		Geography									
		Locational Knowledge			Place Knowledge			Human and Physical Geography		Geography Skills and Fieldwork	
UNIT	TOPIC	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)	understand geographical similarities and differences through the study of human and physical geography of: **of a region of the United Kingdom**	understand geographical similarities and differences through the study of human and physical geography of: **a region in a European country,**	understand geographical similarities and differences through the study of human and physical geography of: **a region within North or South America**	describe and understand key aspects of: physical geography, including: **climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**	describe and understand key aspects of: 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**	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied: **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	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied: **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**
Year 3.1	Keep Calm and Carry On!	X									
Year 3.2	May the Force be With You!										
Year 3.3	UK Rivers		X		X				X	X	X
Year 3.4	Land Before Time							X			
Year 3.5	It's all Greek to Me!										
Year 3.6	Out of Darkness										
Year 3.7	Land Ahoy!		X		X			X	X	X	X
Year 3.8	Health Week (The Sleep Factor)										
Year 3.9	Roots, Shoots and Juice Fruits										
Year 3.10	Our Differing Landscape										
Year 4.1	What Goes in Must Come Out!										
Year 4.2	Local History								X		X
Year 4.3	It's Electric										
Year 4.4	Dragons Den										
Year 4.5	Living things and their habitats										
Year 4.6	Egypitians	X						X		X	
Year 4.7	Visit Manchester		X					X	X		X
Year 4.8	Good Vibrations										
Year 4.9	Health Week (Cooking on a Budget)										
Year 4.10	The Italian Affair	X				X		X	X	X	X
Year 4.11	Our Differing Landscape										
Year 5.1	Materials and Mixture Madness										
Year 5.2	Protect our Planet	X		X				X	X		X
Year 5.3	Invaders and Settlers	X	X								
Year 5.4	Is There Anyone Out There?										
Year 5.5	Extreme Earth	X		X			X	X	X	X	X
Year 5.6	Life is For Living										
Year 5.7	Joining Forces										
Year 5.8	Health Week (Field to Fork)										
Year 5.9	Romans - what have they done for us?	X									X
Year 5.10	Our Differing Landscape										
Year 6.1	The Mayans	X							X		
Year 6.2	Rainforests	X		X			X	X	X	X	X
Year 6.3	Light it Up										
Year 6.4	Fighting Fit										
Year 6.5	Stone Age Rocks							X	X		
Year 6.6	Jurassic Park							X			
Year 6.7	The Grand Prix										
Year 6.8	Health Week (Transitions)										
Year 6.9	River Deep, Mountain High	X		X			X	X	X	X	X

		History															
		Pupils should:							Pupils should be taught about:								
UNIT	TOPIC	continue to develop a chronological secure knowledge and understanding of British local and world history	establish clear narratives within and across the periods the study	note connections contrasts and trends over time	develop the appropriate use of historical terms	regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	construct informed responses that involve thoughtful selection and organisation of relevant historical information	understand how our knowledge of the past is constructed from a range of sources	changes in Britain from the **Stone Age to the Iron Age**	the **Roman Empire** and its impact on Britain	Britain's settlement by **Anglo-Saxons and Scots**	the **Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor	a **local history study** - a depth study linked to one of the British area of study listed above, a study over time tracing how several aspects of national history are reflected in the locality, a study of an aspect or site dating from the period beyond 1066 that is significant in the locality.	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	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 Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China	**Ancient Greece** — a study of Greek life and achievements and their influence on the western world	a non-European society that provides contrasts with British history — one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900' **Mayan civilization c. AD 900'** Benin West Africa c. AD 900-1300.
Year 3.1	Keep Calm and Carry On!	X	X		X		X	X						X			
Year 3.2	May the Force be With You!																
Year 3.3	UK Rivers							X									
Year 3.4	Land Before Time																
Year 3.5	It's all Greek to Me!	X	X	X												X	
Year 3.6	Out of Darkness																
Year 3.7	Land Ahoy!													X			
Year 3.8	Health Week (The Sleep Factor)																
Year 3.9	Roots, Shoots and Juice Fruits																
Year 3.10	Our Differing Landscape																
Year 4.1	What Goes in Must Come Out!																
