

	Autumn	Spring	Summer
2 Year Olds	<p>Whole school remembrance activities</p> <p>All About Me – What I like/don't like/love - choosing preferences</p>	<p>Previous Learning/links: All about Me</p> <p>I can.....What can I do? Changes from baby to now.</p>	<p>Previous Learning/links – Language through provision</p> <p>Going on a Bear hunt – physical features/language and positional language. What do they see, hear, feel? (Real life experiences linked to language)</p>
3-4 Year Olds	<p>Whole school remembrance activities</p> <p>All About Me – me and my family – where do I live? What is my house like? Who do I live with?</p> <p>Special Celebrations/events throughout the year:</p>	<p>Previous Learning: Changes from baby to now.</p> <p>Toys through time – my toys and what my parents played with. Where would you go to get toys? Link to Crewe town centre/shop types – where would you buy...? Environmental Print.</p> <p>Christmas, Diwali, Chinese New Year, Bonfire</p>	<p>Previous Learning/links: Seasons (throughout year)</p> <p>Atlas work – looking at Google Earth and Globes/Atlas – hot and cold parts – which animals live in which? Can they find England? Africa? The polar regions? Look at people, food, animals England v Africa.</p> <p>Night, Easter, Eid, Birthdays/Seasons Tree</p>
Reception	<p>Previous Learning/links: Remembrance/ Traditional Stories/Positional Language</p> <p>Whole school remembrance activities Focus on significance of Poppies. Enquiry Question - Why do we wear poppies?</p> <p>Introduce time connectives in English through story.</p> <p>Our new school – simple maps to find our way round using directional language. Fieldwork – Our School</p> <p>Special Celebrations/events throughout the year: (Timeline Display)</p>	<p>Previous Learning: Seasons and changes Toys through time</p> <p>Toys Through Time – sorting into old and new. How do we know that toys are old or new?</p> <p>Why do we wear different clothes during the year? Link to holidays/physical features of seasons/lifecycles (class chicks/caterpillars) Record features through drawing and labels.</p> <p>Influential People: Bryony Page – A Biography</p> <p>Christmas, Diwali, Chinese New Year, Bonfire (Timeline display)</p>	<p>Previous Learning: Comparing now and then (toys), immediate locality and features around school.</p> <p>Queen Elizabeth – Why is the Queen mending cars? Significant Figure/Events/ British Values Where does the Queen live?</p> <p>Comparison of Crewe and London using maps and geographical terms. Influential People: Mary Anning – What did she do? Why was this important?</p> <p>Night, Easter, Eid, Birthdays (Timeline Display)</p>

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Year 1	<p>Previous Learning : Remembrance/Our New School</p> <p>Influential People: Walter Tull <u>What were his greatest achievements and why?</u></p> <p><u>Why do we wear poppies?</u></p> <p>Remembrance Day Activity</p> <p><u>What is around our school?</u> Naughty bus – our school environment</p>	<p>Previous Learning : Crewe/Our school/Toys Through Time/Environmental Print</p> <p>Influential People: Beth Tweddle - A Biography</p> <p>Our school and Crewe <u>How has Crewe changed in the last 100 years?</u></p> <p>Compare shops (over last 100 years) and locate town centre and key buildings.</p> <p>Locate our school and significant human and physical features (including hospital) of surrounding environment.</p> <p>Field work – our school and local walk</p>	<p>Previous Learning: Google Earth/London/UK/Atlas Work Our World</p> <p><u>How have explorers influenced our world?</u> The voyages of Christopher Columbus and Roald Amundsen. What routes did they take? Study of our world: continents, oceans and poles. <u>What do we know now?</u></p> <p>Compare the lives of Christopher Columbus (1451 – 1506) and Roald Amundsen (1872-1928). Influential People - Mary Kingsley <u>Why were her explorations different to that of Columbus and Admundsen?</u> Places v People</p>
Year 2	<p>Previous Learning: Remembrance/Google Earth/London (Queen)/Our School/Crewe/UK maps/Holidays/Everyday Materials (science Year 1)</p> <p><u>What was the role of women during the war?</u> Remembrance Day Activity</p> <p>Influential People: George Arthur Roberts <u>What were his greatest achievements and why?</u> Link to WWI/WWII and GFL.</p> <p>The Great Fire of London – compare characteristics of London then and now. (Links to The Great Fire of Nantwich).</p> <p><u>Where is London compared to Nantwich?</u> Locate and study UK map to name four countries of the UK, their capital cities and surrounding seas.</p> <p><u>Why was London an important city in its location?</u> (Link to River Thames and North Sea.)</p>	<p>Previous Learning – UK map/Crewe maps/Seasons/Class tree/Our school/Crewe Changes/Weather Patterns</p> <p><u>How is Crewe central to the United Kingdom?</u> History of Crewe railway station and how Crewe was named and built around it.</p> <p>Influential People: Sarah Maddocks - A Biography</p> <p><u>What was the impact of Crewe railway station on a small town?</u> Comparison of locomotives through time.</p> <p>Crewe’s railway network to parts of the UK. Revisit UK countries and capital cities from train routes.</p> <p>Weather patterns of the UK – England V Scotland. Locations and closeness to poles/equator.</p> <p><u>How does location affect climates and weather patterns?</u> Rainforests, tropics, equator, poles, temperate Nantwich Museum</p>	<p>Previous Learning – Queen Elizabeth & British Values , London (EYFS) /Great Fire of London/7 Continents/UK Maps/Google Earth/Crewe Maps/Our School/Crewe Railway and Networks/Use of Globes/Atlases/Weather Patterns</p> <p><u>How has life changed under the 3 Queens?</u> Living, houses, jobs, clothing, food.</p> <p>Influential People: Queen Victoria <u>What were her greatest achievements during her reign and how has this shaped life today?</u></p> <p>British Values, monarchy, democracy, parliament</p> <p><u>How does Crewe compare to Daintree?</u> Look at geographical similarities and differences through studying human and physical geography.</p> <p>Rainforests Formby Beach Visit</p>

