

MANCHESTER COMMUNICATION PRIMARY ACADEMY

INTENT AND SEQUENCING

Topic Subject Overview

Curriculum



NURSERY

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MARVELLOUS ME	ARCTIC ADVENTURES	SHADOWS IN THE DARK	IT'S A BUG LIFE	OCEAN ADVENTURES	CRAZY SCIENTISTS
<ul style="list-style-type: none"> I can make connections between features of self and families. I can notice differences between people I can begin to make sense of life stories I can understand that there are different occupations I can say which country I am from 	<ul style="list-style-type: none"> I can say which country I am from, and what language I speak. I can identify the colours on a map (sea,land, ice). 	<ul style="list-style-type: none"> I can show interest in different occupations - people who work in the day and the night. I can understand that some animals are nocturnal. 	<ul style="list-style-type: none"> I can show care for the natural environment. I can understand that environments and climates differ between countries. 	<ul style="list-style-type: none"> Understand that there are different countries. Begin to identify the differences between some countries through photos. 	<ul style="list-style-type: none"> I can show interest in different occupations. I know about Achimedes, his 'eureka moment' and objects which float and sink.
Big, small, heavy, tall, fierce, grumpy, scary, self, myself	Cold, freezing, chilly, frosty, polar bear, orca, seal, snow, ice, iceberg	Journey, rocket, chimney, helmet, owl, bathtime, bear, aeroplane, moon, space boots dripping, clouds, light, dark, shadow	Egg, caterpillar, moon, leaf, sun, butterfly, hungry, apple, strawberry, cocoon, pear, watermelon, cherry pie, ice-cream, salami, pickle, sausage	Wave, water, sand, fish, crab, lobster, starfish, coral, algae, dolphin	Tall, long, grinned, purred, wailed, wildly, searched, wagged, stormy, cried

RECEPTION

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GETTING TO KNOW YOU	WE'RE IN THE LAND OF MAKE BELIEVE	FANTASTIC BEATS	SUPERHEROES	BUCKLE UP. WE'RE GOING ON A JOURNEY	AMAZING ANIMALS
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • To name and describe people who are familiar to them. • To begin to compare and contrast characters from stories, including figures from the past • To recognise some similarities and differences between life in this country and life in other countries. • To begin to talk about the lives of the people around them and their roles in society. • To understand that there are different occupations and roles in society. • To say which country I am from, what language I speak and which city I live in. 	<ul style="list-style-type: none"> • To comment on images of familiar situations in the past. • To compare and contrast characters from stories, including figures from the past • I can say which country I am from, and what language I speak. • I can identify the colours on a map (sea, land, ice). 	<ul style="list-style-type: none"> • To begin to understand the past through settings, characters and events encountered in books read in class and storytelling. • To begin to identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • To understand the past through settings, characters and events encountered in books read in class and storytelling. • To identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • To talk about the lives of the people around them and their roles in society. • To draw information from a simple map. • To understand that there are different occupations and roles in society. 	<ul style="list-style-type: none"> • To understand and talk about the past through settings, characters and events encountered in books read in class and storytelling • To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • To draw information from a simple map. • To explore how to operate a bee-bot to follow a simple map. • To identify colours on a map (land, sea, ice) and the country I live in. 	<ul style="list-style-type: none"> • To talk confidently about the lives of the people around them and their roles in society. • To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and talk about them. • To confidently Understand and talk about the past through settings, characters and events encountered in books read in class and storytelling. • To recognise some similarities and differences between life in this country and life in other countries.
Bear, hunt, catch, big, over, under, through, Gloomy, dark, long, furry, wet	Three little pigs, house, bricks, sticks, straw, wolf, huff, puff, blow, Gingerbread man, run, fast, catch, horse, cow, dog, fox-wife, baker	Gruffalo, mouse, snake, owl, fox, terrible, teeth, jaws, knobbly knees Dinosaur names - Tyrannosaurus, velociraptor, spinosaurus, Brachiosaurus	Little Red Riding Hood, wood, forest, wolf, big, teeth, eyes, ears, Grandma, woodcutter, axe, Superhero.	Planets, spaceship, alien, aeroplane, cupboard, petrol, adventure, journey, space, moon, snail, whale, octopus, shark, dolphin, fish, star fish, sea horse, coral, bike, truck, digger, tractor, helicopter, train, bus.	Monkey, worried, afraid, lonely, anxious, jungle, naming different animals, polar bear, giraffe, elephant, tiger, leopard, Africa, African

YEAR 1

The Writing Revolution: Orally recognise a fragment and a complete sentence. Ending punctuation orally. Recognising fragments and sentences orally. Sentence completion with the words because and but (orally)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDER THE SEA	GREAT FIRE OF LONDON	DINOSAURS	THE ROYAL FAMILY	WHERE WE LIVE	WHERE WE LIVE
<p>What are the names of the world's seven continents and can you locate them on a map? Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage Concepts: Location, Environment Seven continents song: https://www.youtube.com/watch?v=K6DS-MZ8b3LE Twinkl Continent of the World Unit: https://www.twinkl.co.uk/resource/au-g-47-continents-of-the-world-powerpoint Purple Mash: Continents/ World continents activity/ labeling map.</p>	<p>What was the Great Fire of London and when did it happen? Events beyond living memory that are significant nationally or globally. Know where the people and events they study fit within a chronological framework Locate London on a map. Use world maps, atlases and globes. Link: Under the Sea Concepts : Location Twinkl GFoL Unit: https://www.twinkl.co.uk/resource/tp-h-042-planit-hi-story-ks1-the-great-fire-of-london-unit-pack Purple Mash: GFoL https://www.purplemash.com/#tab/great_fire_of_london Topic timeline. KO timeline</p>	<p>What is a dinosaur and when did they live? Twinkl: What is a dinosaur? https://www.twinkl.co.uk/resource/t-t-29319-what-is-a-dinosaur-powerpoint Dinosaur Lesson ideas and Resource pack. https://www.twinkl.co.uk/resource/t-t-14576-dinosaurs-ks1-lesson-plan-ideas-and-resource-pack Purple Mash: Dinosaurs https://www.purplemash.com/#tab/dinosaurs</p>	<p>Identify the royal family and how they relate to each other. Know where the people and events they study fit within a chronological framework Twinkl: The Royal Family Powerpoint. https://www.twinkl.co.uk/resource/t-tp-5409-the-royal-family-powerpoint Concepts: Ancestors. Family, Chronology, Monarchy.</p>	<p>Where do I live? To understand where I live in the local area. Use directional language (for example, near and far, left and right), to describe the location of features and routes on a map. Concepts: Location, Urban, Settlement</p> <ul style="list-style-type: none"> Map Skills: Using a large map of the local area; children pinpoint where they live using a photograph of themselves. Identify what there is in the area for different groups of people <p>Twinkl: Where do I live Lesson Pack. https://www.twinkl.co.uk/resource/tp-g-003-planit-geography-year-1-our-school-lesson-1-where-do-i-live-lesson-pack</p>	<p>Find the UK, Manchester and capital cities of the UK on a map. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries. Concepts: Location, Environment Links: Under the Sea. Great Fire of London. BBC Bitesize: Maps. https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4 Purple Mash: Countries and places (UK) https://www.purplemash.com/#tab/pm-home/topics/countries_and_places</p>
<p>What are the names of the world's five oceans and can you locate them on a map? Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage Concepts: Location, Environment Twinkl: Oceans of the World Unit https://www.twinkl.co.uk/resource/t-tp-5976-oceans-of-the-world-facts-powerpoint Purple Mash: Search 'Under the Sea'</p>	<p>How did the Great Fire of London start? Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Concepts : Chronology, Population, Source, Cause, Impact</p>	<p>How do we know that dinosaurs existed? Concepts: Source Fossils BBC Bitesize: How fossils are made. https://www.bbc.co.uk/bitesize/topics/zgbbkqt/articles/z2ym2p3 BBC Bitesize: What can we learn from fossils? https://www.bbc.co.uk/bitesize/topics/zgbbkqt/articles/z22g7p3</p>	<p>Understand the 'royal line' and make a family tree. Concepts: Ancestors. Family, Chronology, Monarchy. Twinkl: Royal Family Tree https://www.twinkl.co.uk/resource/t2-h-4818-new-royal-family-tree Meghan Markle Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Where do I live? To understand where I live in the local area. Use directional language (for example, near and far, left and right), to describe the location of features and routes on a map. Concepts: Location, Urban, Settlement</p> <ul style="list-style-type: none"> Children could draw a simple sketch map of their local area including places relevant to them. Identify on their map what there is in the area for different groups of people <p>Twinkl: Where do I live Lesson Pack. https://www.twinkl.co.uk/resource/tp-g-003-planit-geography-year-1-our-school-lesson-1-where-do-i-live-lesson-pack</p>	<p>Find key places and transport hubs on a city map. Use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map. Concepts: Location</p>

