

Revised Topic Long Term Plan – 2017/2018
Art/Design Technology to be embedded in all Topics
Geographical Skills and fieldwork to be embedded in all Geography Topics

	<u>Autumn - History</u>	<u>Spring - Geography</u>	<u>Summer - History</u>
<u>Year One</u>	<p>Where do, and did, the wheels on the bus go?</p>	<p>Where do the leaves go to in Winter? Basic geographical vocabulary: forest, soil, valley, vegetation, season, weather. Note – This Topic to include study of a cold place in the world in relation to the Equator and North and South poles.</p>	<p>What were the people who lived in Oldham like a hundred years ago? Note – This Topic to focus on a particular seaside holiday and include naming and locating seas that surround the UK and oceans. Basic geographical vocabulary: beach, cliff, coast, sea, ocean, port, harbour.</p>
<u>Year Two</u>	<p>What was it like when the Queen came to the throne in 1953? Note – This Topic to include naming the four countries of Great Britain that she rules, locating them and identifying their features. It should also focus on how the coronation of the Queen was celebrated in Oldham and her 90th birthday.</p>	<p>Where would you prefer to live: England or Africa? Note – This Topic to include naming and locating continents (including Africa in relation to the Equator and North and South poles). Basic geographical vocabulary: hill, mountain, river, city, town, village, factory, farm, house, office, shop.</p>	<p>Why were Christopher Columbus and Neil Armstrong brave people?</p>
<u>Year Three</u>	<p>Who first lived in Britain?</p>	<p>What makes the Earth angry? Note – This Topic is to include study of mountains, volcanoes</p>	<p>What did the Greeks do for us?</p>

Revised Topic Long Term Plan – 2017/2018
Art/Design Technology to be embedded in all Topics
Geographical Skills and fieldwork to be embedded in all Geography Topics

		and earthquakes.	
<u>Year Four</u>	<p>Why were the Romans so powerful and what did we learn from them? Note – This Topic is to include a local history study.</p>	<p>Why do so many people go to the Mediterranean for their holidays? <u>Note – This Topic to also include study of UK holidays.</u> National Curriculum reference - 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 time.</p>	<p>Were the Anglo Saxons really smashing?</p>
<u>Year Five</u>	<p>Were the Vikings always victorious and vicious?</p>	<p>Why should the Amazon rainforest be important to us all? Note – This Topic is to include study of climate zones and vegetation belts. National Curriculum reference – identify the position and</p>	<p>Who were the Mayans and what have we learnt from them?</p>

Revised Topic Long Term Plan – 2017/2018
Art/Design Technology to be embedded in all Topics
Geographical Skills and fieldwork to be embedded in all Geography Topics

		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).	
<u>Year Six</u>	What impact did World War Two have on Britain at the time? Note – This topic is to focus on British history.	Why is the River Thames so important to London? Note – This Topic is to include study of the water cycle.	How can we re-discover the wonders of Ancient Egypt?

<u>Key Stage One Geographical Skills and Fieldwork</u>	<u>Key Stage Two Geographical Skills and Fieldwork</u>
<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map • 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 • 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. 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-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 • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.