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Year 3	<p>Previous Learning - Remembrance/War Poster comparisons (Year 2) UK studies – introduction to physical and human features/timelines</p> <p>Influential People: British Royal Family <u>Why did they stay in London during the war? What did they do? What was the impact?</u></p> <p><u>The Significance of Remembrance?</u> Acrostic Poetry</p> <p>Remembrance Day Activity</p> <p>The Queen’s handbag – A Journey around the United Kingdom</p>	<p>Previous Learning - Rocks and soils (Year 3 science), timelines, UK Maps</p> <p>Influential People: Ada Nield Chew -A Biography</p> <p><u>How did Britain change from the Stone Age to the Iron Age?</u></p> <p>Comparisons to modern age & Impact</p> <p>Research methods: analyse – discuss- facts- opinion</p> <p><u>What have been the land use patterns and changes over time?</u></p> <p>Use of land and river locations – settlements, natural resources, land use patterns, trade, religion Analyse trends</p> <p>Stone Age Workshop/Fieldwork</p>	<p>Previous Learning – Land-Use Patterns (Year 3), Local Maps of Crewe and Nantwich/Crewe Railway</p> <p><u>How did rivers develop Ancient Civilisations and continue to do so in the modern world? -</u> Name and locate the 4 Ancient Civilisations Research locations, physical and geographical features comparisons</p> <p>A study of Ancient Egypt and the River Nile. A detailed study of Ancient Egypt and the reliability of using Howard Carter’s discoveries as a primary source. Significant Figure - Cleopatra</p> <p>Influential People: Nubian Kings/Black Pharaohs <u>Who was the real first great civilisation? Where did they come from and what did they do for Egypt?</u></p> <p>Comparisons of River Nile v River Weaver</p> <p>Impact of the River Weaver on the town of Nantwich Future Developments – HS2</p>
Year 4	<p>Previous Learning – Remembrance/War Studies (EYFS – Year 3), UK Maps, Land Use Patterns and River locations (Year 3)</p> <p>Influential People: Mary Seacole <u>What were her greatest achievements and why?</u></p> <p><u>What did people have to sacrifice during the war?</u> – Rationing Remembrance Day Activity</p> <p>All About Europe – (including Russia) Regions, key physical and human characteristics, countries, major cities and rivers Locate and name key places on European Map. In-depth Location Studies - Poland</p>	<p>Previous Learning- Europe (Year 4 Autumn), Guided Research Methods (EYFS – Year 3) Continents (Year 1 & 2) Human and Physical Feature (Years 1,2,3)</p> <p>All About Europe – In-depth country studies, including Greece and Ancient Greece (achievements and influences) In-depth Location Studies –Greece</p> <p>An in-depth study of Ancient Greece and a comparison of Modern v Ancient Greece looking at key geographical and historical changes.</p> <p><u>Influences of Ancient Greece – which was the most influential?</u> Influential People: Daisy Haywood -A Biography</p>	<p>Previous Learning – (Year 2 UK study, Year 4 Europe)</p> <p><u>How did the Romans Change Britain?</u> Chesterv Rome – a comparison Human and Physical Features, Law, society and democracy, health and wealth, trade and currency, war and invasion, inventions and architecture Development of the Roman Empire, timeline of events and impact in Britain. Roman Trade Routes – including Nantwich</p> <p>Influential People: Ivory Bangle Lady <u>What do her remains tell us about Afro-Roman people and Roman society in Britain?</u></p> <p>Volcanoes – Pompeii – location significance/tectonic plates, aftermath Layers of the Earth and Volcanic Eruptions</p>