YEAR 1

The Writing Revolution: Orally recognise a fragment and a complete sentence. Ending punctuation orally. Recognising fragments and sentences orally. Sentence completion with the words because and but (orally)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Identify sea creatures and their habitats. Concepts: Location, Environment Purple Mash: Search Sea Creatures - Activity - Adaptation to Oceans. Twinkl: Sea Creature habitats https://www.twinkl.co.uk/resource/t-t-5574-under-thesea-habitats-video-powerpoint</p>	<p>Explain the order of events in the Great Fire of London. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Concepts : Chronology, Source, Cause, Impact</p>	<p>Identify different dinosaurs from their features. Twinkl: Dinosaur names https://www.twinkl.co.uk/resource/t-t-5991-dinosaur-names-task-setter-powerpoint</p>	<p>Identify where the royals live and used to live. The lives of significant individuals in the past. Concepts: Ancestors, Family, Chronology, Monarchy. Identify where the royals live and used to live. The lives of significant individuals in the past. Concepts: Ancestors, Family, Chronology, Monarchy.</p>	<p>Where is our school? Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Concepts: Location, Environment Twinkl: Our Local Area: https://www.twinkl.co.uk/resource/tp-g-028-planit-geography-year-1-our-local-area-unit-pack</p>	<p>Create a fact-file on my local area, including where I live, my school, Manchester's facilities, transport and weather. Concepts: Location, Urban, Environment, Settlement, Weather (linked to science)</p>
<p>What are Physical features? Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river, valley Concepts: Location, Environment Look into how global warming is affecting the physical features and the impact this is having on our oceans and animals in it. Twinkl: Types of Landforms and Bodies of Water https://www.twinkl.co.uk/resource/us-sc-380-types-of-landforms-and-bodies-of-water-powerpoint</p>	<p>Compare emergency services now and then. Identify similarities and differences between ways of life in different periods. Concepts : Technology, Progress, Chronology</p>	<p>Why did dinosaurs die out? Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Link: Great Fire of London. Concepts: Cause, Impact, Source</p>	<p>Recall and explain key facts about a chosen royal. The lives of significant individuals in the past who have contributed to national and international achievements. Concepts: Fame.</p>	<p>Where is our school? Use Google Earth to show school and local area to describe the route I take to school. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Immigration from African and Asian countries.</p>	Transition
<p>Write a riddle: What am I? Choosing a sea creature. Twinkl: Under the sea 'What am I?' powerpoint https://www.twinkl.co.uk/resource/t-t-5515-under-the-sea-what-am-i-interactive-powerpoint-game</p>	<p>Create a fact sheet comparing the fires service now and then. Concepts : Technology, Progress, Chronology</p>	<p>Write instructions of how to make fossils.</p>	<p>Write a biography about a chosen royal Concepts: Ancestors, Family, Chronology, Fame, Monarchy, Biography</p>	<p>Which country do I live in? To know where the UK is on a world map Atlas skills Concepts: Location, Environment Links: Under the Sea. Great Fire of London.</p>	Transition
sea, ocean, coral, habitats, fish, valley, mammals, rocks, caves, marine biologist, scuba diver, dangerous, equator, tide, continent, sunlight, zone, hill, soil, vegetation.	fire, bakery, mayor, diary, architect, flames, destroy, rapid, extinguished, homeless, escape, damage, tragedy, historical, chronology, past.	dinosaurs, herbivores, carnivores, extinct, fossil, palaeontologist, prehistoric, evolve.	country, capital city, queen, throne, palace, country, family tree, castle	mountains, rivers, snow, wind, blizzard, sea, postcard, letter, Itchy, slithered, sniffed, sighed, gazed, dock, deep, wide, sail, flock, smooth, wriggle, trail, factory, farm, office, house, shop..	

YEAR 2

The Writing Revolution: Converting fragments to sentences. Sentence completion with the words because and but (orally). Ending punctuation. Sentence expansion (when, where, why) orally. Sentence types (statements and questions) orally. SPOs and paragraphs as a class (orally)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PIRATES	GUNPOWDER PLOT	ON SAFARI	MAGNIFICENT MANCUNIANS	OH I DO LIKE TO BE BESIDE THE SEASIDE	STORIES FROM AROUND THE WORLD
<p>Identify when pirates lived and what they did. Know where the people and events they study fit within a chronological framework. Link: Y1: Great Fire of London. Royal Family. Topic timeline. KO timeline. Concept: Crime, Chronology, Infamy, Location. Twinkl: All about Pirates. https://www.twinkl.co.uk/resource/t-tp-1314-allabout-pirates-powerpoint</p>	<p>Understand when the Gunpowder plot took place and why it happened. Events beyond living memory that are significant nationally or globally. Link: Yr1: GFoL. Know where the people and events they study fit within a chronological framework Link: Y1: Great Fire of London , Royal Family. Yr 2 : Pirates. Concepts: Rebellion, Conflict, Chronology, Infamy, Monarchy, Biography, Cause, Impact. BBC Bitesize: Guy Fawkes https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zdrrc6 Topic timeline. KO timeline</p>	<p>Where is Africa? The location of hot and cold areas of the world in relation to the Equator and the North and South Poles Concept: Climate, Environment, Location</p>	<p>Where is Manchester? Locate Manchester on a map of the UK in relation to other major cities. Use world maps, atlases and globes. Links: Yr1: Where we live, Great Fire of London, Under the Sea. Identify seasonal and daily weather patterns in the United Kingdom. Vocab: season, weather, city. Concepts : Location, Weather, Settlement. BBC Bitesize: Maps. https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4</p>	<p>Where is Blackpool? Find Blackpool on a map, label the seas around the UK and key cities. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Links: Yr1: Where we live, Great Fire of London, Under the Sea.. Yr 2: Magnificent Mancunians, On Safari, Pirates. Vocab: town, city Concepts: Coastal, Location.</p>	<p>Baba Yaga: Russian Anansi: African The Well: Somalian Boy who cried Wolf: Aesop</p>
<p>Identify where pirates lived/ worked using maps. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Links: Yr1: Where we live, Great Fire of London, Under the Sea. Yr 2: Magnificent Mancunians, On Safari. Concept: Location</p>	<p>Sequence the key events of the plot and the run-up. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Link: Yr1: Great Fire of London, Dinosaurs. Concepts: Rebellion, Conflict, Chronology, Infamy, Monarchy, Source, Cause, Impact</p>	<p>Identify different continents on a map and using compass points. Name and locate the world's 7 continents and 5 oceans. Use world maps, atlases and globes. Links: Yr1: Where we live, Great Fire of London, Under the Sea. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. Concept: Climate, Environment, Location.</p>	<p>Identify historically significant Mancunians and understand why they are famous. Emmeline Pankhurst, Alan Turing, LS Lowry, Danny Boyle, Michael Atherton. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. Links: Yr1: Royal Family, Yr2: Pirates, Gunpowder Plot. Concepts : Biography, Impact. The life and influence of Olive Morris BBC Bitesize: Emmeline Pankhurst. https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zh7kdxs</p>	<p>What are the characteristics of Blackpool? Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea and ocean. Links: Yr1: Under the Sea.. Concepts: Urban,</p>	

