



LONG TERM PLAN
CURRICULUM LINKS – KEY STAGE ONE

CYCLE 1: 2023 - 2024					
CURRICULUM LINKS Red text – curriculum aims Black text – subject content					
Rules, Rights and Responsibilities	Where in the World?	Keep Calm and Carry On!	Fun in the Park (There's no Place like Home)	Who'd live in a Castle like this?	What a Waste!
How has Rosa Parks helped to make the world a better place?	ANIMALS AND THEIR HABITATS: Where do our favourite animals live?	Who was the bravest nurse?	OUR LOCAL AREA: What's it like where we live?	What was it like when the Queen came to the throne in 1953? (Focus)	OUR WONDERFUL WORLD: What are the wonders of our world?
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] 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.	Locational Knowledge * name and locate the world's seven continents and five oceans Geographical skills and fieldwork * use world maps, atlases and globes to identify countries, continents and oceans * use simple fieldwork and observational skills.	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]	Human and Physical Geography *use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork *identify the significant features (landmarks) of their local area • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; *use locational and directional language *devise a simple map; and use and construct basic symbols in a key	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] 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 seven continents and 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



LONG TERM PLAN
CURRICULUM LINKS – KEY STAGE TWO

CYCLE 1: 2023 - 2024						
LOWER KEY STAGE TWO	Rules, Rights and Responsibilities	Where in the World?	Long Ago and Far Away	Our World	Who'd live in a Castle like this?	What a Waste!
YEARS 3 & 4	Who was Harriet Tubman and why did she make a difference?	THE AMAZON: What is life like in the Amazon?	How can we re-discover the wonders of Ancient Egypt?	OUR WORLD: Where on Earth are we?	Were Norman castles really bouncy?	CLIMATE: Why is climate important?
CURRICULUM LINKS Red text – curriculum aims Black text – subject content	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Locational Knowledge * locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities Place Knowledge * understand geographical similarities and differences through the study of human and physical geography of a region in South America Human and Physical Geography *Describe and understand key aspects of physical and human geography Geography skills and fieldwork * Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.	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	Locational Knowledge *Identify the position and significance of latitude, longitude, the 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) Geography skills and fieldwork * practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (The Norman invasion and its impact on British society). A local history study: A depth study linked to one of the British areas of study listed above (Normans & links to local castles)	Locational Knowledge *Identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Human and Physical Geography * locate some of the world's climate zones, biomes and vegetation belts *understand types of settlement and land use

