

Disley Primary School
Proud to Belong

Topic Based Curriculum Map – Updated January 23



Please find below the curriculum map, which outlines what the children will learn during their time at Disley Primary School and the key knowledge, skills and vocabulary linked to each topic.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All about me	Seasons and Celebrations	Space	People who help us	Animals and Living Things	Going Green
Overview of learning	Children will celebrate what makes them unique and understand that everyone is different. They will explore families, understanding where they are from.	Children will learn about the four seasons. They will explore what happens in each season. They will also learn about special celebratory events that take place in their own community and in the wider world.	Children will learn about space and where planet earth sits within our solar system. They will learn about the different planets, look at the roles of astronauts and historical space journeys. Children will learn about the differences between planets and their environments.	This is a topic that focuses on the hero in all of us; a fun topic that focuses on ourselves, our families and the super people around us who help us, such as teachers, doctors, religious leaders, police and fire fighters.	Animals are always fascinating to children. Real and imagined animals inspire creative cross-curricular learning activities in this topic about pets, working animals, rare breeds, animals in the wild and symbolic animals in literature and religion.	Children will learn about the 5 Rs and the sustainable changes that can be made to look after our school, home and planet. Children will learn about how pollution is not just effecting our local areas but also our oceans around the world.
Future Learning	Children will have a secure understanding of where they live which will support them in Year 1/2 when they look at Disley in more detail	Children will focus on the UK's seasons and identify the main weathers associated. Children will use this knowledge and look at	Children in Y1/2 will further develop their knowledge of famous astronauts and their space visits. The knowledge gained from this topic will support the children's understanding as they learn about Earth and	Children will explore the roles of many people who help us. Children will look at the role of fire fighters and the equipment they use. This will help them identify how firefighters have changed over the years when they compare the roles as	The knowledge the children learn in this topic will support them in science throughout school when learning about animals including humans, plants and living things and their habitats.	Children's understanding of the 5 Rs will support them in learning about plastic pollution in Year 3/4 and the impact of greenhouse gases in Year 5/6.

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		<p>seasons in varying locations identifying how the weather changes.</p> <p>Knowledge will also support the children in their seasonal changes science topic in Year 1.</p>	<p>Space, in science, in Year 5.</p>	<p>part of their great fire of London topic in Year 1/2</p>		
<p>Equality, Diversity and Inclusion</p>	<p>Teachers will show children that families can be built in many ways</p>	<p>Children learn about other people's faiths and beliefs</p>		<p>Breaking down stereotypes – teachers to educate the children that terms such as policeman, post man etc can make us sometimes think that only men do these jobs and the same for stereotypes around nurses etc. However, teachers explain that this is not correct and educate around non-gender specific titles i.e. postal worker, police officer etc to</p>		



				account for all people in these roles.		
British Values	Respect and Tolerance – children will learn that it is okay to be unique and that we should celebrate the qualities that make us all different	Respect and Tolerance – children learn about other people's faiths and beliefs		Rule of Law – Looking at the people who enforce the law and why it is important for us to follow rules Individual liberty – Understanding that if the rules/laws are followed, we can live how we choose		Respect and Tolerance – Children will learn to respect their environment and they will understand the impact of their sustainable changes
Vocabulary	Unique Family Senses Emotions Growth Special Same Different Healthy Hobby	Season Celebrate Weather Nature Year Month Change Time Date Order	Planet Solar System Galaxy Milky Way Change Gravity Time Astronaut Distance Speed	Job Help Safe Equipment Vehicle England Disley Place Vehicle Address	Growth Animal Mini-beast Wild Living Habitat Life cycle Environment Plant Explore	Recycle Reuse Earth World Planet Litter Plastic Care Material Pollution
	Autumn		Spring		Summer	
Year 1/2 Cycle A	<p style="text-align: center;">Paddington's Travels</p> <p>Autumn 1: Paddington goes home – busy V calm (Disley V Peru) Autumn 2: Paddington Explores the wider world</p> <p>Geography: Locational knowledge –</p>		<p style="text-align: center;">The Great Fire of London The Great Plague</p> <p>History: Events beyond living memory that are significant nationally or globally</p> <p>Quality texts:</p> <ul style="list-style-type: none"> • Katie in London • Toby and the Great Fire of London 		<p style="text-align: center;">Two worlds apart (David Attenborough) - Frozen worlds and Endangered rainforest</p> <p>Geography: Human and physical 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</p>	



