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|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 ??? |
| YEAR 6 | **HISTORY**  AD 900  Curriculum Driver: *Community*  Threshold Concepts Assessments *Historical Enquiry* | **GEOGRAPHY**  SOUTH AMERICA  Curriculum Driver: ???  Threshold Concepts: Place and Patterns and | **HISTORY**  WWII  Curriculum Driver: Our Place in History  Threshold Concepts  *Evaluating Evidence* | **GEOGRAPHY**  LOCATION LOCATION LOCATION!  Curriculum Driver: Community  Threshold Concepts? | **HISTORY/GEOGRAPHY**  A LOCAL STUDY  Curriculum Driver: Community  Threshold Concept:? | **HISTORY/GEOGRAPHY**  GATEWAYS TO THE WORLD  Curriculum Driver:?  MIGRATION  Curriculum Driver: Aspiration & Ambition  Threshold Concepts  Understand chronology |
| YEAR 5 | **GEOGRAPHY**  NORTH AMERICA – WHERE IN THE WORLD?  Curriculum Driver: Community  Threshold Concepts;? | **HISTORY**  THE STORY OF THE VIKINGS  Curriculum Driver: Our Place in History  Threshold Concepts; *Historical Enquiry* | **HISTORY**  THE INDUSTRIAL REVOLUTION  Curriculum Driver: Our Place in History  Threshold Concepts  *Evaluating evidence* | **GEOGRAPHY**  NORTH AMERICA – RIVERS AND MOUNTAINS  Curriculum Driver:?  Threshold Concepts: Place | **HISTORY**  THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN  Curriculum Driver: Aspiration and Ambition  Threshold Concepts  *Understand Chronology* | **GEOGRAPHY**  A TALE OF 2 CITIES (A COMPARISON BETWEEN A UK AND N AMERICAN CITY)  Curriculum Driver: Community  Threshold Concepts:? |
| YEAR 4 | **HISTORY**  THE ANCIENT EGYPTIANS V THE ANCIENT GREEKS  Curriculum Driver: Ambition and Aspiration  Threshold Concepts  Relevance of History in our Lives | **GEOGRAPHY**  EUROPE – STUDY OF GREECE  Curriculum Driver:?  Threshold Concepts? | **HISTORY/GEOGRAPHY**  LOCAL STUDY  Curriculum Driver- Community  Local Study  Threshold Concepts:? | **HISTORY**  THE ROMAN IMPACT  Curriculum Driver: Our Place in History  Threshold Concepts: Relevance of History in our Lives (continuity and changes) | **GEOGRAPHY**  EUROPE  Curriculum Driver:  Threshold Concept: | **HISTORY**  LEISURE AND ENTERTAINMENT  Curriculum Driver: Community  Threshold Concepts  *Evaluating Evidence* |
| YEAR 3 | **GEOGRAPHY**  RIVERS AND MOUNTAINS IN THE UK  Curriculum Driver:?  Threshold Concept? | **HISTORY**  OUR CHILDREN’S LIVES  Curriculum Driver: Our Place in History  Threshold Concepts Relevance of history in our lives | **GEOGRAPHY**  VOLCANOES AND EARTHQUAKES  Curriculum Driver:?  Threshold Concepts:? | **HISTORY**  THE SHANG DYNASTY  Curriculum Driver: Our Place in History  Threshold Concepts  Understand chronology | **HISTORY**  SCAVENGERS AND SETTLERS  Curriculum Driver: Community  Threshold Concepts  Relevance of history in our lives | **GEOGRAPHY**  COMPARISON OF THE SOUTH WEST OF ENGLAND AND A REGION IN ITALY  Curriculum Driver:  Threshold Concepts:? |
| YEAR 2 | **GEOGRAPHY**  THE UK  Curriculum Driver:  Threshold Concept: Place | **HISTORY**  KINGS AND QUEENS  Curriculum Driver: Ambition and Aspiration | **GEOGRAPHY**  THE UK AND A NON-EUROPEAN COUNTRY COMPARISON  Curriculum Driver:  Threshold Concept: | **HISTORY**  TUDOR LIFE  Curriculum Driver:  Our Place in History  Threshold Concepts  Relevance of History in our Lives | **GEOGRAPHY**  HOT AND COLD PLACES  Curriculum Driver:  Threshold Concept: | **HISTORY/GEOGRAPHY**  OUR LOCAL STUDY –  MY SCHOOL MY AREA  Curriculum driver- community  Threshold Concept |
| YEAR 1 | **HISTORY**  MY FAMILY AND ME OR TOYS OR BEFORE AND AFTER?  Curriculum Driver- Our Place in History  Threshold Concepts  Understand chronology | **GEOGRAPHY**  MY SCHOOL, MY PLACE  Curriculum Driver Community  Threshold Concepts? | **GEOGRAPHY**  THE UK  Curriculum Driver?  Threshold Concepts? | **HISTORY**  PLANET PROTECTORS  Curriculum Driver- Our Place in History  Threshold Concepts  Understand Chronology | **HISTORY**  LIVING LOCALLY  Curriculum Driver Community  Threshold Concepts  *Relevance of history in our lives.* | **GEOGRAPHY**  THE UK  Curriculum Driver?  Threshold Concepts? |
| EYFS | Understanding of the world |  |  |  |  |  |
| PRE SCHOOL | Understanding of the world |  |  |  |  |  |