

# EXCALIBUR PRIMARY SCHOOL

## TOPIC OVERVIEW

<b>EYFS</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
For the children to use their senses to explore the world around them.	For the children to begin to learn their place in the wider world.	To develop independence and confidence as learners in preparation for Year One.
To build relationships with other children and adults.	To solve problems, cooperate with others and work as part of a team.	To value the opinions and approaches of others.
To develop confidence in making their own choices, turn taking and sharing.		
<b><i>Intentions for Year One</i></b> Our children will be independent learners who can plan, resource and carry out a project. They will problem solve and work as part of a team. They will share ideas and take on board the ideas of others, valuing different opinions and approaches.		

## KEY STAGE 1

Year	Autumn	Spring	Summer
1	<b>Autumn 1</b> <b>Gunpowder, Treason and Plot</b> British History	<b>Spring 1</b> <b>Toys</b> Local History	<b>Summer 1</b> <b>Grace Darling</b> British History
	<b>Autumn 2</b> <b>What's it like to live here?</b> Local Geography Fieldwork – school grounds	<b>Spring 2</b> <b>What's the weather like in the UK?</b> Local/UK geography Fieldwork – school grounds	<b>Summer 2</b> <b>How is life different in China?</b> Global geography
2	<b>Autumn 1</b> <b>Great Fire of London</b> British/Local History	<b>Spring 1</b> <b>The Moon Landings</b> British History	<b>Summer 1</b> <b>History of Trains</b> Local/ Global History
	<b>Autumn 2</b> <b>Would you prefer to live in a hot or cold place?</b> Global geography Fieldwork – school grounds	<b>Spring 2</b> <b>Why is our natural world so wonderful?</b> Local/ Global geography	<b>Summer 2</b> <b>What is it like to live by the coast?</b> UK geography

## KEY STAGE 2

Year	Autumn	Spring	Summer
3	<b>Autumn 1</b> <b>Prehistoric Britain</b> British/Local History	<b>Spring 1</b> <b>Ancient Egyptians</b> Global History	<b>Summer 1</b> <b>Roman Britain</b> British History
	<b>Autumn 2</b> <b>Why are rainforests important to us?</b> Global geography Fieldwork – local woodland/park	<b>Spring 2</b> <b>Who lives in Antarctica?</b> Global geography Fieldwork – school grounds	<b>Summer 2</b> <b>Where does our food come from?</b> Local/UK geography Fieldwork – school grounds
4	<b>Autumn 1</b> <b>The Anglo-Saxons</b> British/Global History	<b>Spring 1</b> <b>The Vikings</b> British/Global History	<b>Summer 1</b> <b>Victorian Britain</b> British/Local History
	<b>Autumn 2</b> <b>What are rivers and how are they formed?</b> Local/UK/Global geography Fieldwork – local river	<b>Spring 2</b> <b>Why do people live near volcanoes?</b> Global geography Fieldwork – school grounds	<b>Summer 2</b> <b>Are all settlements the same?</b> Local/UK geography
5	<b>Autumn 1</b> <b>World War 2</b> British/Local History	<b>Spring 1</b> <b>The Mayan Civilisation</b> Global History	<b>Summer 1</b> <b>Ancient Greece</b> Global History
	<b>Autumn 2</b> <b>Why does population change?</b> Local/UK geography Fieldwork – urban area – town centre	<b>Spring 2</b> <b>What is life like in the Alps?</b> Global geography Fieldwork – Local area – focus on recreational land use	<b>Summer 2</b> <b>Why do oceans matter?</b> Global geography
6	<b>Autumn 1</b> <b>Black and British</b> British/Global History	<b>Spring 1</b> <b>Alsager's Changing Landscape</b> Local History	<b>Summer 1</b> <b>Beyond Face Value</b> Thematic
	<b>Autumn 2</b> <b>Would you like to live in the desert?</b> Global geography	<b>Spring 2</b> <b>Where does our energy come from?</b> Global geography	<b>Summer 2</b> <b>How could we make our local area more environmentally friendly?</b> Local geography