	<p>name and locate the world's seven continents and five oceans</p> <p>Place knowledge - 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</p> <p>Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot areas of the world in relation to the Equator</p> <p>Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Quality Texts: Paddington Bear</p>		<p>Quality texts: Meerkat mail Ookpik (also links to making an ookpik)</p>
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<p>Overview of learning</p>	<p>Children will use the stimulus, Paddington, to learn about the countries and capitals of the UK and make comparisons to Peru. Children will learn all of the different continents and visits a range of different capital cities such as Rome, Cairo, London and Athens. They will learn fundamental information, key geographical vocabulary and important skills such as using maps, atlases and globes.</p>	<p>Children will explore these significant historic events from the 17th Century! They will use timelines to help them to understand how long ago 1666 was. Children will contrast fire-safety from the past with today and will understand the sequence of events during the Great Fire of London. They will study the buildings of the period and create their own buildings, exploring how London was rebuilt following the Great Fire. Children will explore who Samuel Pepys was. They will identify what the plague was and when and how it started. They will use different sources of information to explore how doctors tried to treat the plague and learn about the lives of those who lived in Eyam.</p>	<p>Through a series of lively activities, children will build knowledge of seasonal and daily weather patterns in the UK. They will begin to understand the hot and cold areas of the world as well as developing locational knowledge and early geographical skills, whilst making comparisons to the United Kingdom. Children will explore the climate of rainforests.</p>
<p>Previous Learning and how it feeds into the topic</p>	<p>Reception – The children will have learnt that they live in Disley or its surrounding areas and they will focus more on Disley's key areas and landmarks.</p>	<p>Reception – Children will have explored fire fighters as part of their people who help us topic and they will use this knowledge to make comparisons to firefighters during the great fire of London.</p>	<p>Reception – Children will have learnt about the seasons in the UK. Children will explore daily weather patterns and look at how seasons vary in the different locations within their topic.</p>
<p>Future Learning</p>	<p>Year 3/4 – Children will further explore Disley and its features. They will expand on this knowledge as they look at Stockport and where it is located in comparison to Disley. Children will build on map skills to use compass points. Children will learn about Ancient Rome</p> <p>Year 5/6 - Children will learn about Ancient Egypt and Ancient Greece.</p>	<p>Key Stage 2 – Children will have explored chronology looking at an event that happened before they were born. This concept of chronology will link into the topic 'Then and Now' and help slot periods of time, focused on within their correct place, on a timeline.</p>	<p>Year 5/6 – Understanding of how the weather patterns vary in the arctic and Antarctic will support children in their understanding of the challenges that presented during Ernest Shackleton's voyage to Antarctica</p>

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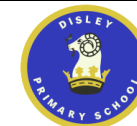
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Equality, Diversity and Inclusion	Compare how people choose to live and understand some of the cultural differences between those who live in Peru and Disley		
British Values	Individual liberty – compare how people choose to live and understand some of the cultural differences between those who live in Peru and Disley	Respect and Tolerance – Explore how everyone worked together regardless of background to help combat the Great Fire of London	
Vocabulary	Destination Adventure Explore Community Environment Culture Locality Features Changes	Past Present Event Change Time Escape Disaster Emergency Rebuild Restore	Endangered Environmental Climate Features Seasonal changes Continents Oceans Polar Contrast Similarities
	Autumn	Spring	Summer
Year 1/2 Cycle B	Then and Now – Toys and Transport History: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Around the world in 80 days Geography: Locational Knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Geographical skills and fieldwork –	One small step for a man, one giant leap for mankind Summer 1: Bob's Adventures (Linked to Texts) Summer 2: Beegu History: Significant historical events, people and places in their own locality.

