

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	How has life changed since the 1950's?	What are the geographical features of the United Kingdom?	What are the similarities and differences between a Victorian school and Belmore?	Why would a tourist like to visit London?	What does it take to be a great explorer?	What happens to our rubbish?
	<p>Childhood This project teaches children about everyday life and families today, including comparisons to everyday life and childhood in the 1950s, using artefacts and a range of historical sources</p>	<p>Our Wonderful World This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom.</p>	<p>School Days This project teaches children about the chronology and significant events of their school history, including making comparisons between modern schools and schools of the Victorian era.</p>	<p>Bright lights, big city This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</p>	<p>This enquiry enables pupils to learn about the exploits of a range of famous explorers and to develop their knowledge of people's lives at various points in the past. Pupils are encouraged to reflect on the achievements of the explorers studied in the context of the particular challenges of the times in which they lived.</p>	<p>Plastic Pollution In this unit, children learn about the impact of human activity — particularly plastic waste — on our planet's rivers and oceans. They discover how non-biodegradable plastic is putting sea life at risk, as well as the dangers and threats posed by overfishing and climate change.</p>
Y2	Who has made a significant impact on the world?	Why do England and Somalia have different climates?	Who was the most significant monarch in British history?	Why do we love being beside the sea so much?	How did the Great Fire of London change British homes?	Where does our food come from?
	<p>Movers and Shakers This project teaches children about historically significant people who have had a major impact on the world, using historical models and a range of historical source materials to explore their significance.</p>	<p>This enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage. Pupils will come to understand the distribution of hot and cold places in the world and how living things have to adapt to survive in such places – the more extreme the environment, the more specialised the adaptation.</p>	<p>Magnificent Monarchs This project teaches children about significant British monarchs, important events of their rule and their short and long impact on the everyday lives of Britain and the wider world.</p>	<p>The primary objective of this enquiry is to enable pupils, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'.</p>	<p>The Great Fire of London This unit revisits the Great Fire of London, which was briefly touched upon in Year One. Not only do children learn about the causes and consequences of the disaster, they will also explore the long-term impact on British society, architecture and policies.</p>	<p>From Farm to Fork In this unit, children learn about where food is grown, produced and processed. Through exploring different key British produce, children go on a journey to find out about healthy eating and how our food travels from the field to our plates.</p>

Y3	How did life for humans change from the Stone Age to the Iron Age?	How is land used in the United Kingdom?	How did the arrival of the Romans change Britain?	Which natural disaster has the greatest impact?	Why did humans explore and what did they discover?	Where in the World Does Denise live?
	Through the Ages This project teaches children about the chronology, duration and impact of the prehistoric periods, including why and how lives changed due to human invention and innovation.	One Planet, Our World This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.	In this topic pupils are encouraged to investigate in-depth questions about some of the important changes that occurred as well as studying aspects of Roman life they already have some awareness of.	Rocks, Relics and Rumbles This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.	Exploration and Discovery This unit encourages children to reflect on the reasons behind human exploration and the discoveries made on these journeys. Using accounts of significant expeditions as the basis of the judgements, children will also learn about the consequences of such enterprises on both explorer and the explored.	This topic focuses on children using their interpretations and inference to solve the enquiry question. Once solved will complete map work and comparison skills to explore the destination and compare to the UK.
Y4	What did the Vikings want and how did Alfred help to stop them getting it?	Why do so many people in the world live in megacities?	Which ancient civilisation was the most successful?	What is a river?	Why do people leave their homes?	Is our energy running out?
	This investigation assists pupils to distinguish historical facts from myth, folklore and legend in relation to the people commonly referred to today as 'the Vikings'.	This investigation supports pupils to develop their understanding of the important geographical concepts of settlement and urbanisation through the study of the world's megacities (cities with a population of over 10 million).	Ancient Civilisations This project teaches children about the ancient civilisations of Egypt, Sumer and the Indus Valley, including when and where they developed, the similarities between them and how they grew and declined over time.	The objective of this investigation is to enable pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar.	Journeys: The Story of Immigration in Hillingdon Immigration has created the diverse and multicultural society we have in the United Kingdom today. Hillingdon is no different and has an immense history of immigration. Focusing on our school and the local community, children will learn about the cause, consequence and significance of those who decide to leave their home countries for another.	Enough for Everyone: The Earth's Resources In this unit, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others