YEAR 2

The Writing Revolution: Converting fragments to sentences. Sentence completion with the words because and but (orally). Ending punctuation. Sentence expansion (when, where, why) orally. Sentence types (statements and questions) orally. SPOs and paragraphs as a class (orally)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Plan and conduct research on a famous pirate and present findings. Captain Blackbeard. Anne Bonny The lives of significant individuals in the past. Links: Yr1: Royal family. Concept: Crime, Chronology, Fame, Infamy, Biography. Twinkl: Famous Pirates: https://www.twinkl.co.uk/resource/t-t-5296-famous-pirates-powerpoint</p>	<p>Sequence the events of Guy Fawkes' life and understand how this led to his involvement. The lives of significant individuals in the past. Links: Yr1: Royal Family. Yr2: Pirates. Concepts: Rebellion, Conflict, Chronology, Infamy, Monarchy, Biography, Source, Cause, Impact</p>	<p>Find specific countries on a map and identify their features from pictures. Use world maps, atlases and globes to identify the countries, continents and oceans. Links: Yr1: Where we live, Great Fire of London, Under the Sea. Yr 2: Magnificent Mancunians. Concept: Location.</p>	<p>Sort the contributions of 5 MMs to society in order of significance and discuss. Events beyond living memory that are significant nationally or globally. Link: Yr1: GFoL. Yr2: Gunpowder Plot. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Link: Yr1: Great Fire of London, Dinosaurs. Yr2: Gunpowder Plot. Concepts : Biography, Impact, Progress</p>	<p>How does Blackpool contrast with Manchester? Physical and Human geography of each place. Links: Yr 2: Magnificent Mancunians. On Safari. Concepts: Urban, Population, Coastal, Environment, Location</p>	
<p>What did different people think about Blackbeard at the time? Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Concept: Fame, Infamy, Biography, Source.</p>	<p>What did different people think about Guy Fawkes at the time? Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Link: Yr2 : Pirates. Concepts: Rebellion, Conflict, Chronology, Fame, Infamy, Monarchy, Biography, Source, Cause, Impact</p>	<p>Research how people live in a specific country and compare to our lives. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Concept: Climate, Environment, Location. The beginnings of the slave trade in the 16th century</p>	<p>Compare the lives of 2 MMs and empathise with their situations. Compare aspects of life in different periods Concepts : Biography, Impact, Progress</p>	<p>What did Blackpool used to be like? Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Links: Yr1: Royal Family. Concepts: Urban, Population, Coastal, Environment, Location, Chronology.</p>	Transition
<p>Produce an information leaflet on pirates. Concept: Crime, Chronology, Fame, Infamy, Biography, Location, Source.</p>	<p>Write a biography of Guy Fawkes. Concepts: Rebellion, Conflict, Chronology, Fame, Infamy, Monarchy, Biography, Source, Cause, Impact</p>	<p>Write a postcard/leaflet from the researched country. Concept: Climate, Environment, Location.</p>	<p>Write a letter to the mayor explaining which MM should have a statue in town and why. Concepts : Location, Chronology, Progress, Technology, Biography, Impact.</p>	<p>Following Blackpool visit: Write a report of our visit, including people's views and how the town has changed. Concepts: Urban, Population, Coastal, Environment, Location, Chronology.</p>	Transition
<p>pirate, robbery, captain, island, coast, port, marine, beach, commit, crime, famous, treasure, ship, map, harbour, ocean, sea, hammock, sailor, parrot.</p>	<p>gunpowder, plot, Catholic, religion, parliament, treason, conspiracy, law, barrel, imprisoned, conspirators.</p>	<p>Savannah, forest, rainforest, safari, pyramid, flag, monument, mountain, country, lake, desert, pyramid, city, village.</p>	<p>suffragette, mathematician, screenwriter, director, vote, protest, government, artist, cricketer, director, city, town.</p>	<p>seaside, coast, pier, beach, lighthouse, resort, tide, beach, marine, seagulls, cliff, town.</p>	Well, abundant, trickery, honesty, deception

