronze age Britain) (H)</b>	<b>Why do so many people live in megacities?(G)</b>
Geography	History: The Shang Dynasty	Geography – world maps - India	History: The Stone Age to the Iron Age	History: local history study	Geography – coasts

William Barnes Y3/4 YEAR B

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Save the World, Save the Whale	When I grow up...	Romans	Volcanoes	Trees	Lions and Libraries
<b>How do artefacts help us understand the lives of people in Iron age Britain? (H)</b>	<b>Beyond the Magic Kingdom: What is the Sunshine State really like? (G)</b>	<b>How did the arrival of the Romans change Britain? (H)</b>	<b>How do volcanoes affect the lives of people on Hiiemaey? (G) (Y5&amp;6)</b>	<b>Who are Britain's National Parks for? (G) (Y5&amp;6)</b>	<b>Why was winning the battle of Britain in 1940 so important? (H) (Y5&amp;6)</b>  (British history beyond 1066...you may wish to change this unit?)
Geography: The Globe, seas and continents, our place in space	Geography : World Maps – North America and mining	History: Romans, Julius Caesar and Boudicca	Geography: Volcanoes	Geography: Forests	World Maps – Equator, Northern Hemisphere, Southern Hemisphere,

JA - Year A

Rainforests	Mayans	Broadwindsor	Local History (linked to Beaminster Museum)	Anglo-Saxons settlement	Rivers
<b>Why are jungles so wet and deserts so dry? (G) (Y3&amp;4)</b>	<b>Why did the ancient Maya change the way they lived? (H)</b>	<b>How and why is my local environment changing? (G) (Y3&amp;4)</b>	<b>What did King George VI mean when he said 'The history of York is the history of England'? (H) (Local history study)</b>	<b>Who were the Anglo-Saxons and how do we know what was important to them? (H) (Y3&amp;4)</b>	<b>What is a river? (G)</b>
Rainforests (Central America/South America)	Amazing Americas (Twinkl Y6 unit)	Local Geography - fieldwork focus and issue	Marvellous Maps (Twinkl Y5 uit)		Raging Rivers – Twinkl Y6 unit Frome/Wareham
	L a c d P a b c H a F a d	L P H F	L a d P H F a b c d		L b P H a b F

JA - Year B

Eastern Europe	France	Vikings	Mountains	Ancient Greeks	Sea journeys
<b>Why is Fair Trade Fair? (G)</b>	<b>Why did Britain once rule the largest empire the world has ever seen? (H)</b>	<b>What did the Vikings want and how did Alfred help to stop them getting it? (H) (Y3&amp;4)</b>	<b>Why are mountains so important? (G)</b>	<b>The story of The Trojan Horse: historical fact, legend or classical myth? (H)</b>	<b>How is climate change affecting the world? (G)</b>
Where in the World? Where in Europe? Exploring Eastern Europe (Twinkl Year 5)	Trade and Economics (Twinkl Y6 unit)		Magnificent Mountains (Twinkl Y5 unit)		Coasts - Jurassic Coast World Heritage site  Our changing World (Twinkl Y6 unit)
L a P a b c H b c F a	L a d P b H b c F a c		L b d P H a b F a d		L a b d P H a b c F c d

**Location Children can:**

**a** use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;

**b** name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;

**c** identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;

**d** use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

**Place**

**A** understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;

**b** understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;

**c** use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

**Human and Physical Geography**

describe and understand key aspects of:

**a** physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;

**b** 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;

**c** use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

**Skills and Fieldwork****Children can:**

**a** use maps, atlases, globes and digital/computer mapping to locate countries and describe features;

**b** 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;

**c** use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;

**d** use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.