						around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone
Y5	Who held the most power in the Shang Dynasty?	Why does the time change around the world?	What can we thank the Ancient Greeks for in our lives today?	Why are mountains so important?	How did protest help people gain power?	What can we do to slow down climate change?
	<p>Shang Dynasty This project teaches children about the ancient civilisation of the Shang Dynasty between 1600 BC and 1046 BC, including how innovation in mathematics, astronomy, artwork and military technology helped the empire to grow and prosper.</p>	<p>Investigating Our World This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types.</p>	<p>Groundbreaking Greeks This project teaches children about the civilisation of ancient Greece, including significant achievements in democracy, philosophy, mathematics and architecture and their wider influence on the western world.</p>	<p>This enquiry introduces pupils to the physical and human importance of a biome that covers one-fifth of the world's land surface. The study of mountains enables pupils to comprehend key concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion and geological deep time.</p>	<p>People, Politics and Power In this unit, children learn about the figures, and projects that have improved our lives. Struggling against the powerful is a tradition that stretches back generations. Change is often presented as a gift granted by the powerful, but it has much to do with the struggle and sacrifice of those from below. From the momentous suffragettes to understanding civil rights movements, protest has changed our world.</p>	<p>Climate Change: Today or tomorrow - Tropical Rainforests In this unit, children will understand climate change – its causes and impacts on people and our planet. Children will take an active approach when it comes to addressing climate change by learning about the steps we can take to make a difference.</p>
Y6	What were the causes and consequences of Maafa?	How fair is Fairtrade?	Why was winning the Battle of Britain in 1940 so important?	How can you make a difference in the world?	How reliable are accounts of history?	How does an iPhone connect us to the rest of the world?
	<p>Maafa This project teaches children about Black history, from the ancient beginnings of the great African kingdoms to the</p>	<p>Fairtrade Trade exemplifies for young geographers, in an accessible way, the interconnectedness and interdependence of the</p>	<p>This investigation enables pupils to examine a wide range of historical sources to help them gain some insight into the thinking of the leaders of Nazi Germany</p>	<p>Frozen Kingdom This project teaches children about the characteristics and features of polar regions, including the North and</p>	<p>Beyond Face Value The purpose of this unit was two-fold: firstly, to offer opportunities to develop big picture overviews of topics which</p>	<p>Global Connection: Trade and the Economy In this unit, children will learn about how globalisation has made the world a smaller and</p>

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	<p>capture, enslavement and resistance of African people, Britain's role in enslavement, the colonisation of Africa and significant black Britons who contributed their talents, tenacity and time to inspire change.</p>	<p>world in which they live - 45 per cent of everything that young people in the United Kingdom eat and 90 per cent of everything they wear comes from abroad.</p>	<p>in May 1940 and the reasons why securing air superiority was so critical to them for any invasion plan to succeed. It also supports pupils to identify and reach a judgment about the relative importance of the factors that contributed to the United Kingdom winning what has become known as the Battle of Britain.</p>	<p>South Poles, and includes a detailed exploration of the environmental factors that shape and influence them</p>	<p>help pupils to appreciate the long arc of history; secondly, to give pupils a chance to study more modern history. Beyond Face Value is a series of skills-based enquiries looking at the way powerful people have manipulated evidence for their own ends and have tried to persuade others of their version of the past.</p>	<p>more connected place. At the end of the unit, children will explain how multinational corporations, increased global trading and the internet have brought people closer together.</p>
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