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	<p>Quality texts: The naughty bus Mrs Armitage on wheels Old bear Toy story Harry and the bucket of dinosaurs</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Quality texts: The man on the moon Bob's best ever Friend Bob's Moon Tree Mystery Bob's Lunar Adventures Beegu</p>
Overview of learning	Children will be introduced to historical concepts, vocabulary and representations through exploring the ways in which life has changed over the time of our parents, grandparents and great-grandparents. They will develop a chronology of domestic life, clothes, transport, communication methods, toys and books, food and music.	Children will follow the journey as outlined in Around the World in 80 days using maps, atlases and globes. Children will learn about some of the destinations, whilst making comparisons.	Children will study people who have made significant contributions both nationally and internationally. They will learn about the achievements of famous astronauts. They will be inspired by these role models to dream of what they might achieve in the future.
Previous Learning and how it feeds into the topic	Children will have discussed what they enjoy playing with and the family in their house	Children will have looked at globes and maps. Children will have looked at their local surroundings and learnt about other areas of the world.	Children will have explored space in Reception and know the planets. Children will have looked at rocket launches into space.
Future Learning	Children will explore the effects of industrialisation in KS2.	Children will explore Ancient Egypt. Children will explore countries from each continent in KS2 and compare pollution levels.	Children will learn more about space in science lessons in Year 5/6. They will explore the planets in more detail.



			Children will learn about the more influential individuals such as Emmeline Pankhurst and Ernest Shackleton.
Equality, Diversity and Inclusion	Explore personal family histories.	Look at differences in lives of children around the world.	Explore significant people from all cultures in space history.
British Values	Individual Liberty - Explore lives of children in the past and their toys and compare to now		
Vocabulary	Adaptations Modify Past Present Old New Time Change	Destination Adventure Explore Community Environment Culture Locality Features Changes	Earth Planets Space Solar System Past Moon Stars Astronaut Travel Events
	Autumn	Spring	Summer
Year 3/4 Cycle A	Would you rather live in the Stone Age or the Iron Age (Local History – Mam Tor) History: changes in Britain from the Stone Age to the Iron Age Quality texts: Stone Age Boy	What did we learn from the Romans? The Roman Empire History: the Roman Empire and its impact on Britain Geography: Geographical Skills and Fieldwork:	What makes Stockport such a cool place to live? Geography: Locational Knowledge - 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



	<p>Littlenose Nose: The Hunter, The Explorer One Small Blue Bead</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Quality texts: Tony Robinson's Weird World of Wonders! Romans - Tony Robinson My Story Roman Invasion</p>	<p>patterns; and understand how some of these aspects have changed over time</p> <p>Geographical skills and fieldwork 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</p> <p>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.</p> <p>Quality texts: Stanley's Stick Stockport Through Time</p>
<p>Overview of learning</p>	<p>Children learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history. As well as understanding the chronology of this fascinating time, children will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age.</p>	<p>Children learn about the Roman Empire and its impact on Britain at the time and the legacy it left us.</p>	<p>Children will explore the local area of Stockport and how it has developed over time. Children will look at iconic buildings and people and their influence on the development of Stockport. Children will compare the town of Stockport to Bezier, its twin town and the historical reasons behind this partnership.</p>