YEAR 3

The Writing Revolution: Converting fragments to sentences. Scrambled sentences. Sentence expansion (using all question words) Sentence completion with the words because, but and so . Subordinating conjunctions to introduce dependent clauses at the beginning of a sentence (after, before, when, if) Sentence combining (2 sentences). Correcting run-ons.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ANCIENT EGYPT	NATURAL DISASTERS	ROMANS IN BRITAIN	TUDORS	CONTRASTING SETTLEMENTS	STONEHENGE
<p>Where is Egypt? Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Links: Yr1: Where we live, Great Fire of London, Under the Sea. Yr 2: Magnificent Mancunians, On Safari. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Links : Y1: Great Fire of London. Yr2 : Gunpowder Plot, Pirates, Yr3: Romans, Tudors. Concepts: Location Topic timeline. KO timeline BBC Bitesize: Introduction to Ancient Egypt: https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382/ BBC Bitesize: Mapping the World: https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7</p>	<p>What are natural disasters? Earthquakes, Volcanoes, Avalanches, Floods, Tsunami. Describe and understand key aspects of: physical geography, including: climate zones, volcanoes and earthquakes. Concept: Climate, Cause, Impact, Formation Twinkl resources: https://www.twinkl.co.uk/search?term=volcanoes https://www.twinkl.co.uk/search?term=earthquakes BBC Bitesize Volcanoes: https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc BBC Bitesize Earthquakes: https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj8gt39</p>	<p>Who were the Romans and where did they come from? Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Links: Yr1: Where we live, Great Fire of London, Under the Sea.. Yr 2: Magnificent Mancunians, On Safari, Ancient Egypt. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Links : Y1: Great Fire of London. Yr2 : Gunpowder Plot, Pirates. Yr3: Ancient Egypt Concepts: Empire, Invasion, Location, Civilisation, Culture. Topic timeline. KO timeline</p>	<p>Who were the Tudors? Introduce family tree of important figures. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Links : Y1: Great Fire of London. Yr2 : Gunpowder Plot, Pirates. Yr3: Ancient Egypt, Romans.</p>	<p>What are the different types of settlement? 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. Concepts: Urban, Rural, Population, Environment, Culture, Settlement, Location. BBC Bitesize: Settlements https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv</p>	<p>What and where is Stonehenge? Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>
<p>Who were the Ancient Egyptians and what was life like for them? Concepts: Empire, Civilisation, Culture, Settlement. Twinkl Ancient Egypt resource pack: https://www.twinkl.co.uk/resource/tp2-h-102-planit-history-lks2-ancient-egypt-unit-pack BBC Bitesize Ancient Egypt. https://www.bbc.co.uk/bitesize/topics/zg87xnb https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr4s8xs/</p>	<p>Understand the cause of a recent natural disaster. Concept: Climate, Cause, Impact, Formation</p>	<p>How and why did the Romans invade Britain? 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. Concepts: Empire, Invasion, Location, Conflict, Civilisation, Culture, Settlement, Cause, Impact BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt</p>	<p>Why was the Battle of Bosworth important? Primary and Secondary sources. Understand how our knowledge of the past is constructed from a range of sources. Link: Yr2 : Gunpowder Plot. Pirates, Yr3: Romans. The lives of significant individuals in the past who have contributed to national and international achievements. Links: Yr1: Royal Family. Yr2: Pirates, Gunpowder Plot. Yr3: Egypt.</p>	<p>What is life like in a village? Village in Kalk Bay, Africa Concepts: Urban, Rural, Population, Environment, Culture, Settlement, Location. Nelson Mandela is and why he is important. (Black History)</p>	<p>When and how was Stonehenge made? Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

YEAR 3

The Writing Revolution: Converting fragments to sentences. Scrambled sentences. Sentence expansion (using all question words) Sentence completion with the words because, but and so. Subordinating conjunctions to introduce dependent clauses at the beginning of a sentence (after, before, when, if) Sentence combining (2 sentences). Correcting run-ons.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>What were Mummies and how were they made? Devise historically valid questions about change, cause, similarity and difference, and significance. Concepts: Culture.</p>	<p>Explain the impact of the natural disaster on the local population. Concept: Cause, Impact, Formation</p>	<p>Understand what the Romans did for Britain and how some resisted (the Celts). Understand how our knowledge of the past is constructed from a range of sources. Link: Yr2 : Gunpowder Plot. Pirates. Concepts: Empire, Invasion, Rebellion, Conflict, Progress, Technology, Civilisation, Culture, Settlement, Source, Cause, Impact https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/zzdr4wx</p>	<p>What was life like for the Tudors? John Blanke Devise historically valid questions about change, cause, similarity and difference, and significance. Links: Yr3: Egypt.</p>	<p>Explain the pros and cons of living in a village and contrast with city life. Village in Kalk Bay, Africa- compared to Manchester. Links: Yr 1: Where we live. Yr 2: Magnificent Mancunians. Concepts: Urban, Rural, Immigration, Population, Environment, Culture, Settlement, Location.</p>	<p>Why was Stonehenge made? Devise historically valid questions about change, cause, similarity and difference, and significance.</p>
<p>Who was Tutankhamun? The lives of significant individuals in the past who have contributed to national and international achievements. Links: Yr1: Royal Family. Yr2: Magnificent Mancunians, Gunpowder Plot, Pirates. Concepts: Biography, Fame. https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmkhhbk/</p>	<p>Understand the information journalists gather on natural disasters. (Research for news report & plan). Concept: Climate, Cause, Impact, Formation</p>	<p>What was the impact of Roman rule on Britain? Concepts: Empire, Invasion, Progress, Technology, Civilisation, Culture, Settlement, Source, Cause, Impact https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztqg4wx</p>	<p>I can explain who Henry VIII and his wives were. The lives of significant individuals in the past who have contributed to national and international achievements. Links: Yr1: Royal Family. Yr2: Pirates, Gunpowder Plot. Yr3: Egypt.</p>	<p>How we might persuade someone to live in the city/village? Concepts: Urban, Rural, Immigration, Population, Environment, Culture, Settlement, Location</p>	Transition
<p>How did the Ancient Egyptian empire come to an end? Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Concepts: Empire, Civilisation, Culture, Settlement.</p>	<p>Explain the cause and effect of natural disasters, including on different people. Newspaper report. Concept: Climate, Cause, Impact, Formation</p>	<p>Why did the Romans build Hadrian's Wall? Black soldiers who defended it.</p>	<p>Who was Elizabeth I and why was she important? The lives of significant individuals in the past who have contributed to national and international achievements. Links: Yr1: Royal Family. Yr2: Pirates, Gunpowder Plot. Yr3: Egypt.</p>	<p>Persuade someone to live the city/village Written adverts - come and live in... Concepts: Urban, Rural, Immigration, Population,</p>	Transition
		<p>Argument: The Romans were good for Britain. Concepts: Empire, Invasion, Rebellion, Location, Conflict, Progress, Technology, Civilisation, Culture, Settlement, Source, Cause, Impact</p>	<p>What was the impact of the Tudor reign in Britain? Concept: Impact, Empire.</p>		
<p>afterlife, Pharaoh, Egypt, ancient, dynasty, mummification, Tutankhamun, Sarcophagus, ancient, canopic jar, hieroglyphics, papyrus.</p>	<p>avalanche, earthquake, landslide, flood, sinkhole, tsunami, volcanic, erupt, bedrock, crust, epicentre, seismic, shockwaves,</p>	<p>aqueduct, amphitheatre, barbarian, emperor, citizen, Britannia, empire, slavery, culture, invasion, revolt, legionnaire, Hadrian's Wall, Latin.</p>	<p>Elizabethan, Bosworth, Tudor, Shakespeare globe, wives, reign, monarch(y), gallows, treason.</p>	<p>rural, population, village, city, built-up, fossil, metamorphic, igneous, sedimentary, volcanic, molten, lava, magma</p>	<p>Monuments, henge, ditch, Bronze Age, Druids, summer solstice and midsummer sunrise, burial ground, aristocrats and priests</p>

YEAR 4

The Writing Revolution: Subordinating conjunctions (to introduce dependent clauses at the beginning of a sentence); add whenever, even though, although and since . Sentence combining (two, three and four sentences). Appositives. Proofreading and editing for commas, capitalization and punctuation. Creating a new sentence that follows a given sentence, using a given transition (e.g., 'The colonists struggled during the winters. For example, _____.' Or... 'Global warming is causing the oceans to rise. As a result, _____')

