**Swain House Primary School – Long Term Curriculum Plan Overview 2022-2023**

**Our Big Ideas in Geography**: - place, connectedness, changing physical and human processes, culture and diversity, environmental impact and sustainability.

**Our Big Ideas in History**: migration, invasion, empire, war, civilisations, trade.

**Second Order Concepts in History and Geography**: similarity and difference, cause and consequence; continuity and change; significance; enquiry

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|  | **1st week back**  **(Autumn 1)** | **Autumn 1**  **History and geography focus** | **Autumn 2** | **1st week back**  **(Spring 1)** | **Spring 1 and 2** | **Summer 1 and 2** | **Last 2 weeks of summer 2** |
| **In Early Years and Year 1, children observe the weather daily and how the seasons change. In EY, children explore the different weather day boxes. Reception and Year 1 to have a display about weather and seasons.**    **KS1 books to read on seasons and weather –**  **Weather and Seasons**  **Spring**  **Summer**  **Autumn**  **Winter**  **Weather – My First Experiments**  **Spring- seasons of the year**  **Summer – seasons of the year**  **Autumn – seasons of the year**  **Winter – seasons of the year**  **EY books to read on seasons and weather –**  **First Science Weather**  **What’s the Weather – It’s Raining**  **What’s the Weather – It’s Sunny**  **What’s the Weather – It’s Snowing**  **What’s the Weather – It’s Windy**  **Weather – My First Experiments**  **Spring – seasons of the year**  **Summer – seasons of the year**  **Autumn – seasons of the year**  **Winter – seasons of the year** | | | | | | | |
|  | **Class name sake and Leader in Me** | **Theme 1**  **Proud to be from Bradford**  **Whole school theme**  **Continuity and Change** | **Theme 2**  **Bradford Remembers**  **Whole School theme**  **Cause and consequence** | **Leader In Me week** | **Theme 3**  **(Science week – 10/03/23 – 19/03/23 theme ‘Connections’)** | **Theme 4** | **Are we Year …**  **Ready?** |
| **Little Acorns Nursery** | New starters | **Where do I live?** | **How do we stay safe? - People who help us** | Leader In Me week | **Paws, claws and whiskers** | **Rhyme challenge**  **Down at the bottom of the garden** |  |
| **Great Oak Nursery** | New starters | **Where do I live?** | **How do we stay safe? - People who help us** | Leader In Me week | **Paws, claws and whiskers** | **Going Underground** |  |
| **Reception** | New starters  Class name sake | **Where can we go today?** | **What is peace and why does it matter?** | Leader In Me week | **Our World and Beyond** | **All Creatures Great and Small** | **Are we Year 1**  **Ready?** |
| **Year 1** | Class name sake and  Leader in Me | **The Sad Shop**  **How have shops changed?**  H: Changes in living memory in our local area. Simple timeline  G: Building and land use - naming key human features like shop, road  G: Aerial view - local, simple maps  G: Reinforcing simple compass points to identify local shops on a map  G: Identify Bradford on a map. (Place) | **The Bradford Pals - signing up. Why did these friends decide to go to war together?**  Farewells and goodbyes  H: The significance of war and the consequences for families at this time | Leader In Me week | **Castles**  Regional area - Skipton Castle  Introducing the ‘big idea’ of invasion and defending  How did the threat of invasion lead to the building of castles in the United Kingdom?  Similarities and differences - How did castles change over time? How did the lives of the people who lived in them differ to ours?  G: Name and identify the county of Yorkshire.  G: Names of key cities around the UK (and their castles). | **1666 - 2022 - FIRE!** What similarities do the wild fires of 2022 have with the Great Fire of London?  G: Comparing and contrasting a small area of the UK (London) with a non European area.  H: Enquiry: What were the causes of the Great Fire of London and the Wild Fires in Australia.   * exploring the consequences - changes to buildings/habitats and environments. * Why might Australia be more prone to fires than London (and might that change)?   H: Interpretations - why do some historians disagree about how many people died or whether the fire brought an end to the plague? | **Are we Year 2**  **Ready?** |
| **Year 2** | Class name sake and  Leader in Me | **What did parks contribute to Bradford?**  Changes in the Victorian period to the concept of leisure and a ‘weekend’ (1843 - early closure campaign).  Significant people - Robert Peel.  G: Human geography - land use. Parks in our local area  G: Developing maps and symbols - how do we identify a park on a map?  G: Making a map of the park and using symbols to guide visitors to the facilities and amenities | **The Bradford Pals: Injury!**  What can we learn from Mary Seacole/Edith Cavell about how to look after injured soldiers? The impact of developments in medicine and health in warfare  (links to science and body)  H: Signficant people - Mary Seacole and Edith Cavell.  H: Significant events: WW1 | Leader In Me week | **Poles Apart**  G: Identifying the continents and oceans of the world. (In the story, the animals move between the Arctic circle - China - Indonesia (Asia) - Indian Ocean - Africa - Pacific.)  G: Naming the poles and equator (linking to explorers in our next unit of work).  G: Cimate zones and weather, temperature around the world.  G: Environmental impact and sustainability - how can we help these animals and why is their world changing? | **Explorers or invaders?**  Anundson and Scott - polar exploration  Christopher Columbus - The Caribbean and The Americas  EQ: What’s the difference between exploration and invasion?  G: Locate the poles and equator on a globe/map. Identify the Caribbean and the island of Hispaniola  H: Comparing the expeditions of Scott/Anundson with those of Christopher Columbus - what were the causes and consequences of these explorers and their significance?  Link to big ideas of migration, interconnectedness, culture and diversity  G: identify seasonal and daily weather patterns in the United Kingdom and the location of  hot and cold areas of the world in relation to the Equator and the North and South  Poles | **Are we Year 3**  **Ready?** |