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Previous Learning and how it feeds into the topic	Children will have explored chronology through the means of items and events beyond living memory. They will understand how sources can be used to find out information of the past. They will be able to identify that as time passes, things change. This unit of study will extend beyond any event the children have looked at.	Children will have explored chronology through the means of items and events beyond living memory. They will understand how sources can be used to find out information about the past. They will be able to identify that as time passes, things change. This unit of study will extend beyond any event the children have looked at.	Children have previously learnt the names of the continents and oceans. Children have also learnt the different parts of the United Kingdom – capitals. Children have also learnt about the differences between Disley and the wider world. Children have learnt about the impact of different people throughout history e.g. Samuel Pepys
Future Learning	Year 3/4 and 5/6 - children will continue to look at similarities and differences between the time period they are studying and the time period they are living in now – housing, ways of living, jobs.	Year 3/4 and 5/6 - children will continue to look at similarities and differences between the time period they are studying and the time period they are living in now – housing, ways of living, jobs.	Greater Manchester is the epicentre of the Industrial Revolution – children will study the area around Stockport and look at towns and cities, which grew due to the factories built during the Industrial Revolution. LS Lowry is also studied in Year 5/6.
Equality, Diversity and Inclusion	Compare how people choose to live and understand some of the cultural differences between different time periods.	Compare how people choose to live and understand some of the cultural differences between different time periods.	Locate different places of worship in our local area expanding to Stockport.
British Values	Rule of Law – there was very little local rule of law during the Stone Age and Iron Age of a local level	Rule of Law – looking at how people lived and were governed during different time periods.	
Vocabulary	archaeologists, artefacts, Neolithic, B.C, chronology, civilisation, settlement,	Centurion (century), emperor, aqueduct, gladiator, Londinium, conquer, invade,	Viaduct, landscape, mill, physical geography, human geography, town, city,



	prey, tribal, hunter gatherer, shelter	mosaic, numeral, Roman Baths	county, Ordnance Survey
	Autumn	Spring	Summer
Year 3/4 Cycle B	<p>Natural Disasters</p> <p><u>Geography</u> Locational knowledge: 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</p> <p>Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>Who were worse, the Anglo Saxons or the Vikings? (Local History - Disley name, Farms)</p> <p><u>History:</u> Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Geography:</u> Human and Physical Geography - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Quality Texts:</u> Usborne Young Reader – Beowulf Freedom For Bron: The Boy Who Saved A Kingdom Vikings in 30 Seconds The Warrior Troll – Lindsay</p>	<p>Reduce, Reuse, Recycle</p> <p>Locational knowledge - 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</p> <p>Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork:</u> 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.</p>

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	<p>including energy, food, minerals and water</p> <p>Quality texts: Escape from Pompeii Journey to the centre of the earth (Usborne Young Readers) Tsunami kids – Paul Forkan</p>		<p>Quality texts: What a waste One plastic bag Someone swallowed Stanley</p>
Overview of learning	<p>This topic is an excellent introduction to the key aspects of physical geography that children need to understand and describe in key stage 2. Children gain a thorough knowledge of volcanoes, earthquakes, climate zones and biomes by applying knowledge gained from research to practical tasks.</p>	<p>Anglo-Saxons illustrates key aspects of the nature of invasion and settlement in history. Through a study of the broad social context of the Anglo-Saxon period, children will learn how this important group of settlers fits into the chronology of Britain. Children will also develop their knowledge of the Viking invasion and settlement in Britain through a series of practical and informative blocks.</p>	<p>Children will explore the role of waste and the impact it is having on the planet with a particular focus on plastic. Children will explore the history of plastic and how the world is trying to make sustainable changes to reduce the carbon footprint. Children will compare how plastic is used around the world and the laws around its use in varying countries.</p>
Previous Learning and how it feeds into the topic	<p>Year 1/2 -Children have previously learnt the names of the continents and oceans. Children have also learnt the different parts of the United Kingdom – capitals. Children have also learnt about the differences between Disley, the wider world and Peru – physical features.</p> <p>Year 3/4 - pupils in Cycle A learn about the Romans – Pompeii. Children have also learnt about Frozen Worlds and the Endangered Rainforest.</p>	<p>Year 1/2 - children have used artefacts and sources to develop their own ideas and opinions about different time periods – these skills will help them to learn about the Anglo-Saxons and Vikings e.g. Samuel Pepys' diary.</p> <p>Similarities and differences are looked at by pupils between the time period and the time period they are living in now – housing, ways of living, jobs.</p>	<p>Reception - Children previously learnt about 'Going Green' where they started to look at sorting objects and recycling.</p>