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>MEDICINE THROUGHOUT HISTORY</p> <p>Understand the work undertaken by Florence Nightingale and Mary Seacole. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Links : Y1: Great Fire of London. Yr2 : Gunpowder Plot, Pirates. Yr3: Ancient Egypt, Roman Britain, Tudors.. Yr 4: Vikings Topic timeline. KO timeline Concepts : Progress, Fame, Technology, Biography. BBC Teach: Mary Seacole https://www.bbc.co.uk/teach/school-radio/english-ks1-ks2-english-victorians-life-of-mary-seacole/zj7vscw BBC Teach: Florence Nightingale https://www.bbc.co.uk/teach/class-clips-video/ks2-florence-nightingale-the-founder-of-modern-nursing/zjbp2sg</p>	<p>VIKINGS</p> <p>Who were the Vikings and where did they come from? Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Links : Y1: Great Fire of London. Yr2 : Gunpowder Plot, Pirates. Yr3: Ancient Egypt, Roman Britain, Tudors. Topic timeline. KO timeline. Concepts : Invasion, Conflict, Infamy, Civilisation, Culture, Settlement, Location. BBC Bitesize: Who were the Vikings? https://www.bbc.co.uk/bitesize/topics/ztyrgj6/articles/zjcxwty</p>	<p>POLLUTION</p> <p>What is pollution? (an exploration of what pollution is and how it affects us and the Earth. Link: Year 3: Natural Disasters. Year 2: Oh I do like to be beside the seaside. Concepts: Pollution, Conflict, Urban, Rural, Population, Environment, Cause, Impact.</p>	<p>EXTREME WEATHER</p> <p>What do we mean by Extreme Weather? Describe and understand key aspects of: physical geography, including: climate zones Links: Yr3: Natural Disasters. Concepts: Formation, Cause, Climate, Weather. BBC Bitesize: Weather and climate. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk Twinkl: Extreme Weather conditions. https://www.twinkl.co.uk/resource/t-t-5387-extreme-weather-conditions-video-powerpoint</p>	<p>MANCHESTER, SO MUCH TO ANSWER FOR</p> <p>What makes Manchester unique? Include a specific event: Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs, and digital technologies Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world Links: Yr 1: Where we live. Yr 2: Magnificent Mancunians. Yr3: Contrasting Settlements. Yr 4: Pollution. Concepts: Settlement, Location. The Industrial Revolution in Manchester: http://www.woodville.org/documents/130802the-industrial-revolution-manchester.pdf</p>	<p>THE NORMAN INVASION</p> <p>Who was William the Conqueror? The lives of significant individuals in the past who have contributed to national and international achievements.</p>
<p>What was medical care like in the Victorian era? Primary and Secondary sources. Understand how our knowledge of the past is constructed from a range of sources. Link: Yr2 : Gunpowder Plot. Pirates. Yr3: Romans, Tudors Concepts : Progress, Technology, Source.</p>	<p>Explain why the Vikings came to the British Isles. Devise historically valid questions about change, cause, similarity and difference, and significance. Links: Yr 3 : Ancient Egypt, Tudors, Inventors. Concepts : Invasion, Conflict, Civilisation, Culture, Settlement, Cause, Impact.</p>	<p>How does air pollution affect us and the environment? Concepts: Pollution, Conflict, Urban, Rural, Population, Environment, Cause, Impact</p>	<p>What are tornadoes and how are they formed? Concepts : Formation, Cause, Climate, Weather, Impact. Twinkl: Tornadoes https://www.twinkl.co.uk/resource/t2-g-414-natural-disasters-tornadoes-information-powerpoint</p>	<p>Understand that Manchester is made of people from many different countries. Why do people move here? Where do they come from? Immigration from Asia and Africa Manchester Population and Migration Concepts: Culture, Tolerance, Immigration, Urban, Population, Environment, Settlement, Location Reports: https://www.manchester.gov.uk/downloads/download/4220/corporate_research_and_intelligence_publications</p>	<p>Why and how did the Normans invade Britain? Devise historically valid questions about change, cause, similarity and difference, and significance</p>

YEAR 4

The Writing Revolution: Subordinating conjunctions (to introduce dependent clauses at the beginning of a sentence); add whenever, even though, although and since . Sentence combining (two, three and four sentences). Appositives. Proofreading and editing for commas, capitalization and punctuation. Creating a new sentence that follows a given sentence, using a given transition (e.g., 'The colonists struggled during the winters. For example, _____.' Or... 'Global warming is causing the oceans to rise. As a result, _____.'

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Compare medical care now and in the past. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Links: Yr3: Ancient Egypt, Inventors. Concepts : Progress, Technology, Source.</p>	<p>Understand how the Vikings invaded the British Isles. Concepts : Invasion, Conflict, Cause, Impact.</p>	<p>What are the effects of water pollution? Concepts: Preservation, Conservation, Pollution, Conflict, Technology, Progress, Urban, Rural, Population, Environment, Cause, Impact.</p>	<p>What are hurricanes and how are they formed? Concepts : Formation, Cause, Climate, Weather, Impact. Twinkl: https://www.twinkl.co.uk/resource/t2-g-411-natural-disasters-hurricanes-information-powerpoint</p>	<p>Understand how a person's culture is influenced by where they are from and where they live. Concepts: Culture, Tolerance, Immigration, Urban, Population, Environment, Settlement, Location. What Manchester means to you: https://www.manchester.gov.uk/homepage/593/what_manchester_means_to_you Why people are proud to live in Manchester: https://metro.co.uk/2015/04/29/12-reasons-people-areproud-to-live-in-manchester-5173079/</p>	<p>What is the Bayeaux Tapestry and why is it significant? Understand how our knowledge of the past is constructed from a range of sources</p>
<p>Understand the benefits of the NHS. Devise historically valid questions about change, cause, similarity and difference, and significance. Links: Yr 3 : Ancient Egypt, Inventors, Yr4: Vikings Concepts : Progress, Technology, Source.</p>	<p>Explain how the Vikings established rule and their impact on culture. Primary and Secondary sources. Understand how our knowledge of the past is constructed from a range of sources. Link: Yr2 : Gunpowder Plot, Pirates. Yr3: Romans, Tudors Concepts : Invasion, Conflict, Civilisation, Culture, Settlement, Cause, Impact.</p>	<p>How is plastic pollution affecting the Earth? Concepts: Preservation, Conservation, Pollution, Conflict, Technology, Progress, Urban, Rural, Population, Environment, Cause, Impact.</p>	<p>What is a flash flood and what causes it? Concepts : Formation, Cause, Climate, Weather, Impact. BBC Newsround: Flash flood. https://www.bbc.co.uk/newround/32896679</p>	<p>Experience a different culture from our own. Concepts: Culture, Tolerance, Immigration, Urban, Visit Manchester: China Town. https://www.visitmanchester.com/things-to-see-and-do/chinatown-p275031 Wikipedia: https://en.wikipedia.org/wiki/China-town_Manchester</p>	Transition
<p>Persuade the Prime Minister of the value of the NHS. Write to the PM Concepts : Progress, Fame, Technology, Biography, Source</p>	<p>Evaluate life under Viking rule for different groups of people. Concepts: Invasion, Rebellion, Conflict, Infamy, Civilisation, Culture, Settlement, Cause, Impact. BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zttyrgj6/articles/ztqbr82</p>	<p>How can we help fight against the problem of pollution? https://www.bbc.co.uk/bitesize/topics/ztq22pv4/resources/1 Links: Yr 1: Where we live, Under the Sea. Yr 2: Mancunians. Yr 3: Contrasting Settlements. Concepts: Preservation, Conservation, Pollution, Conflict, Technology, Progress, Urban, Rural, Population, Environment, Cause, Impact</p>	<p>What are the tropics and where are they? Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Concepts : Location</p>	<p>Write a recount of our cultural experience. Concepts: Culture, Tolerance, Immigration, Urban, Rural, Population, Environment, Settlement, Location.</p>	Transition
	<p>Writing: A diary entry from a Briton about the day the Vikings invaded his town.</p>	<p>Who is Greta Thunberg and why is she important? (Writing: A biography of GT) The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Double-page spread report about extreme weather. Concepts : Formation, Cause, Climate, Weather, Impact.</p>		Transition
<p>infection, medicine, diagnosis, examine, numb, paralyse, patient, anaesthetic, immune, physician, inventor, surgeon, syringe, hygiene, donor, racism, plague.</p>	<p>conquer, invasion, chieftain, monastery, oar, longship, village, inhabited, defeat, peace, raid, plunder, Danelaw, Anglo-Saxon, Valhalla.</p>	<p>pollution, source, poisonous, occur, harmful, effects, result, annoying, deterioration, destruction, misuse, resources, connect, railway, construction, global, route.</p>	<p>Tropical, conditions, climate, tornado, flash flood, hurricane, drought, blizzard heatwave, atmosphere, tropics, tropical humid, intense, destructive, climate change</p>	<p>Unique, industrial, city, urban, rural, immigration, migration, population, culture, tolerance, environment, settlement, location</p>	<p>Battle, abroad, aristocracy, noble, struggle, conflict, capture, imprisonment, succession, heir, inherit, retreat, cavalry</p>

