

<b>Enquiry Question</b>	<u>Autumn</u> <b>Know Yourself, Love Yourself, Love Your Neighbour</b>	<u>Spring</u> <b>Our World One World, Our World, A World For All</b>	<u>Summer</u> <b>Making a difference Be the Change</b>
<u>Reception</u>	<p><u>Following our child led approach with the aim to meet ELG (understanding the world) we will...</u></p> <ul style="list-style-type: none"> <li>• Use maps and stories to learn about where the children live – looking at the River Bain</li> <li>• Recognise that some environments are different to their own</li> <li>• Understand the effect of changing seasons on the natural world around them</li> <li>• Draw information from a map</li> <li>• Know the difference between man-made and natural objects in the local area</li> </ul>		
<u>Year 1</u>	<p><u>Following our child led approach whilst linking to the Golden Thread and NC</u>  Pupils should develop knowledge about the world, the United Kingdom, and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p><u>Enquiry Examples:</u>  What is it like here?  How does the weather affect us?  How is life different in China?</p> <p><u>Must</u> be covered throughout the year:</p> <ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Human and physical geography</li> <li>• Geographical skills and fieldwork</li> </ul>		
<u>Year 2</u>	<p><u>Following our child led approach whilst linking to the Golden Thread and NC</u>  Pupils should develop knowledge about the world, the United Kingdom, and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p><u>Enquiry Examples:</u>  Would you prefer to live in a hot or a cold place?  Why is our natural world wonderful?  What is it like to live by the coast?</p> <p><u>Must</u> be covered throughout the year:</p> <ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Human and physical geography</li> <li>• Geographical skills and fieldwork</li> </ul>		



<p><u>Year 3/4</u> Year A</p>	<p><u>Invasions 27BC – 1066BC</u></p> <p><i>How did early invasions impact Britain today?</i></p> <p><i>Romans</i></p>	<p><i>Spring 1</i> <i>Where does our food come from?</i></p> <p><i>Spring 2</i> <i>What are rivers and how are they formed?</i></p>	<p><u>Sir Isaac Newton</u> Local significant individual.</p> <p><i>Summer 2</i> <i>Who lives in Antarctica?</i> <i>Field Work/Map Work Week</i></p>
<p><u>Year 3/4</u> Year B</p>	<p><u>In depth study – Ancient Egypt 3100BC – 30 BC</u></p>	<p><i>Spring 1</i> <i>Why do people live near volcanoes?</i></p> <p><i>Spring 2</i> <i>Why are rainforests important to us?</i></p>	<p><u>Settlements – Link to geography (15, 000 years BC – 43 AD)</u></p> <p><i>Sum 2</i> <i>Are all settlements the same?</i> <i>(Kapow – ready April 17<sup>th</sup>)</i></p>
<p><u>Year 5</u></p>		<p><i>Spring 1</i> <i>What is lifelike in the alps?</i></p> <p><i>Spring 2</i> <i>Why do oceans matter?</i></p>	<p><u>Industrial Revolution</u></p> <p><i>Summer 2</i> <i>How could we make our local area more environmentally friendly?</i> <i>(Kapow – ready April 17<sup>th</sup>)</i></p> <p><i>Project time</i></p>
<p><u>Year 6</u></p>		<p><i>Spring 1</i> <i>Why does population change?</i></p> <p><i>Spring 2</i> <i>Where does our energy come from?</i></p>	<p><i>Summer 1</i> <i>Would you like to live in the desert?</i> <i>(Kapow – ready April 17<sup>th</sup>)</i></p>