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Future Learning	Year 5/6 - pupils will learn about Climate Change and how this impacts on natural disasters and their increasing frequency.	Similarities and differences are looked at by pupils between the time period and the time period they are living in now – housing, ways of living, jobs.	Year 5/6 - pupils will learn about Climate Change and how this impacts on natural disasters and their increasing frequency. Children will also learn about the Industrial Revolution and the impact that this has had.
Equality, Diversity and Inclusion	Compare how people choose to live and understand some of the cultural differences between places.	Compare how people choose to live and understand some of the cultural differences between different time periods.	Compare how people choose to live and understand some of the cultural differences between places.
British Values	Respect - Respecting nature and showing empathy for other people around the world.	Rule of Law – looking at how people lived and were governed during different time periods.	Respect - respecting nature and showing empathy for other people around the world. Individual liberty - enables the children to choose how we want to live – veganism, whether to recycle or not
Vocabulary	Magnitude, landslide, Tectonic plates, saturated, magma, lava, fault, dormant, eruption, aftershock, tsunami, magma	Scandinavia Danelaw Jorvic misconception archaeologist, raids, vicious, longhouse, berserkers, longship, legacy, Wessex, churl, wergild, shires, shire reeve, thane, Witan,	reduce, reuse, recycle, single-use, plastic, pollution, sustainable, ocean garbage patches, Zero Waste



		Mercia	
	Autumn	Spring	Summer
Year 5/6 Cycle A	<p>Industrial Revolution – How did early technology revolutionise the world?</p> <p>History: a local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Geography: Locational Knowledge - 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</p> <p>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-</p>	<p>Climate Change - Fumes or Futures?</p> <p>Geography: Human and Physical Geography - 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, and a region within North or South America</p> <p>Quality texts We are all Greta - Valentina Giannella Plastic Sucks. You can make a difference – Dougie Poynter</p>	<p>Mayan Civilisation –Who were the Mayans and what did we learn from them?</p> <p>History a non-European society that provides contrasts with British history</p>



	<p>use patterns; and understand how some of these aspects have changed over time</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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.</p> <p>Quality texts Street Child Industrial Revolution The Rise of the Machines</p>		
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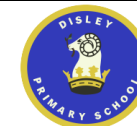
Overview of learning	Children will explore Manchester's role during the Industrial Revolution. They will look at iconic buildings and the transportation of cotton. Children will look at the living and working conditions of people at the time make comparisons.	Children will learn about the causes and effects of climate change, including the greenhouse effect, global warming and carbon footprints. Children will research the impact on plants and animals and explore how children's rights are being affected and what can be done to help.	Children will study the magnificent Maya in this vigorously researched topic. They will discover where and when the Maya built their civilisation as they develop a range of skills across the curriculum. Children will investigate how they lived, their culture and their legacy, whilst comparing the Mayan's lives to their own.
Previous Learning and how it feeds into the topic	Year 3/4 - Children looked at mills within their Stockport topic. We focus on the mills, work and laws that were passed.	Reception - children have studied 'Going Green' as a topic. Year 1/2, the children study polar worlds. Year 3/4, the children will have studied Plastic Pollution.	The children will have learnt about different ancient civilisations and have learnt how to place them in time. They have also studied similarities and differences.
Future Learning	In the Spring term, we look at climate change and the impact of the industrial revolution on global warming.		
Equality, Diversity and Inclusion	Children will explore the origins of cotton and the conditions of slavery.	We will look at different countries' carbon emission and how this may impact on poorer countries.	Comparisons will be made of how people chose to live and of some of the cultural differences between places.
British Values	Democracy – Children will explore what the UK learnt from the Industrial Revolution and how that has shaped democracy today. Rule of law - children will look at how the laws have changed over time.	Rule of law - children will look at how the laws have changed over time. Respect - children will learn about respecting the environment and people of other countries.	Respect - children will learn about respecting the environment and people of other countries.
Vocabulary	Industry, Rural,	Climate, Emissions, global warming,	Glyphs, Codices, Inventions,