YEAR 5

The Writing Revolution: Subordinating conjunctions (to introduce dependent clauses at the beginning of a sentence); add unless and while . Underlining key words and phrases in a given paragraph. Using all transitions (time-and-sequence, conclusion, illustration, change-of-direction, and emphasis)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
INDUSTRIAL REVOLUTION	CHARLES DICKENS	THE BRITISH ISLES	MOUNTAINS AND RIVERS	ANCIENT GREECE	GREEK MYTHOLOGY
<p>What was the Industrial Revolution? Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Links : Y1: Great Fire of London. Yr2 : Gunpowder Plot, Pirates. Yr3: Ancient Egypt, Roman Britain, Tudors. Yr 4: Vikings, Medicine Concepts : Revolution, Technology, Progress, Urban, Rural, BBC Bitesize class clips: https://www.bbc.co.uk/bitesize/topics/zm7qtfr/resources/1 Topic timeline. KO timeline</p>	<p>Who was Charles Dickens and why was he famous? Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. The lives of significant individuals in the past who have contributed to national and international achievements. Links : Y1: Great Fire of London. Yr2 : Gunpowder Plot, Pirates. Yr3: Ancient Egypt, Roman Britain, Tudors. Yr 4: Vikings, Medicine. Yr5: Industrial Revolution Topic timeline. KO timeline Concepts : Fame, Biography</p>	<p>Which countries make up GB, the UK and the British Isles? Name 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. Concepts : Location, Settlement</p>	<p>What are the key features of a mountain and how are they formed? Describe and understand key aspects of: physical geography, including: mountains. Concepts : Formation, Cause. Environment, Source, Location BBC Bitesize: Mountains https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3 Twinkl: Mountains Unit: https://www.twinkl.co.uk/resource/tp2-g-032-planit-geography-year-5-magnificent-mountains-unit-pack</p>	<p>Who were the Ancient Greeks? Topic timeline. Concepts : Progress, Location, Civilisation, Culture, Settlement. BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4</p>	<p>King Midas Odysseus and the Cyclops Perseus and Medusa Theseus and the Minotaur The Trojan Horse myth</p> <p>The legacy of Greek culture (art, architecture or literature).</p>
<p>Why did the Industrial Revolution start in Britain? Links: Yr 1: Where we live. Yr 2: Mag Mancs. Yr3: Contrasting Settlements. Yr4: Mcr. Devise historically valid questions about change, cause, similarity and difference, and significance. Links: Yr3 : A Egypt, Tudors, Inventors, Yr4: Vikings, Med. Concepts : Cause. Revolution, Technology, Progress, Source, Location.</p>	<p>To investigate Dickens' early life. Concepts : Biography Charles Dickens life cartoon: https://www.youtube.com/watch?v=unKuZ2wINdww BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/z4j32sg</p>	<p>Locating the capitals and major cities of the UK. Name and locate counties and cities of the United Kingdom Concepts : Location, Civilisation, Monarchy, Population, Settlement</p>	<p>Use a map to find and describe key features of a mountain. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges. Concepts : Formation, Cause, Environment, Source. BBC Bitesize: Contours, keys and symbols. https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk</p>	<p>To know how the political system worked in Ancient Greece. Devise historically valid questions about change, cause, similarity and difference, and significance. Links: Yr 3 : Ancient Egypt, Inventors, Yr 4: Vikings, Medicine, Yr 5: Industrial Revolution Concepts : Progress, Civilisation, Culture</p>	

