



LONG TERM PLAN
CURRICULUM LINKS – KEY STAGE ONE

CYCLE 2: 2024 - 2025					
CURRICULUM LINKS Red text – curriculum aims Black text – subject content					
Clues from the Past	God Save the King	What on Earth?	Water of Life	Me and My Family (That's Entertainment!)	Home and Away
What was Great about the Great Fire of London?	PEOPLE AND THEIR COMMUNITIES: Where in the world do these people live?	Were Christopher Columbus and Neil Armstrong brave men?	WEATHER AND SEASONS: What are seasons?	What has changed since my grandparents were young?	JOURNEY: Where does our food come from?
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Locational Knowledge * name and locate the world's seven continents and five oceans Geographical skills and fieldwork * use world maps, atlases and globes Place Knowledge * understand geographical similarities and differences when studying both human and physical geography Human and Physical Geography * identify the locations of hot and cold areas around the world * use basic vocabulary to refer to physical and human features.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Locational Knowledge *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Human and physical geography * understand basic subject-specific vocabulary relating to physical geography * identify seasonal and daily weather patterns in the UK Geographical skills and fieldwork *use simple compass points and locational and directional language * use simple fieldwork and observational skills in their school, its grounds and surroundings * use and construct basic symbols in a key.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Life in the 1960s and 1970s, e.g. toys, books, TV programmes, houses)	Place Knowledge *understand geographical similarities and differences through studying the human geography of a small area (own locality) Geographical skills and fieldwork *use simple compass points and locational and directional language (e.g. near and far) to describe the location of features and routes on a map *use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Locational Knowledge * name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas



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CYCLE 2: 2024-2025						
LOWER KEY STAGE TWO YEARS 3 & 4	Clues from the Past	What on Earth?	You and Whose Army?	Water of Life (Fieldwork)	It's All Greek to Me!	Home and Away
	Who first lived in Britain?	EARTHQUAKES AND VOLCANOES: How does the Earth shake, rattle and roll?	Were the Roman rotten and what did we learn from them?	– RIVERS AND THE WATER CYCLE: How does the water go round and round?	Who were the Ancient Greeks?	COASTS: Do we like to be beside the seaside?
CURRICULUM LINKS Red text – curriculum aims Black text – subject content	<i>Changes in Britain from the Stone Age to the Iron Age</i> - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	Locational Knowledge *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) *locate the World's countries and focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, (states) and major cities Human and physical geography *describe and understand key aspects of: volcanoes and earthquakes Geography skills and fieldwork *use maps, atlases and globes to locate countries and describe features studied	<i>The Roman Empire and its impact on Britain</i> Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day	Locational Knowledge *name and locate some of the UK's and the world's most significant rivers and mountain environments Human and physical geography *describe and understand key aspects of: mountains, rivers and the water cycle	Ancient Greece – a study of Greek life and achievements and their influence on the western world. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day KS2 Geography: understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country	Locational Knowledge * name and locate geographical features of the UK *name and locate (some) counties and cities of the UK *identify key topographical and physical features of coasts -understand how some of these aspects developed have changed over time Place Knowledge *understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) Human and physical geography * describe and understand key aspects of the human geography of coasts, including: types of settlement, land use and economic activity (tourism) Wider curriculum *think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having



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UPPER KEY STAGE TWO YEARS 5 & 6	Clues from the Past	What on Earth?	You and Whose Army	Water of Life?	There's No Place like Home	Home and Away?
	Were the Anglo-Saxons really smashing and successful?	EUROPE – A STUDY OF THE ALPINE REGION: Where should we go on holiday?	Were the Vikings vicious and always victorious?	TRADE: Where does all our stuff come from?	How did the Industrial Revolution shape the Burnley we see today?	OUR WORLD IN THE FUTURE: How will our world look in the future?
CURRICULUM LINKS Red text – curriculum aims Black text – subject content	<i>Britain's settlement by Anglo-Saxons and Scots</i> - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne	Locational Knowledge *locate the World's countries, using maps to focus on (regions of) Europe, their environmental regions and their key physical and human characteristics Human and physical geography * describe and understand key aspects of the physical geography of mountains. * describe and understand key aspects of human geography: including land use and economical activity Place Knowledge *understand similarities and differences through the study of a region of the United Kingdom (our local area) and a region in a European country	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066	Human and physical geography * 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 Geography skills and fieldwork *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Wider Curriculum Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.	<i>A local history study:</i> A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (Links to Weaver's Triangle)	Human and physical geography * 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 Geography skills and fieldwork * use maps and symbols * use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.