	Agriculture, cultivation, urban, revolution, trade, production, goods, consequences, impact, adaptation, class	renewable, atmosphere, greenhouse, gases, Solution, Activist, fossil fuels	Calendars, reservoirs, cacao, metal ores, process, belief
	Autumn	Spring	Summer
Year 5/6 Cycle B	<p>Significant people who have changed the course of History – Ernest Shackleton and Emily Pankhurst – How did resilience lead to success?</p> <p>History: a local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Geography: Locational knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</p>	<p>Ancient Egypt</p> <p>History: the achievements of the earliest civilizations</p> <p>Geography: Human and Physical Geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Quality texts The Time Travelling Cat and the Egyptian Goddess Pharaohs of Ancient Egypt- Elizabeth Payne</p>	<p>Ancient Greece – How did the Ancient Greeks shape the world we live in today?</p> <p>History: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Geography Locational Knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Quality texts Men and Gods – Rex Warner So You Think You've got it bad – A Kids life in Ancient Greece</p>

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	<p>and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Quality texts Shackleton's Journey – William Krill Suffragettes and the Fight for the Vote – Sarah Ridley</p>		
Overview of learning	<p>Children will learn about the inspirational individuals Emmeline Pankhurst and Ernest Shackleton. They will explore how resilience resulted in change and triumph. Children will celebrate the locality of Emmeline Pankhurst and develop their understanding of the impact Emmeline had on women's rights.</p>	<p>Children will learn all about the Ancient Egyptians. Children will look at some of the Pharaohs and the development of the pyramids, as well as the mythology that permeated Ancient Egypt. Children will look at the role that the Nile had in allowing this civilisation to flourish and examine daily life, comparing it to our own.</p>	<p>Children will discover the lasting influence of the Ancient Greeks on the western world. They will investigate the timeline and four main periods of the Greek Empire. Children will explore different kinds of historical sources and evaluate their usefulness. They will learn about lifestyle, clothing and the concept of democracy. Children will also examine the exciting Olympics and its modern legacy.</p>
Previous Learning and how it feeds into the topic	<p>Year 1/2 and year 3/4 - children will have studied other significant people within history.</p>	<p>Year 1/2 - children learn about Egypt. Year 3/4 - the children will have looked at natural disasters, which will include some learning about rivers.</p>	<p>The children will have learnt about different ancient civilisations and have learnt how to place them in time. They have also studied similarities and differences between cultures and our lives today.</p>
Future Learning			
Equality, Diversity and Inclusion	<p>Comparisons will be made of the rights of women before and after the suffragette movement and explore why</p>	<p>Comparisons will be made between different groups of people and their status within Egyptian society.</p>	<p>Comparisons will be made of how people chose to live and of some of the cultural differences between places.</p>

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	Ernest Shackleton's crew consisted of only men.		
British Values	<p>Democracy – explore the representation of the female voice before the suffragette movement and compare to today.</p> <p>Individual liberty – explore whether this was appropriate before the suffragette movement. Could people live how they wanted to live?</p>	Rule of law- Children will look at the queens and pharaohs over time and comment on different methods of rule.	Democracy – Children will explore what the UK learnt from the Ancient Greeks and how that has shaped democracy today.
Vocabulary	<p>Inequality, democracy, government, biased, constitutional, manifesto, petition, propaganda, movement, suffrage, suffragette, prejudice</p>	<p>Tourism, irrigation, erosion, condensation, precipitation, evaporation, migration, civilisation, hieroglyphics, archaeologist, sarcophagus, mummification, papyrus, scarab</p>	<p>Democracy, government, philosophy, worship, Truce, landscape, adaptation, athlete, Truce, Sculpture, demographic</p>