YEAR 5

The Writing Revolution: Subordinating conjunctions (to introduce dependent clauses at the beginning of a sentence); add unless and while . Underlining key words and phrases in a given paragraph. Using all transitions (time-and-sequence, conclusion, illustration, change-of-direction, and emphasis)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>What were the similarities and differences between life in 1750 and 1900? Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Links: Yr3: Ancient Egypt, Inventors. Yr4: Medicine. Concepts : Technology, Progress, Urban, Rural, Population, Environment, Source.</p>	<p>To understand how Dickens' childhood affected his writing. Concepts : Biography, Impact BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/z4j325g</p>	<p>Understanding and using the 8 points of a compass. Relate this to the different regions of the UK. Use the 8 points of a compass, 4- and 6-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 Links: Yr1: Where we Live., Yr2: On Safari, Yr 4:Manchester.</p>	<p>Describe the journey of a river. Describe and understand key aspects of: physical geography, including:rivers. Concepts : Formation, Cause. Progress, Source, Location. BBC Bitesize: Rivers https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8 Twinkl: The Journey of a River Lesson Pack: https://www.twinkl.co.uk/resource/t3-g-18-raging-rivers-lesson-pack</p>	<p>To know about the origin of the Olympic Games. Concepts : Source, Culture. BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty</p>	
<p>How did the Industrial Revolution change the lives of children? Concepts : Technology, Progress, Urban,Rural, Population, Environment, Impact. Primary and Secondary sources.</p>	<p>How was literature presented in Victorian times?</p>	<p>Describing the positional relationship between the counties of England. Name and locate counties and cities of the United Kingdom. Concepts : Location</p>	<p>Understand and explain the Water Cycle. key aspects of: physical geography, including: water cycle. Concepts : Formation, Cause. Source. BBC Bitesize: The Water Cycle. https://www.bbc.co.uk/bitesize/topics/zk-gg87h/articles/z3wpp39</p>	<p>To know about some Greek gods and goddesses. Concepts : Biography BBC Bitesize: Greek Gods and Heroes. https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3</p>	Transition
<p>How did trains affect the life of Britons? Understand how our knowledge of the past is constructed from a range of sources. Link: Yr2 : Gunpowder Plot. Pirates. Yr3: Romans, Tudors. Yr4: Medicine Concepts : Cause, Technology, Progress, Urban, Rural, Population, Environment, Impact.</p>	<p>How did Charles Dickens become a celebrity? Primary and Secondary sources. Concepts : Fame, Biography.</p>	<p>Explore the county of Gtr Mcr. (2 weeks) 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. Links: Yr 1: Where we live. Yr 2: Magnificent Mancunians. Yr 3: Contrasting Settlements. Yr4: Manchester. Concepts : Location, Civilisation, Monarchy, Population, Settlement BBC Bitesize: Trade. https://www.bbc.co.uk/bitesize/topics/zx-72pv4/articles/zk4rmfr BBC Bitesize: Economic activity. https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/z7jdnrd</p>	<p>Where are the key rivers of the world? Focus on: Nile, Amazon, Thames, Mississippi, Ganges. Links: Yr3: Ancient Egypt, Yr 1: Great Fire of London, Yr 6: Rainforests. Concepts : Source, Location Twinkl: Rivers Unit Pack. https://www.twinkl.co.uk/resource/tp2-g-060-planit-geography-year-6-raging-rivers-unit-pack</p>	<p>To know the cause and outcome of the Trojan war. Concepts : Conflict, Source, Cause,Impact. Twinkl: Trojan Horse legend Powerpoint. https://www.twinkl.co.uk/resource/t2-t-226-the-legend-of-the-trojan-horse-story-powerpoint</p>	Transition
<p>Diary entry of a boy in the workhouse</p>	<p>Biography of the life of Charles Dickens. Concepts : Fame, Biography, Impact</p>			<p>Creating a Greek Myth.</p>	Transition
<p>industrial, urban, rural, population, invention, cholera, factory, goods, machine, workhouse, compulsory, homeless, poverty, engine, coal, crops, locomotive, motor,</p>	<p>author, social, commentator, lauded, classic, influential, 19th century, lauded, stark, era, society, orphan, imprisoned, novel, journalist.</p>	<p>archipelago, ocean, continent, capital city, coast, consists, Great Britain, United Kingdom, island, government, located, location</p>	<p>island, archipelago, formation, continent, glacier, volcanic, ice age, continental shelf, coral, flood, created, erupt.</p>	<p>myth, courageous, deity, interfere, hero, immortal, origin, victorious.</p>	

YEAR 6

The Writing Revolution: Subordinating conjunctions (to introduce dependent clauses at the beginning of a sentence); add unless and while . Combined Outline Summaries. Underlining key words and phrases in a given paragraph. Using all transitions (time-and-sequence, conclusion, illustration, change-of-direction, and emphasis)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MACBETH	CRIME AND PUNISHMENT	WARTIME IN BRITAIN	WARTIME ABROAD	RAINFORESTS	
<p>Who was William Shakespeare? Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Links : Y1: Great Fire of London. Yr2 : Gunpowder Plot, Pirates. Yr3: Ancient Egypt, Roman Britain, Tudors. Yr 4: Vikings, Medicine. Yr5: Industrial Revolution, Charles Dickens Concepts :Fame, Biography. Topic timeline. KO timeline BBC Bitesize: Who was William Shakespeare? https://www.bbc.co.uk/bitesize/topics/z7d7gw/articles/zrxwygq</p>	<p>Crime and Punishment in Roman Britain. Link: Yr3: Romans. Note connections, contrasts and trends overtime and develop the appropriate use of historical terms. Links: Yr3: Ancient Egypt, Inventors. Yr4:Medicine. Yr5: Industrial Revolution. Topic timeline. Concepts: Crime, Infamy, Civilisation, Source. Crime and Punishment Pack: https://www.twinkl.co.uk/resource/tp2-h-145-new-planit-history-lks2-crime-and-punishment-unit-pack</p>	<p>Who were the allies and axis powers? Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Links : Y1: Great Fire of London. Yr2 : Gunpowder Plot, Pirates. Yr3: Ancient Egypt, Roman Britain, Tudors. Yr 4: Vikings, Medicine. Yr5: Industrial Revolution, Charles Dickens, Macbeth Topic timeline. KO timeline Concepts: Location, Conflict, Source. BBC History: Geography of WW2 https://www.bbc.co.uk/teach/class-clips-video/history-ks2-geography-of-world-war-two/zv99rj6</p>	<p>What were the effects of propaganda? Understand how our knowledge of the past is constructed from a range of sources. Link: Yr2 : Gunpowder Plot. Pirates. Yr3: Romans, Tudors. Yr4: Medicine Yr5: Industrial Revolution Yr6: Macbeth. Concepts: Cause. Impact, Conflict. BBC History: Propaganda in WW2. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-propaganda-was-used-during-worldwar-two/zr77wty</p>	<p>What is a rainforest? Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts Link: Yr3: Natural Disasters. Yr4: Extreme Weather. Concepts: Climate, Environment, Weather, Settlement, Formation.</p>	
<p>Why did Shakespeare write Macbeth? Concepts : Monarchy, Biography, Location, Cause. Presentation on the reasons here: https://prezi.com/ruejzceizzgb/why-did-shakespeare-write-macbeth/</p>	<p>The Torturing Tudors. Link: Yr6: Macbeth Devise historically valid questions about change, cause, similarity and difference, and significance. Links: Yr 3 : Ancient Egypt, Tudors, Inventors, Yr 4: Vikings, Medicine, Yr 5: Industrial Revolution, Ancient Greece Concepts: Crime, Infamy, Civilisation, Source.</p>	<p>What were the causes of WW2? Devise historically valid questions about change, cause, similarity and difference, and significance. Links: Yr 3 : Ancient Egypt, Tudors, Inventors, Yr 4: Vikings, Medicine, Yr 5: Industrial Revolution, Ancient Greece. Yr6: Crime and Punishment. Concepts : Cause, Impact, Invasion, BBC History: WW2 http://www.bbc.co.uk/history/worldwars/wwtwo/</p>	<p>What was the holocaust and how did it happen? Devise historically valid questions about change, cause, similarity and difference, and significance. Links: Yr 3 : Ancient Egypt, Tudors, Inventors, Yr 4: Vikings, Medicine, Yr 5: Industrial Revolution, Ancient Greece, Yr6: Crime and Punishment. Concepts : Cause, Refugee, Location, Conflict, Infamy BBC Newsround special: https://www.bbc.co.uk/newsround/46932823 BBC Bitesize: The Holocaust https://www.bbc.co.uk/bitesize/clips/zbqb87h</p>	<p>Where are the rainforests around the world? 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). Concepts: Location. Links: Yr4: Extreme Weather. BBC Bitesize: Latitude and Longitude https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr BBC Bitesize: Time zones: https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4</p>	

