

Autumn 1 History	Autumn 2 Geography	Spring 1 History	Spring 2 Geography	Summer 1 History	Summer 2 Geography
<p><u>Homes through history</u></p> <p>In this unit children will explore homes from the past and the present. They will explore why homes have changed and will place homes on a time line in chronological order. Children will discuss similarities and differences between homes past and present. They will focus in depth on Victorian homes making direct comparisons with modern homes. They will be look at how homes have changed in their local area and will think about what a house would have been like when their grandparents/older relatives were children.</p>	<p><u>There's no place like home</u></p> <p>In this unit, children will explore where they live. They will begin by locating the four countries and capital cities of the United Kingdom and label its surrounding seas. Children will explore the human and physical features of different capital cities in the UK. Children will locate Erdington, Birmingham on a map and will describe key human and geographical features including rivers in their own local area. Children will devise a simple map; and use and construct basic symbols in a key.</p>	<p><u>History Heroes</u></p> <p>In this unit, children will explore significant people who have helped shape history. They will research and explore the legacy of Florence Nightingale in depth and will compare with a nurse from our local area. Children will find out who Florence Nightingale was and when she lived. They will explore traditional expectations for women at this period and how Florence rejected these in favour of becoming a nurse. They will compare what the hospital was like before and after Florence's intervention. They will make comparisons with the achievements of Mary Seacole. Linking in with recent events that have happened nationally, children will reflect upon how nurses continue to impact upon our lives today and our amazing NHS.</p>	<p><u>All change!</u></p> <p>In this unit, children will identify seasonal and daily weather patterns in the United Kingdom. Children will understand that the year is organised into months and seasons. They will order the months correctly and describe the different seasons. They will find clues that will help them describe the season they are in now. Children will think about what they would pack in their suitcase if they were to go on holiday in the UK during different seasons. They will use simple fieldwork and observational skills to study daily weather. They will make weather instruments and record data.</p>	<p><u>Seaside adventure</u></p> <p>In this unit, children will investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. Children will compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes. Children will explore a variety of sources that will help them discover more about holidays in the past.</p>	<p><u>Hooray! Let's go on holiday</u></p> <p>In this unit, children will find out about seaside towns in each of the four countries of the UK. Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They will locate the places by using a map and atlas and group them into types of environments, <i>eg town, countryside, seaside</i>. Children will use a map and atlas to locate our nearest seaside town and will make comparisons with our own city. Children will discuss why people like to go to the seaside on holiday. Children will explore holiday destinations in the four countries of the UK including The lochs in Scotland, valleys in Wales, the South Coast in England and the Irish countryside They will use basic geographical vocabulary to refer to key physical features and key human features of towns explored.</p>