| **Year 3** | Class name sake and  Leader in Me | **Titus Salt: How did Salt change the lives of people in Bradford?**  Changes to homes and businesses in Saltaire - land use  G: Factories, mills, homes  G: - how did our local climate impact on industry? Significance of rainfall and water. (changing physical and human processes)  G: Identify the Pennines. Discuss the difference between mountains and hills | **What was life like in the trenches for our Bradford pals?**  G: Locating and identifying some key European countries - France, Germany.  H: The consequences of war. | Leader In Me week | **How did geography help human beings move from surviving to thriving? The Stone Age into Iron Age**  (Change and continuity/similarities and differences)  Shifts from hunter/gatherer to agriculture and trade.  Changes to homes and lifestyles  Comparisons to other civilisations around the world on the same timeline (e.g. Mesopotamian, Egyptian)  G: Physical changes to the earth - tectonic plate movements and continental drift. (Changing human and physical processes)  G: Climate changes - the Ice Age. (Changing human and physical processes) | **The Romans - what was the impact of the Roman invasion on Britain?**  G: Name and locate cities that emerged during the Roman period (e.g. Chester, Manchester, London).  Significant individuals: Emperor Claudius, Queen Boudicca, Emperor Septimius Severus. (culture and diversity)  H: big ideas linking invasion to invention and innovation, migration, empire and trade. | **Are we Year 4**  **Ready?** |
| **Year 4** | Class name sake and  Leader in Me | **Jowetts: How did this car factory change**  **Bradford? Why was it called a golden age?**  Change and continuity.  Significance  G: Developing land use and town planning - from an industrial city to a retail centre | **What happened to the women while our pals were away?**  Women and work. <http://www.ww1bradford.org/project/women-in-uniform/> | Leader In Me week | **Anglo-Saxons and Vikings**  What were the consequences of the invasions of the Angles, Saxons and Vikings?  G: Name and compare counties of the UK - what were they named then and what are they named now? Locating Scotland on map  G: Name and locate key European regions - Scandinavia  G: What role did rivers play in early invasions and settlements?  H: How did invasion shape our nation? What were the similarities and differences between the Anglo-Saxons and Vikings?  H: Similarities and differences: Christianity and the Norse Gods and myths  Linking Concepts - settlements and migration | **The Indus Valley (Summer 1)**  Why did this civilisation fall?  G: What is a valley? Drought, volcanoes and rivers  G: Grid patterns and city planning  H: Comparing the ancient civilisation with modern day civilisations  Similarities and differences  Changing physical and human processes, culture and diversity  **Extreme Earth (Summer 2)**  Changing physical and human processes (linking to the Indus Valley).  G: Naming and locating the Himalayas.  G: Formation of rivers in the Himalayas and where they end up.  Causes and consequences.  Environmental impact and sustainability (flooding). | **Are we Year 5**  **Ready?** |
| **Year 5** | Class name sake and  Leader in Me | **The Bradford Fire**  How did catastrophe change Bradford?  Human geography: Infrastructure and city planning - how did emergency services respond?  H: Significance - how is this event remembered in our community? | **How do we remember the fallen in war?**  H: Cause and consequence of war.  Linking to poetry, art, sculpture and sources. | Leader In Me week | **Victorians**  Did Queen Victoria change the world?  (picking up and developing the ‘big idea of Empire).  Cause and consequence of empire and colonisation. Trade (interconnectedness).  Locate and identify the countries that were part of the British Empire and which now in the Commonwealth. | **Rainforests**  Mayans (leading into an exploration of The Amazon and rainforest biomes).  G: Central and South America. Big focus on The Amazon and rainforest biomes and aquatic biomes. Importance of the Amazon river.  (possible link to The Explorer by Katherine Rundell).  H: Did ancient people tread more softly on the planet than modern civilisations?  The significance of the Amazon river and rainforest to the planet. Place, interconnectedness and environment/sustainability.  The connections between the ancient Mayan people and the indigenous peoples of central and South America (<http://www.ww1bradford.org/project/women-in-uniform/> ) | **Are we Year 6**  **Ready?** |
| **Year 6** | Class name sake and  Leader in Me | **From settlement to city - how did Bradford change over millennia?**  Chronology over large time scales and periods (summative skills).  Gathering source materials, interpreting and presenting data and information.  Curation and explanation.  Linking Geography and History by exploring how our physical environment has shaped our human environment. | **Impact of WW1 on WW2 - the interwar years.**  What happened to our Bradford pals when they returned home?  The consequences of war and how they lead, in part, to another.  (cause and consequence) | Leader In Me week | **Ancient Greeks**  Minoan - Mycenean - Ancient/Classical Greece.  Minoan - a matriarchal society destroyed by a volcano.  Mycenaean - the greatest storytellers - greek myths and legends.  Ancient/Classical Greece - the development of democracy, philosophy, science and art.  The end of Greece (making clear the interconnectedness of the Greek/Roman world).  G: locate the Mediterranean Sea  G: Identify trade links between the Greeks and other civilisations  G: Volcano - impact of the eruption of Thera on the ancient world. | **How might climate change impact upon the world’s coasts and rural areas?**  Comparing the UK with Kenya - coastal and rural regions  G: Interconnectedness, environment and sustainability, human and physical processes  H: Migration, civilisations, documenting and interpreting events, sources and information  G: Coastal erosion (UK), coastal features (coral reefs).  G: Biomes and habitats - deciduous forest biomes and savannah - comparison of species and human life, climate and physical geography | **Are we Year 7**  **Ready?** |