

| Year 1 | | | |
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| Theme | Where My Feet Take Me | At the Zoo | Going on a Journey |
| History | Changes within living memory. Changes in shopping | Lives of significant people and places in their own locality. George Mottershead and the development of the Zoo | Lives of significant people and places – Amelia Earhart |
| Key Question | How has shopping changed in the last 100 years? | How did Chester Zoo get so big? | Why was Amelia Earhart so important? |
| NC | <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | <ul style="list-style-type: none"> Significant historical events, people and places in their own locality | <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. |
| Geography | The geography of our school grounds | The geography of the local area | Comparison of Christleton and a small area of non-European country. |
| Key Question | What are the main features of our school? | Is the zoo far away? | Is Trinidad the same as Christleton? |
| NC | <ul style="list-style-type: none"> Using fieldwork and observational skills, study the geography of the school; its grounds and the key features of its surrounding environment. Simple compass points Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Seasonal and daily weather patterns in the United Kingdom | <ul style="list-style-type: none"> Seasonal and daily weather patterns in the United Kingdom Simple compass points Use aerial photos and maps and plans. Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office and shop | <ul style="list-style-type: none"> 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. Seasonal and daily weather patterns in the United Kingdom |
| Year 2 | | | |
| Theme | Up in Flames | United Kingdom | Great Explorers |
| History | In depth study of the Great Fire of London. Within topic, short topics on Gunpowder Plot and Remembrance. | A comparison of King Charles III and previous kings | Explorers - Lives of significant individuals Ibn Battuta, Christopher Columbus, Neil Armstrong, Sunita Williams |
| Key Question | What changed after the Great Fire of London? | Is King Charles III the same as other kings? | Is life different when you are an explorer? |
| NC | <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria | <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong, |
| Geography | Identify the four counties of the United Kingdom, focus on London | Identify the four counties of the United Kingdom, identify their capital cities and the surrounding seas | Name and locate the world's 7 continents and 5 oceans |
| Key Question | Is London a country? | What makes the United Kingdom unique? | Is the world full of countries? |
| NC | <ul style="list-style-type: none"> 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 Use, world maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | <ul style="list-style-type: none"> Use, world maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Location of hot and cold areas of the world in relation to the equator and the north and south poles. 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 |

| Year 3 | | | |
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| Theme | Hidden Depths | A Wave of Change | Voyage of Discovery |
| History | Changes in Britain from Stone Age to Iron Age Look at the past as different time periods How did people live in the Stone Age | Changes in Britain from Stone Age to Iron Age Archaeology Life in the Bronze Age and changes up to the Iron Age | Achievements of four of the earliest civilisations and in depth study of Ancient Egyptian achievements e.g. irrigation and pyramids of the earliest civilisations and common themes e.g. early writing |
| Key Question | Would you rather live in the Stone Age, Bronze Age or Iron Age? | Which Ancient Civilisation had the greatest impact on our lives today? | Were the Ancient Egyptians the most advanced civilisation in the world? |
| NC | <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age | <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age | <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt |
| Geography | Regions of the U.K. A study of the physical features of the U.K – rocks, mountains and hills Understanding of geology in the U.K | Look at ordnance survey maps Study of land uses in the U.K and changes over time | The importance of rivers to settlements Settlements on rivers in the U.K |
| Key Question | Is the landscape of the U.K all the same? | How has the U.K landscape and land use changed over time? | Do all early settlements have a location in common? |
| NC | <ul style="list-style-type: none"> Geographical skills and fieldwork. Use eight points of a compass to build knowledge of the U.K. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. 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 | <ul style="list-style-type: none"> Name and locate geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time | <ul style="list-style-type: none"> Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. (North Wales, South Wales, Highlands, Lowlands, North east etc) |
| Year 4 | | | |
| Theme | Exploring an ancient society | Developing an Empire | Cestrian Life |
| History | Ancient Greece – looking at architecture, democracy, the Olympic Games and other influences on life in the western world | The Roman Empire and its impact on Britain The Roman invasion and the importance of Hadrian's wall The significance of roads in Roman Britain | A local history study; the Roman invasion of Chester |
| Key Question | How did the Ancient Greeks influence life today? | How did the Romans change Britain? | How did the Romans invade Chester? |
| NC | <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world | <ul style="list-style-type: none"> The Roman Empire and its impact on Britain | <ul style="list-style-type: none"> A local history study |
| Geography | Focus on Europe and the differences between the countries within. | Focus on Europe and the differences in human and physical geography within the countries. The water cycle – significant rivers in Europe | Naples Bay compared with the North west Key features of Volcanoes and Earthquakes |
| Key Question | Is Europe the same all over? | Why are rivers and water so important? | How is the North West of the U.K similar to Naples Bay? |
| NC | <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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). | <ul style="list-style-type: none"> Human geography – Focusing on Europe, looking at types of settlements, land use, trade links, natural resources, including energy food, minerals and water (ongoing) Physical geography – Focusing on Europe, looking at rivers, mountains and the water cycle. | <ul style="list-style-type: none"> 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 Physical geography – Focusing on Europe, looking at rivers, mountains, volcanoes and earthquakes |

| Year 5 | | | |
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| Theme | Across the Atlantic | Invaders and Settlers | Land and Lakes |
| History | Non- European society that provides a contrast with British history – Mayan civilization c AD900 | Britain's settlement by Anglo-Saxons and Scots 600AD | The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor AD900 |
| Key Question | Was the Mayan civilization more advanced than Britain in AD 900? | How dark were the dark ages? | Who won what in the struggle for the Kingdom of England? |
| NC | <ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots | <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| Geography | A study of North and Central America | A study of the areas that the Anglo-Saxons and the Vikings settled | Comparison of the Great Lakes region, which includes Niagara and the Whole of the NW with a focus on the Lake District – look at Tourism in both, as well as consolidating the large cities |
| Key Question | Is there more in North America than the USA? | Where made a good home for the Anglo-Saxons and Vikings? | Are the Great Lakes and NW England the same? |
| NC | <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes 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). | <ul style="list-style-type: none"> Name and locate the counties and cities of the UK and their identifying human and physical characteristics. (linked to Anglo Saxon and Viking place names. 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 . | <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within North America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| Year 6 | | | |
| Theme | Wars Through Time | Conflict and Resolution Exploring South America | Our Changing Lives |
| History | Wars through time Key wars and battles between 1066 and now. | In depth study of WWII | How has life changed since 1948? |
| Key Question | How have wars changed since 1066? | What did we learn from WWII? | How has life changed in living memory? |
| NC | <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 In depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content | <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 In depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content | <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 |
| Geography | Recap of cities and counties of U.K.-Where was bombed and use OS maps to look at where the bombs landed. Use a street near me to find WW1 heroes. European countries and capital cities Fieldwork linked with War memorial | South America, focus on capital cities, environmental regions, human and physical characteristics and position and significance of latitude and longitude | Mala Yousufzai and Greta Thunberg influence on the world Sustainability and climate change |
| Key Question | Were people of Chisleton affected by war? | Is South America the same all over? | Do we have the power to change the world? |
| NC | <ul style="list-style-type: none"> Name and locate the counties and cities of the UK and their identifying human and physical characteristics. 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 . | <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. 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). | <ul style="list-style-type: none"> DFE April 2022: Through their learned and lived experiences from early years to further and higher education, we will provide opportunities to develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions. |