

This curriculum is designed to inspire inquisitive, resourceful and knowledgeable global citizens. We aim to develop cultural capital to underpin academic success through real-life, relevant experiences and a broad and balanced provision. We encourage personal growth through independent enquiry, discussion and reflection. We promote inclusivity through a balanced global perspective. Curriculum design and teaching combine a systematic approach to identified concepts with wide-ranging opportunities for incidental learning.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Where I live</p> <p>Need to know:</p> <ul style="list-style-type: none"> -draw a basic map of our classroom -climate in the UK is temperate- this is not too hot, not too cold. -human and physical features of London: rivers, canals, parks, roads, buildings -The River Thames goes through London Big Ben, London Eye, Tower of London and Hyde Park; -map Maida Vale from aerial photos using a basic key 	<p>London Transport</p> <p>Need to know:</p> <ul style="list-style-type: none"> -what types of transport people can use to get around London; -how this transport has changed over the years: trains and buses, then cars -history of the London Underground and growth of several lines after the first Metropolitan Line 	<p>London's Burning</p> <p>Need to know:</p> <ul style="list-style-type: none"> -why did the fire spread so quickly? -the fire actually ended the plague -how did the fire affect the people of London? -how the houses were different at the time to now. What were they made from? -Charles II rebuilt London with new specifications 	<p>The UK</p> <p>Need to know:</p> <ul style="list-style-type: none"> -four countries and capital cities in the UK -seas surrounding each of the four nations -famous human and physical features of each country in the UK. (Stonehenge, Hadrian's Wall, Giant's Causeway, Snowdonia, Lake District, Svene Sisters, Edingburgh Castle, River Severn/Thames, Houses of Parliament) -What are the flags? What do they represent? 	<p>Explorers</p> <p>Need to know:</p> <ul style="list-style-type: none"> - Sir Francis Drake set out to find new worlds for Elizabeth I; -How explorers changed what we thought -Amelia Earhart's plane journey -Robert Falcon Scott vs Roald Amundsen's race to the Antarctic 	<p>Oceans and Seas</p> <p>Need to know:</p> <ul style="list-style-type: none"> -the 5 oceans -the North Sea, Mediterranean, Red, Black and Coral -difference between an ocean and sea -the weather conditions at sea can be very temperamental -wildlife and inhabitants at different levels of depth -look at the impact of plastic waste
<p>Key question/ Moral question</p>	<p><i>What can I tell you about where I live?</i></p> <p><i>Why should I take care of my local area?</i></p>	<p><i>How has getting around London changed?</i></p>	<p><i>What were the causes and consequences of the Great Fire of London?</i></p>	<p><i>How do the countries of the UK differ?</i></p>	<p><i>What is the importance/impact of explorers?</i></p>	<p><i>What are the world's major bodies of water and what is threatening them?</i></p>
<p>Unit Summary</p>	<p>Starting with our immediate environment, the children begin by looking at their classroom, then the school, expanding into the local area and London, noting the important natural and human features.</p>	<p>Using historical artefacts and photos of transport around London, the children get to know what changes have occurred in transport across our city, developing an awareness of the past in our lifetimes and beyond.</p>	<p>Looking at the diary of Samuel Pepys, the children track the fire across London, examining historical artefacts as they chart the spread of the blaze. What were the cause and consequences of the fire?</p>	<p>This unit builds a deeper understanding of the British Isles and its component countries. Building on 'Where I live', the children expand out further into England as a whole, noting natural and human features of the land, and then look at our neighbouring fellow UK countries and their features.</p>	<p>With our understanding of the UK and where we live secured, the children begin to ask, how did people find out about the rest of the world? By focusing on the journeys of key individuals, we learn about prominent individuals and their contribution to history.</p>	<p>To further reinforce and consolidate all the units this year, this unit focuses on traversing the oceans to go from place to place. We will use compass directions to navigate, as well as log the creatures we are likely to encounter and the countries we might discover en route. We will also start to think about conservation.</p>
<p>Fieldwork</p>	<p>Map our school</p>	<p>Transport Museum</p>	<p>Museum of London/Monument</p>	<p>Interview people from each of the 4 countries</p>	<p>Visit Golden Hynde</p>	<p>Thames Barrier/Thames beach</p>