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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Science**  **LC** |  |  |  |  | **How does the water cycle work?** | **How does the water cycle work?** |
| **History/Geog. LC** | **What did the Ancient Greeks achieve and how did they influence our lives?** | **How did the Romans change Britain?** | **How do some earthquakes cause more damage than others?**  **How do volcanoes affect people’s lives?** | **How do some earthquakes cause more damage than others?**  **How do volcanoes affect people’s lives?** | **How does the water cycle work?** | **How does the water cycle work?** |
| **Key Knowledge** | * Ancient Greece – a study of Greek life and achievements and their influence on the Western world. | The Roman Empire and its impact on Britain. | * The countries (including the location of Russia), major cities and key physical and human geography of Europe. * Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. * Physical geography including climate zones and volcanoes. * Human geography including economic activity and trade links, and the distribution of natural resources including energy. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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. * 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. | * The countries (including the location of Russia), major cities and key physical and human geography of Europe. * Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. * Physical geography including climate zones and volcanoes. * Human geography including economic activity and trade links, and the distribution of natural resources including energy. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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. * 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. | Science  States of matter.  Can they compare and group materials together, according to whether they are solids, liquids or gases?  Can they observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)?  Can they identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  Geography  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  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.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | Science  States of matter.  Can they compare and group materials together, according to whether they are solids, liquids or gases?  Can they observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)?  Can they identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  Geography  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  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.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| **Retrieval** | **From personal experiences a few pupils may have links to Greece because of holidays.**  **Pupils may have heard of Greece, know it is a European country even if they have not visited Greece.**  **Pupils know about the concept of democracy through their work on British Values.**  **Pupils should be very familiar with the Olympic Games and know that it originated in Greece.**  **Because of pupils’ familiarity with timelines they should be able to understand about the period of time being studied.** | **Consider the impact that the stone age and iron age had on life in Britain today and in the past. Also acknowledging their way of life.** | **Know about different parts of the world and know about the continents.**  **Associate earthquakes and volcanoes with disasters.** | **Know about different parts of the world and know about the continents.**  **Associate earthquakes and volcanoes with disasters.** | **Most pupils will have seen the steam coming from a kettle that’s boiling.**  **Most will know that water turns to ice when we put it into the freezer.**  **Most will have seen windows steam up and droplets of water run down those.**  **Some may be familiar with a local river and may have heard of the river Nile through their Ancient Egyptian learning.**  **Pupils have used worldwide maps, globes and atlases to locate countries and cities.** | **Most pupils will have seen the steam coming from a kettle that’s boiling.**  **Most will know that water turns to ice when we put it into the freezer.**  **Most will have seen windows steam up and droplets of water run down those.**  **Some may be familiar with a local river and may have heard of the river Nile through their Ancient Egyptian learning.**  **Pupils have used worldwide maps, globes and atlases to locate countries and cities.** |
| **Texts to be used** | The Trojan Horse (Collins resource pack) | The Legend of Boudica  Escape from Pompeii | Resource texts provided. – See Collins resource pack. | Resource texts provided. – See Collins resource pack. |  |  |
| **Creative Arts** | Alphabet work  Ancient Greeks Vase – Etching |  | D&T – Building and erupting volcanoes | D&T – Building and erupting volcanoes |  |  |
| **Expressive Arts** | Drama – Role play.  PE – Mini Olympic Games.  Greek Dance |  | Drama/ Role play – What do you do if an Earthquake happens? | Drama/ Role play – What do you do if an Earthquake happens? |  |  |
| **Hook** |  | Roman Trip | Pretend Earthquake | Pretend Earthquake |  |  |
| **Writing Genre** | Diary entry | Recount | Recount  Information leaflet | Recount  Information leaflet |  |  |
| **Experiences (visit)** |  | Chester Roman Trip |  |  |  |  |
| **Outdoor Learning** | Olympics |  |  |  |  |  |
| **Global Neighbours** |  |  |  |  |  |  |
| **Community** |  | Chester |  |  | Local Rivers | Local Rivers |
| **Spiritual Development** |  |  |  |  |  |  |
| **Citizenship** |  |  |  |  | Links to taking care of the environment and the importance of climate change. | Links to taking care of the environment and the importance of climate change. |
| **Homework** |  |  |  |  |  |  |
| **Additional Science** |  |  |  |  | Investigation/ Experiments with Solids, Liquids and Gases | Investigation/ Experiments with Solids, Liquids and Gases |