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|  | Autumn | Spring | Summer |
| Nursery | **Super Special Me/Autumn*** To begin to make sense of their own life story and family’s history.
* Continue to develop positive attitudes about the differences between people.
* Understand the effect of changing seasons on the natural world around them.
 | **Winter / Spring*** Understand the effect of changing seasons on the natural world around them.
* To begin to understand the life cycle of a plant.
 | **Minibeasts /Growing and Changing*** To understand features of the life cycle of an animal and their habitats.
* To learn about minibeasts and caring for the environment.
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| Reception | **All about me/Light and Dark*** Talk about members of their immediate family and community.
* Name and describe people who are familiar to them.
* Understand the effect of changing seasons on the natural world around them.
 | **Space/On the Farm*** Comment on images of familiar situations in the past (Space Race).
* Compare and contrast characters from stories, including figures from the past.
* Understand the effect of changing seasons on the natural world around them.
 | **Plants and Growth/Under the Sea*** Draw information from a simple map (map of the allotment).
* Recognise some similarities differences between life in this country and life in other countries.
* Understand that some places are special to members of the community. (Eucharist at Church).
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| Year One | **All about Me****History Driver:** Changes within living memory.***Enquiry Question:*** *How have my toys changed over time and what else is happening around me?***Geography Links:** Identify seasonal and daily weather patterns in the UK.**Cross Curricular Links:** Music (the Four Seasons); Art (Portraits) | **A Trip to Africa****Geography Driver:** Understand geographical similarities and difference through studying the human and physical geography of a small area – Masai Desert.***Enquiry Question:*** *How does Manchester differ to Kenya?***History Links:** The lives of significant individuals in the past who have contributed to national and international achievements.**Cross Curricular Links:** Design Technology (African Shields) | **Town Mouse, Country Mouse****History Driver:** Significant historical events, people and places in their own locality & Events beyond living memory that are significant nationally and globally.***Enquiry Question:*** *What is the difference between cities and countryside and how has transport of these changed over time?***Geography Links:** Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop**Cross Curricular Links:** Art (Lowry Landscapes) |
| Year Two | **What a Wonderful World****Geography Driver:** name and locate the world’s seven continents and five oceans.***Enquiry Question:*** *What are the seven continents and five oceans of the world and how were they discovered?***History Links:** 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. **Cross Curricular Links:** Art (Landscape & Cityscapes).  | **The Great Fire of London****History Driver:** events beyond living memory that are significant nationally or globally, the Great Fire of London.***Enquiry Question:*** *What caused the Great Fire of London and what lasting effects did it have on the rest of the UK?***Geography Links:** use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features & name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.Cross Curricular Links: Music (chants – London’s Burning); Art (Collages of Great Fire) | **Beside the Seaside****Geography Driver:** use basic geographical vocabulary to refer to: key physical features, including: beach.***Enquiry Question:*** *How does the geography of the seaside differ to cities and where did people from Manchester go on seaside holidays in the past?***History Links:** significant historical events, people and places in their own locality**Cross Curricular Links:** Music (chants and rhymes – ‘beside the seaside’); Design Technology (Puppets – seaside shows).  |
| Year Three | **Stone Age to Iron Age****History Driver:** Changes in Britain from the Stone Age to the Iron Age.***Enquiry Question:*** *What were the biggest changes between living in the Stone Age and living in the Iron Age?* **Geography Links**: 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 | **Greece****Geography Driver:** Children will locate the continent of Europe using atlases and maps. They will identify the countries of Europe.***Enquiry Question:*** *How did the geography of Greece shape its history?***History Links:** Ancient Greece – a study of Greek life and achievements and their influence on thewestern world | **Victorians****Local Area Study:** a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.***Enquiry Question:*** *What was it like to be a child in Victorian Manchester?***Geography Links:** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. |
| Year Four | **Deserts****Geography Driver:** 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.***Enquiry Question:*** *How did Ancient Egyptians survive in a desert biome?***History Links:** The achievements of the earliest civilizations – Ancient Egypt | **The Roman Empire****History Driver:** the Roman Empire and its impact on Britain.***Enquiry Question:*** *What impact did the Roman Empire have on Italy today?*Geography Links: 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 | **Peterloo****Local Area Study:** A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (Peterloo Massacre 1819)***Enquiry Question:*** *How did the Peterloo massacre change the lives of ordinary people in Manchester?***Geography Links:** Geographical skills and fieldwork - 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 Five | **South America****Geography Driver:** Locational knowledge: locate South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.***Enquiry Question:*** *How does South American culture, history and landscape compare to the UK?***History Links:** Incas - the achievements of the earliest civilizations and a non-European society that provides contrasts with British history**Hook/Big Finish:** Ada’s Violin (English Topic) – Creating. Recycled Instruments**Cross Curricular Links:** Dance (Caribbean Carnival); Music (South American Music).  | **World War Two****Local Area Study:** A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: a significant turning point in British history.***Enquiry Question:*** *How was Manchester affected by World War Two?***Geography Links:** Locational knowledge: land-use patterns; and understand how some of these aspects have changed over time. **Hook/Big Finish:** Trip to Stockport Air Raid Shelter. **Cross Curricular Links:** Dance (WW2 Tea Dance); Art (Blitz Art) | **Anglo-Saxons and Vikings****History Driver:** 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.***Enquiry Question:*** *What did the Anglo Saxons and Vikings leave behind?***Geography Links:** Locational knowledge: 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 timeHook/Big Finish: …Cross Curricular Links: … |
| Year Six | **Baghdad c. AD900****History Driver:** A non-European society that provides contrasts British history. This depth study will focus on: early Islamic civilisations, including a study of Baghdad c. AD 900, as well as comparing it to Benin (West Africa) c. AD 900-1300 and Britain in the Middle ages in Britain***Enquiry Question:*** *How did the Golden Age of Islam influence the world today?*Geography Links: Location Knowledge - Locate the world’s countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities and Human Geography - Economic activity in the past, compared to today, including trade links.Cross Curricular Links: Art (Islamic Art); RE (The Qur’an).  | **Extreme Earth****Geography Driver:** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.***Enquiry Question:*** *What affect does our extreme Earth have on people, communities and landscapes?***History Links:** Pupils develop a chronological secure knowledge and understanding of significant geographical events in world history & gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between international history and social history. | **The Suffragettes****Local Area Study:** A study of an aspect of history from a period beyond 1066 that is significant in the locality.***Enquiry Question:*** *What impact did Manchester have on the Suffragette Movement in the UK?***Geography Links:** Geographical Skills and fieldwork: use field work 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.**Hook/Big Finish:** Suffragette March to Platt Field’s Park. **Cross Curricular Links:** Art (Emmeline Pankhurst Portraits) |