

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
<b>Year 1</b>	<p><b>Making A Difference</b>  <b>What would Benjamin Bear find exciting about our town?</b>            Using maps, visit around the local area and artefacts.</p>	<p><b>Who are we remembering?</b>  <b>Remembrance Day</b>—What and how does Atherton remember? Using artefacts and sources. Looking at local war heroes, statues etc in the locality.</p>	<p><b>How do we connect to other places?</b>  <b>Development of Transport</b>            The work of Brunel.            Using artefacts, timelines and sources to identify changes and continuity and to describe the impact.</p>	<p><b>Neil Armstrong and Captain Cook were they brave people?</b></p> <p>Using artefacts, timelines and sources to describe the achievements of these men and the impact that their achievements had on others.</p>	<p><b>What a Wonderful World</b>  <b>Why do we love to be beside the seaside?</b>            Using maps, artefacts and sources.</p>	<p><b>Nature Detectives</b>  <b>Comparing Islands</b> Using maps, artefacts and sources.</p>
<b>Year 2</b>	<p><b>Why were these women significant ?</b>            Rosa Parks, Neillie Spinder, Queen Victoria, Florence Nightingale            Using artefacts, timelines and sources. Children to discuss how these key figures are significant and to debate which aspect/event was the most important/significant for each of these people that gave the most impact.</p>	<p><b>Colder Climates—Antarctica</b>            Using maps and sources</p>	<p><b>The continents of the World</b>            (naming continents, oceans and giving facts)            Using maps, sources and artefacts</p>	<p><b>What is our heritage and should we be proud of it?</b></p> <p>Using local sources, statues, timelines, artefacts and various sources.            Local figure, Charlotte Ann Fletcher (Lady Cotton) and the work of LS Lowry and Pankhurst. Discussing and analysing changes to the local area.</p>	<p><b>What was life like when the Queen came to the throne in 1952?</b>            Using artefacts, timelines and sources. Making comparisons from then to today. Creating a timeline of the events for the Queen, what would be her most significant event and why? Children to pose their own enquiry question</p>	<p><b>What has changed since 1930? Is it for the better?</b></p> <p>Events/Changes within living memory (1930-) Holidays, fashion, transport, toys            Using artefacts, timelines and sources. (visitors)</p>
<b>Year 3</b>	<p><b>Did life in Britain improve from Stone-Iron Age?</b>            Various enquiries including; How did people feed themselves in the Stone Age? What are the key characteristics of the Bronze Age? What was living during the Iron Age like? How was the Iron Age different from the Stone Age?            Using Artefacts, British Museum virtual study, creating timelines etc comparing all three time periods. Study of sites such as Skara Brae and Stonehenge.</p>	<p><b>Types of Settlement and Land Use</b>            Various enquiries including; Why do people live in different places? How does land use vary?            Using maps, sources and artefacts.</p>	<p><b>What were the achievements of the Ancient Civilisations?</b>            Various enquiries including; Who were the Ancient Egyptians? How can we find out about them? Why did they settle along the Nile? What did they believe in? Why were the pyramids built? Tutankhamun and Nefertiti, who were they and what do we know about their lives? How was life similar/ different as it from Britain at this time?            Using artefacts, timelines, sources and a trip to the Museum. Children will also explore similarities and differences between all of the Ancient Civilisations (Ancient Sumer, The Indus Valley, The Shang Dynasty of China)</p>		<p><b>Biomes and Vegetation</b>            Various enquiries including; What are Biomes? Where are they? Focus on Rainforests (position and features) Desert, what grows there? Why?            Using artefacts, sources and maps</p>	
<b>Year 4</b>	<p><b>What did the Ancient Greeks do for us?</b>            Various enquiries including; Why is studying the ancient Greeks important? What were their main achievements? What legacy has been left behind? How did this impact Britain? (language, arts, architecture)            Using artefacts, timelines and sources</p>	<p><b>Climate Zones</b>            Various enquiries including; What is Britain's climate? What is the climate like in other countries? Does it effect how people live?            Using maps and sources.</p>	<p><b>How Roman was Roman Britain?</b>            Various enquiries including; Which countries were part of the Roman Empire? Was the Roman Army a strong one? In what way? When and why did the Romans come to Britain? How and where did they settle? What did the Romans do for us? What legacy have they left behind? How should Boudica be remembered? Boudica national heroine or murderer villain debate. What impact did this have on Britain?            Local legacy, did the Roman's visit Wigan?            Using artefacts, trip to a Museum, timelines and sources</p>		<p><b>Rivers and the Water Cycle</b>            Various enquiries including; Why is water important? What is the water cycle? Where are the major rivers in the world? What are the features of a river? Examples of flooding and how countries react (comparing Bangladesh to Britain's methods)            Using maps and sources.</p>	
<b>Year 5</b>	<p><b>The Maya, the most important Stone Age society?</b>            Various enquiries including; Who were the Maya? Where were they from? What was life like in a Rainforest? How did they live? What did they believe in? Similarities between Egypt (pyramids), Greece (God's) and Britain (football, villages) What can we learn from them? Differences and similarities. What food came from the Maya? How has this influenced what we eat today? Modern day Maya. What civilisation contributed the most?            Using artefacts, sampling food, timelines and sources</p>	<p><b>Economic Activity including trade</b>            Various enquiries including; What is trade? Why is it important? Fair trade focus, creating a product to trade.            Using maps, products and sources</p>	<p><b>Was Anglo Saxon England a 'golden age'?</b>            Various enquiries including; Who were the Scots and the Saxons? Where did they settle? What was it like to live in Anglo-Saxon England? How did Britain become Christian? Where were the women in Anglo Saxon Britain? Local legacy.            Using artefacts, timelines, art work and sources.  <b>Vikings and Anglo Saxons</b>            Various enquiries including; Who were the Vikings? Was Alfred great? Was Athelstan greater? Who was Edward the Confessor? Why did his death cause a crisis? What were the claimants for the throne? Summarise life in Britain at this time.</p>		<p><b>Mountains</b>            Various enquiries including; How are they formed? What are the uses of a mountain? What are the famous mountains? Case Study.            Using artefacts, art work, maps and sources.</p>	
<b>Year 6</b>	<p><b>How healthy were the people in Atherton?</b>            Health over time (review of time periods studied. Describing which decade was the most healthy for people in Atherton looking at events nationally and locally)            Local History Study, Mining Enquiry            Census data, Sources and oral history of significant events and people in the area.            Land through time/ land use in the future (Northern Forest)</p>	<p><b>Volcanoes and Earthquakes</b>            Various enquiries including; What is a volcano? What are Earthquakes? How do people deal with Earthquakes and Volcanoes? San Francisco Earthquake—what happened? Why do people live near a volcano?            Using artefacts, art work, maps and sources.</p>	<p><b>The Blitz: All we need to know about World War Two?</b></p> <p>Various enquiries—Dunkirk. Battle of Britain, local history (evacuees), contributions of India (Raj), new opportunities women in world war two. n</p>		<p><b>Distribution of Natural Resources (Human)</b>            What are/were Britain's natural resources? What is the difference between a renewable and non-renewable resource? Decision making exercise, a country needs developing, how would you develop this country? What is the best decision? Why?            Using artefacts, maps, visitor and source material.</p>	