

UPPER SCHOOL CURRICULUM COVERAGE						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR A	Interconnected world	Fallen fields	Misty mountain winding river	Shang Dynasty	Oxfordshire (L)	Tribal Tales
	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world physical geography, including: climate zones, biomes and vegetation belts understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America	Power & governance a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history	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 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle key topographical features (including hills, mountains, coasts and rivers) European comparison	Innovation & technology Ancient China The achievements of the earliest civilizations	name and locate counties and cities of the United Kingdom , geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Innovation & technology Changes in Britain from Stone Age to Iron Age
YEAR B	Our changing world	Maafa	Tremors Rocks relics & rumbles	Crime and Punishment	Sow grow & farm	A child's war/Britain at war (WW2)
	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied human geography, including: types of settlement and land use, economic activity including trade links	Diversity & equality Empire & exploration a non-European society that provides contrasts with British history	physical geography, including: volcanoes and earthquakes, 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	Power & governance a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 changes in an aspect of social history	name and locate counties and cities of the United Kingdom , geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Diversity & equality A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
YEAR C	Investigating our world	Groundbreaking Greeks	Frozen Kingdoms	I am warrior	Allotment	Invasion/traders and raiders
	Climate zones 7 vegetation belts identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) physical geography, including: climate zones, biomes and vegetation belts,	Innovation & technology Diversity & equality a study of Greek life and achievements and their influence on the western world	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Empire & exploration Roman Empire & its impact on Britain – local area history	human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water	Empire & exploration Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

UPPER SCHOOL KEY QUESTIONS (Bloom's taxonomy)						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR A	Interconnected world Y4: What is it like to live in Brazil? Y5: Why do so many people visit Yellowstone/the Caribbean? Y6: Why is Brazil experiencing urbanisation?	Fallen fields Y4: How were people in Burford involved with WW1? Y5: What were the main causes of WW1? Y6: How did propaganda impact the lives of ordinary Britons?	Misty mountain winding river Y4: Where can we find mountains/major rivers in the UK? Y5: How are the Alps/is the Danube different to features in the UK? Y6: How do tourists affect mountain/river habitats?	Shang Dynasty Y4: How can we discover what life was like in China 5000 years ago? Y5: What do the tombs tell us about Shang life? Y6: What did Ancient China have in common with other civilisations at the time?	Oxfordshire (L) Y4: Why do people visit Burford? Y5: Why do people visit Witney? How is it different to Burford? Y6: Why do people visit Oxford? How does It compare to the other locations?	Tribal Tales Y4: Was Stone Age man just a simple hunter-gatherer? Y5: How did Britain change from the Stone Age to the Iron Age? Y6: How can we know about life before humans could read/write?
YEAR B	Our changing world Y4: Why do people live where they do? Y5: How do lifestyles change in different locations? Y6: Why do so many people live in large cities?	Maafa Y4: How did Benin become such an important centre of civilisation? Y5: What difference did the slave trade have on the lives of black people? Y6: What impact does Maafa have on our world today?	Tremors Rocks relics & rumbles Y4: Why do volcanoes erupt/earthquakes occur? Y5: Why don't we have volcanoes in the UK? Y6: Can volcanoes and earthquakes ever be good?	Crime and Punishment Y4: How have punishments changed over the last 1000 years? Y5: Have criminals always been treated fairly? Y6: Has the way in which we catch and treat criminals improved over time?	Sow grow & farm Y4: How does farmland differ across the UK? Y5: How and why is farming changing? Y6: Why is farmland so important? Is this the same worldwide?	A child's war/Britain at war (WW2) Y4: How did being an evacuee affect children during WW2? Y5: How did women's role in society change during conflict? Y6: How did propaganda impact the lives of ordinary Britons?
YEAR C	Investigating our world Y4: How do you use a map? Y5: What is the purpose of a map? Y6: What different maps are there & how/why are they used?	Groundbreaking Greeks Y4: What was life like in Ancient Athens? Y5: Which was better – Athens or Sparta? Y6: How have the Ancient Greeks contributed to modern society?	Frozen Kingdoms Y4: What is life like in the Polar regions? Y5: What would it be like to be an Antarctic explorer? Y6: What evidence is there of climate change?	I am warrior Y4: Who was Boudica and why is she remembered? Y5: What have the Romans done for us? Y6: What caused the Roman Empire to end after 400 years?	Allotment Y4: How is land used in the UK? Y5: How can people produce food sustainably? Y6: Which is most important: preserving natural environments or using land for food?	Invasion/traders and raiders Y4: Why did people invade Britain? Y5: Were the Vikings really vicious invaders? How did the Anglo-Saxons contribute to Britain we know today? Y6: Raiders or settlers: how should we remember these people?