Year 4.2	Local History	X	X	X	X	X	X						X				
Year 4.3	It's Electric																
Year 4.4	Dragons Den																
Year 4.5	Living things and their habitats																
Year 4.6	Egypitians	X	X		X	X		X							X		
Year 4.7	Visit Manchester												X				
Year 4.8	Good Vibrations																
Year 4.9	Health Week (Cooking on a Budget)																
Year 4.10	The Italian Affair																
Year 4.11	Our Differing Landscape																
Year 5.1	Materials and Mixture Madness																
Year 5.2	Protect our Planet																
Year 5.3	Invaders and Settlers	X	X	X	X	X	X	X			X	X					
Year 5.4	Is There Anyone Out There?																
Year 5.5	Extreme Earth			X													
Year 5.6	Life is For Living																
Year 5.7	Joining Forces																
Year 5.8	Health Week (Field to Fork)																
Year 5.9	Romans - what have they done for us?	X	X	X	X	X	X	X		X							
Year 5.10	Our Differing Landscape																
Year 6.1	The Mayans	X	X	X	X	X	X	X									X
Year 6.2	Rainforests																
Year 6.3	Light it Up																
Year 6.4	Fighting Fit																
Year 6.5	Stone Age Rocks	X	X	X	X	X	X	X	X								
Year 6.6	Jurassic Park																
Year 6.7	The Grand Prix																
Year 6.8	Health Week (Transitions)																
Year 6.9	River Deep, Mountain High																

		Design and Technology														Art and Design			
		Design: pupils should be taught to:		Make: pupils should be taught to:		Evaluate: pupils should be taught to:			Technical Knowledge:				Cooking and Nutrition:			pupils should be taught to:			
UNIT	TOPIC	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group s	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams prototypes pattern pieces and computer-aided design.	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing accurately	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	investigate and analyse a range of existing products	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	understand how key events and individuals in design and technology have helped shape the world.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	understand and use mechanical systems in their products for example [for example gears, pulleys cams, levers and linkages	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors	Apply their understanding of computing to program monitor and control their products	understand and apply the principles of a healthy and varied diet	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques views of others to improve their work	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Pupils should be taught to develop their techniques, including control and their use of materials, with creativity, experiment and an increasing awareness of different kinds of art craft and design	create sketch books to record their observations and use them to review and revisit ideas	improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil charcoal paint day]	know about great artists architects and designers in history
Year 3.1	Keep Calm and Carry On!		X		X		X		X									X	X
Year 3.2	May the Force be With You!																		
Year 3.3	UK Rivers																		
Year 3.4	Land Before Time																		
Year 3.5	It's all Greek to Me!																		
Year 3.6	Out of Darkness															X	X	X	**Andy Warhol**
Year 3.7	Land Ahoy!																		
Year 3.8	Health Week (The Sleep Factor)																		
Year 3.9	Roots, Shoots and Juice Fruits	X		X		X	X						X	X	X				
Year 3.10	Our Differing Landscape															X	X	X	**Henri Matisse**
Year 4.1	What Goes in Must Come Out!												X						
Year 4.2	Local History															X		X	
Year 4.3	It's Electric																		
Year 4.4	Dragons Den	X	X	X	X		X		X		X								
Year 4.5	Living things and their habitats																		
Year 4.6	Egypitians																		
Year 4.7	Visit Manchester							X											X
Year 4.8	Good Vibrations															X	X	X	**A range of artists**
Year 4.9	Health Week (Cooking on a Budget)	X		X	X	X	X						X	X					
Year 4.10	The Italian Affair																		X
Year 4.11	Our Differing Landscape															X	X	X	**Lowry**
Year 5.1	Materials and Mixture Madness																		
Year 5.2	Protect our Planet															X			
Year 5.3	Invaders and Settlers																		
Year 5.4	Is There Anyone Out There?																		
Year 5.5	Extreme Earth	X	X	X	X	X	X	X	X										
Year 5.6	Life is For Living															X	X	X	**A range of artists**
Year 5.7	Joining Forces																		
Year 5.8	Health Week (Field to Fork)	X	X		X	X								X	X				
Year 5.9	Romans - what have they done for us?																		
Year 5.10	Our Differing Landscape															X	X	X	**Ian Brooke**
Year 6.1	The Mayans															X			
Year 6.2	Rainforests																		
Year 6.3	Light it Up															X	X	X	**Edvard Munch, Picasso, Van Gogh**
Year 6.4	Fighting Fit	X	X	X	X	X	X					**?**	X	X					
Year 6.5	Stone Age Rocks																		
Year 6.6	Jurassic Park																		
Year 6.7	The Grand Prix	X	X	X	X	X	X		X	X	X								
Year 6.8	Health Week (Transitions)																		
Year 6.9	River Deep, Mountain High																		