

St Gregory's Catholic Primary – Long Term Theme Planning



Year	Theme Drivers	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1	History/ Geography	How are we affected by the seasons and the weather? (Geography) 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.	Why isn't everyone afraid of the dark? Science focus Night walk in Warley woods	Are my toys more fun than the ones my Grandma and Granddad had? (History) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	How does my body work? Science Focus	Why do people want to explore? (History) the lives of significant individuals in the past who have contributed to national and international achievements History focus (relates to "the lives of significant individuals in the past who have..." for example Christopher Columbus and Neil Armstrong)
	Science	Seasonal Change	Everyday materials	Plants Warley woods visit	Animals including humans Visit to a farm	
2	History/ Geography	Where in the world are we? (Geography) Focus on locational knowledge: continents, countries, capital cities	Where in time are we? (History) Lives of significant individuals (that have not been studied in year1) and events beyond living memory that are significant nationally or globally events beyond living memory.	How can we help Dora explore Mexico? (Geography) 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 Chiquitos	What can I find out about the great fire of London? (History) Events that are significant nationally or globally beyond living memory.	Would a dinosaur make a good pet? (Geography/Science)
	Science	Animals including humans	Plants	Uses of everyday materials	Movement (extra unit)	All living things and their habitats Warley woods

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3		<p>Were the Romans really rotten? (History) Focus on the Roman Empire and its impact on Britain. Lunt Fort - Coventry</p>	<p>What makes a mountain? (Geography) Describe and understand key aspects of the physical geography of mountains, volcanoes and earthquakes.</p>	<p>Can you walk like an Egyptian? (History) Focus on the achievements of the earliest civilizations, an in depth study of Ancient Egypt. Birmingham museum</p>	<p>Comparing a region of the UK with a European country. (Geography) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a European Country.</p>	<p>Who first lived in Britain? (History) Focus on changes in Britain from the Stone Age to the Iron Age. Stone Henge</p>
		<p>Plants Warley woods/ Salop drive</p>	<p>Rocks Wren's nest nature reserve</p>	<p>Animals including humans</p>	<p>Forces and magnets</p>	<p>Light</p>
4	History/ Geography	<p>What was it like for the children of Bearwood in WWII? (History) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Haden hill/Cosford</p>	<p>Were the Anglo-saxons really smashing? (History) Focus on Britain's settlement by Anglo-Saxons and Scots In school visit - see link below*</p>	<p>Who were the early law makers? (History) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Why is London such a cool place to live? (Geography) 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</p>	<p>Why are rivers so important? (Geography) Describe and understand key aspects of rivers. River study - Woodgate Valley (Subject to change - Landmarks of the Western World)</p>
	Science	<p>Sound</p>	<p>States of matter</p>	<p>Electricity</p>	<p>Animals including humans</p>	<p>All living things</p>

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5	History/ Geography	What is our place in the world? (Geography) Focus on Geographical skills and fieldwork. Edmond hall	Will we ever send another human to the moon? (History/Science) A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 (The 1960's) Space centre Leicester	Why should the Rainforest be important to us all? (Geography) Locate the world's countries, using maps to focus the location of South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	What were the achievements of the Shang Dynasty? (History) Focus on the achievements of the earliest civilizations - The Shang Dynasty of Ancient China	Who were the Mayans and what can we find out about them? (History) a non-European society that provides contrasts with British history: Mayan civilization c. AD 900.
	Science	Forces	Earth and Space	All living things	Animals including humans	Electricity
6	History/ Geography	I'm a Year 6 pupil - get me out of here! (Geography) Focus on Geographical skills and fieldwork. Plas Gwynant	To be or not to be? (History) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Shakespeare's birthplace museum	Were the Vikings always victorious and vicious? (History) Focus on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. In school visit - see link below*	Will you ever see the water you drink again? (Geography) Describe and understand key aspects of the water cycle. South staffs water/ Severn trent water	What did the Greeks do for us? (History) A study of Greek life and achievements and their influence on the western world.
	Science	All living things	Evolution and inheritance	Electricity	Animals including humans	Light

Possible visits are shown in [blue](#)

*http://www.getthespecialists.co.uk/vikings_schools.html