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Year 5	<p>Previous Learning - Remembrance/War studies (EYFS – Year 4) UK/European studies</p> <p>Influential People: Guy Bailey</p> <p><u>Why was the Bristol bus boycott important in the UK civil rights struggle?</u></p> <p><u>How did the Battle of Britain become a turning point for the war?</u> Remembrance Day Activity</p> <p>All About North America Regions, key physical and human features, countries, major cities, rivers, seas, oceans, biomes, global locations. Locate and name key places on North American map.</p>	<p>Previous Learning- Europe (Year 4), Guided Research Methods (EYFS – Year 4) Continents (Year 1 & 2) Human and Physical Features (Years 1-4) UK studies (Years 2-3) Boudicca (Year 4)</p> <p><u>What was the impact of the Roman Empires demise in Britain?</u> A study of the struggle of power between the Anglo-Saxons, Vikings and Scots. Influential People: Boudicca</p> <p><u>What made Boudicca a strong female leader?</u> Location of the Ancient Kingdoms and compare to a modern UK map. All About Cheshire Locate Cheshire and learn about land use – farming, trade (salt), renewable energy and consider future developments – HS2. Fieldwork/Observational Studies</p>	<p>Previous Learning- Continents (Years 1 & 2) Guided Research Methods (EYFS – Year 4) Continents (Year 1 & 2) Human and Physical Features (Years 1-4) UK studies (Years 2-3), Volcanoes (Year 4)</p> <p><u>What were the achievements of the Mayan ancient civilisation and where did they live?</u> Include global location, region, continent, physical and human features, topographical features, biomes.</p> <p>Significant figure – Pakal the Great</p> <p>A study of volcanoes, Earthquakes and the link to location of tectonic plates.</p> <p>A study of The Water Cycle Influential People: John Bunting -A Biography</p>
Year 6	<p>Previous Learning - Remembrance/War studies (EYFS – Year 5) UK/European studies/North American Studies (Year 5) Water Cycle (years 4 & 5)</p> <p>Influential People: Ignatius Sancho (then)</p> <p><u>What impact did Ignatius have on the slave trade?</u></p> <p>Influential People: Baroness Lawrence (now)</p> <p><u>What has been the impact of her work?</u> <u>How does this shape our future?</u></p> <p><u>How do WWI and WWII compare?</u> Causes, conditions, outcomes, duration, weapons, uniform Remembrance Day Activity</p>	<p>Previous Learning- Continents (Years 1 & 2) Guided Research Methods (EYFS – Year 4) Independent Research methods (Year 5), Human and Physical Features (Years 1-4) UK studies (Years 2-5), Europe (Year 4), Local Area Studies (Years 1-5)</p> <p>Post 1066 : Tudor to Victorians Timeline</p> <p>Significant Figures - Henry VIII, Elizabeth I, Queen Victoria and Prince Albert</p> <p>Independent Research Project/Class Debate – Which Monarch was the most successful and influential? Why?</p> <p>Wars through time – A comparison: Battle of Bosworth v Spanish Armada Influential People: John Blanke</p> <p><u>Why was it significant that he was the first black Briton to be portrayed?</u> (Tudor Times)</p>	<p>3 Queens (Year 2), Land Use patterns (Year 3), Crewe Railway History (Year 2), Great Fire of Nantwich (Year 2) Cheshire (Year 5)</p> <p>What did the Monarchs do for us? Local History Links – Elizabeth I – Great Fire of Nantwich Queen Victoria and Prince Albert – Queen’s Park (Municipal Park) (Queen’s Jubilee), buildings (education, housing), Crewe Railway station and the Railway Boom (trade, travel).</p> <p>Use OS Map and Grid reference points and keys to track own home to Queen’s Park. Influential People: Raz Ahmed -A Biography</p> <p>‘50 things to do before you are 11 ¾’ from the National Trust Queen’s Park Visit</p>

All About South America

Regions, key physical and human features, countries, major cities, rivers, seas, oceans, biomes, global locations. South American Country (Independent Research) & persuasive writing task (information booklet)

Locate and name key places on South American map.

Graphs/Data Analysis

How do the Andes compare to the Pennines?

South American Exports and land use