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| Year | **Autumn Term B** | **Spring Term B** | **Spring Term B** |
|  | **What a wonderful World**(Main Focus: Geography and Science) | **Time Travellers**(Main Focus: History) | **Back to the Future**(Main Focus: Technology and Computing) |
| Year 1 | * 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.
* name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
 | * **The Great Fire of London**
* events beyond living memory that are significant nationally or globally
 | * create and debug simple programs
* recognise common uses of information technology beyond school
* use logical reasoning to predict the behaviour of simple programs
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| Year 2/3 | * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
* 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
 | * **Anglo Saxons**
* events beyond living memory that are significant nationally or globally
* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* Britain’s settlement by Anglo-Saxons
 | * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
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| Year 4/5/ 6 | * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 | * **Battle of Britain**
* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
 | * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
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