YEAR 6

The Writing Revolution: Subordinating conjunctions (to introduce dependent clauses at the beginning of a sentence); add unless and while . Combined Outline Summaries. Underlining key words and phrases in a given paragraph. Using all transitions (time-and-sequence, conclusion, illustration, change-of-direction, and emphasis)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>To know the differences between the real and fictional characters in Macbeth. Concepts : Monarchy, Biography, Location, Cause.Rebellion.</p>	<p>Highwaymen: Heroes or villains? Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Links : Y1: Great Fire of London. Yr2 : Gunpowder Plot, Pirates. Yr3: Ancient Egypt, Roman Britain. Yr 4: Vikings, Medicine, English Mythology. Yr5: Industrial Revolution, Charles Dickens, Macbeth. Concepts: Crime, Infamy, Source.</p>	<p>Why were children evacuated in WW2? Concepts : Cause, Impact, Refugee, Location, Conflict, Urban, Rural, Source. BBC Teach: An evacuee's adventure https://www.youtube.com/watch?v=0SYDBJAWYCI</p>	<p>Why did America join the war in 1941? Concepts : Cause. Conflict, Infamy, Impact. Twinkl: Pearl Harbor info (differentiated) https://content.twinkl.co.uk/resource/a2/8a/t-t2-g3-lks2-pearl-harbour-differentiated-reading-comprehension-activity-_ver_1.pdf?__token__=exp=1586356338-ac-l-%2Fresource%2Fa2%2F8a%2Ft-t2-g3-lks2-pearl-harbour-differentiated-reading-comprehension-activity-_ver_1pdf%2A-hmac-ac5d-5396b46a47778f8632784380927684e-075beaa83497cf90d3fba22c4cd</p>	<p>Who lives in rainforests? Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America Concepts: Location, Climate, Population, Environment, Weather, Settlement. The Yanomamo and Kayapo BBC: What's life like for kids in the Amazon? https://www.bbc.co.uk/newsround/51620605</p>	
<p>How did the monarchy change during Shakespeare's lifetime? Concepts : Monarchy, Biography, Location, Cause. BBC Bitesize: Elizabeth I https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm BBC History: King James I http://www.bbc.co.uk/history/historic_figures/james_i_vi.shtml</p>	<p>Using different sources to analyse Dick Turpin. Primary and Secondary sources on D Turpin. Using a range of sources to build a picture. Understand how our knowledge of the past is constructed from a range of sources. Link: Yr2 : Gunpowder Plot. Pirates. Yr3: Romans, Tudors. Yr4: Medicine Yr5: Industrial Revolution, Macbeth. Concepts: Crime, Infamy, Source.</p>	<p>Why did Britain introduce rationing? Concepts : Cause, Impact,, Location, Conflict, Source. BBC History: Rationing https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbgby9q</p>	<p>Why was D-Day a huge turning point in WW2? Primary and Secondary sources. Concepts : Cause. Location, Conflict, Impact. The important part played by Asians in the British war effort. BBC History: D-Day https://www.bbc.co.uk/teach/class-clips-video/history-ks2-d-day/zf4grj6</p>	<p>What is a biome? Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America Concepts: Cause, Location, Climate, Environment, Weather, Formation. BBC Bitesize: Biomes. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p</p>	Transition
<p>How were witches viewed in Elizabethan times? Understand how our knowledge of the past is constructed from a range of sources. Link: Yr2 : Gunpowder Plot. Pirates. Yr3: Romans. Tudors Yr4: Medicine Yr5: Industrial Revolution Concepts : Source, Infamy.</p>	<p>Life in a Victorian Prison. Link: Yr5: Industrial Revolution, Charles Dickens. Concepts: Crime, Infamy, Civilisation, Source</p>	<p>How did the Battle of Britain change history? Concepts : Cause, Impact, Invasion, Refugee, Conflict, Source. BBC History: Battle of Britain. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-battle-of-britain-and-beyond/zrk847h</p>	<p>How did the war come to an end? Concepts : Cause. Conflict. BBC History: VE Day. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr</p>	<p>How can we save the rainforests? Concepts: Cause, Preservation, Conservation, Pollution, Location, Conflict, Progress, Climate, Population, Environment, Settlement, Impact. BBC Newsround: Deforestation in the Amazon. https://www.bbc.co.uk/newsround/50471484</p>	Transition
<p>A report on medieval witches</p>	<p>Biography of Dick Turpin.</p>	<p>Instructions on how to be the perfect evacuee</p>	<p>Windrush and its part in post-war Britain. 22nd June 1948</p>	<p>A persuasive letter to the Brazilian government about saving the rainforest</p>	Transition
<p>ambition, betrayal, corruption, fate, bard regarded, manipulative, superstition, throne supernatural, traitor, usurp, execution, spurred, flee, dramatist, prophecy, consumed.</p>	<p>government, parliament, democracy, dictatorship, president, monarch, prime minister, monarchy, republic. crime, justice, punishment, capital punishment, corporal punishment, imprisonment, fine, transportation, trial, law, jury, judge, court, arson, murder, treason, fraud, theft, primary source, secondary source, bias.</p>	<p>allies, blackout, blitz, ration, evacuee, invasion, occur, battle, declare, axis, gas mask, evacuation, air-raid, conflict, surrender</p>	<p>blitzkrieg, surrender, political, concentration camp, holocaust, suicide, dictator, propaganda.</p>	<p>Biome, understorey, emergent layer, deforestation, biodiversity,</p>	

HISTORICAL CONCEPTS	CHRONOLOGY	HISTORY SKILLS	GEOGRAPHY SKILLS	GEOGRAPHICAL CONCEPTS
<ul style="list-style-type: none"> Invasion 3 4 Empire 3 Conflict 3 4 6 Progress 2 3 4 5 6 Technology 1 2 3 4 5 Fame 1 2 3 4 5 6 Infamy 2 4 6 Rebellion 2 3 4 6 Civilisation 3 4 5 6 Monarchy 1 2 6 Biography 1 2 3 4 5 6 Source 1 2 3 4 5 6 Cause 1 2 3 4 5 6 Impact 1 2 3 4 5 6 	<ul style="list-style-type: none"> Connecting topics over time Timespan of each topic 	<ul style="list-style-type: none"> Identifying primary and secondary sources Analysing sources Understanding bias 	<ul style="list-style-type: none"> Identifying primary and secondary sources Analysing sources Understanding bias 	<ul style="list-style-type: none"> Immigration 3 4 Urban 1 2 3 4 5 6 Rural 3 4 5 6 Climate, 2 3 4 6 Population 1 2 3 4 5 6 Environment 1 2 3 4 5 6 Weather, 1 2 4 6 Culture 3 4 Settlement 1 2 3 4 5 6 Pollution 4 6 Preservation 4 6 Conservation 4 6 Location 1 2 3 4 5 6 Formation 2 3 4 5 6

TIMELINE

- Ancient Greece c.8000BC-146BC
- Ancient Egypt: 5500BC - 322BC
- Ancient Greece: 700BC-146BC
- Roman Britain: 44-407
- Vikings: 789-1066
- Macbeth: 1605-1657
- Shakespeare: 1564-1616
- Gunpowder Plot: 1605
- Great Fire of London: 1666
- Industrial Revolution: 1760-1840
- Charles Dickens: 1812-1870
- Mary Seacole: 1805-1881
- Florence Nightingale: 1820-1910
- The Victorian Era: 1837-1901
- World War 2: 1939 - 1945
- Pirates