

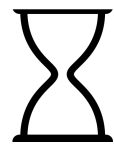
Year 1	Term: Summer	Driver: History	Topic: Castles and Knights
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**Prior Learning - What do the children already know?**

**Pupils will build upon their work in EYFS** by finding similarities and differences so that children in **KS1** can compare where they live now to where they would have lived in the past.  
**Pupils will draw upon their current KS1 knowledge**, using photographs to retrieve information about the past **so that they can draw conclusions about their current topic.**  
**Pupils will build upon their prior knowledge in KS1 and EYFS** to compare different time periods as well as using language associated with the past.  
**Pupils will build upon their knowledge from EYFS** of kings and queens so that children in **KS1** are able to develop knowledge of why kings and queens resided in castles..

**Local Knowledge**

Hazlewood Castle. Hazlewood Castle is a country residence, now a hotel, in North Yorkshire, England, by the A1 and A64 between Aberford and Tadcaster. It is one of the oldest fortified houses to survive in the whole of Yorkshire

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know about History? What does History mean? What have they learned previously in history lessons that will help them understand this? <b>Mind map of what History means to the children.</b>	<p style="text-align: center;"><u><b>As a Historian we will...</b></u></p> <ul style="list-style-type: none"> <li>● <b>Analyzing a castle plan:</b> Understanding how the layout of a castle (moat, towers, etc.) relates to its defensive purpose.</li> <li>● <b>Comparing different castle types:</b> Exploring the differences between motte-and-bailey castles and stone castles, and why they developed.</li> <li>● <b>Investigating a specific castle:</b> Researching the history of a particular castle, its builders, and the events that took place there.</li> </ul> 
<b>Week 1</b>	What makes a castle a castle? <b>Use BBC animation to introduce children to castles. Children build their own castle as a group using building blocks. Extension - label parts.</b>	
<b>Week 2</b>	Who lived in castles? <b>Short video explaining who lived in castles. Sorting exercise using images (did and did not live in a castle)</b>	
<b>Week 3</b>	What makes castles so strong? <b>Powerpoint of defensive features of a castle. Children take on the role of spies to copy features from a castle. Draw and label the defensive features.</b>	
<b>Week 4</b>	How did castles change over time? <b>Sequencing activity using images of castles. Children order the images from oldest to newest castles.</b>	
<b>Week 5</b>	What are castles used for now? <b>Short video / powerpoint on the uses of castles today. Children make a poster for a Bonfire event at a local castle.</b>	

**Sticky Knowledge - The Five Keys...**

Key Dates & Key Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>● 1066 - Motte and Bailey Castle (wood)</li> <li>● 1080 - Stone Keep (motte and bailey)</li> <li>● 1100 - Stone keep castle with stone curtain walls</li> <li>● 1260 - Concentric castles</li> <li>● 1300 - Courtyard castle and moat</li> </ul>	<ul style="list-style-type: none"> <li>● Keep</li> <li>● Motte/Bailey</li> <li>● Barbican</li> <li>● Drawbridge</li> <li>● Portcullis</li> </ul>	<ul style="list-style-type: none"> <li>● Knights</li> <li>● Lady / Lord</li> <li>● King / Queen</li> <li>● Soldiers</li> <li>● Servants</li> <li>● Tradesmen</li> </ul>


Year 1	Term: Summer	Driver: Geography	Topic: Would you prefer to live in a hot to cold place?
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**Prior Learning - What do the children already know?**

**Pupils will build upon their work in EYFS** by finding and locating places on a map/globe, **so that children in KS1** can confidently find and locate the 7 continents.  
**Pupils will draw upon their EYFS and current KS1 knowledge** of what a map is, **so that children in KS1** can understand a world map and the different locations it shows  
**Pupils will build upon their current knowledge** of Tadcaster and its community, **so that in KS1, pupils** will begin to understand the differences and similarities between different communities.

**Local Knowledge**

Tadcaster is a town that is located in England, one of the four countries which makes up the United Kingdom. Tadcaster is typical of the UK and can be cold/hot depending on the season.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know about Geography? What do the children know about the world already? <i>Mind map prior learning villages, towns, cities, rivers, countries, continents and oceans. Weather. Atlases, Google Earth.</i>	<p><b><u>As a Geographer we will...</u></b></p> <ul style="list-style-type: none"> <li>● Be able to read/understand a world map to locate the 7 continents and the 5 oceans</li> <li>● Be able to find North and South on the world map</li> <li>● Be able to discuss and express opinions on how humans and communities may have an impact on the climate and environment</li> <li>● Be able to describe different features on a map using a key</li> </ul> 
<b>Week 1</b>	<b>Where are the continents?</b> <i>Children will listen to the continent's song and draw on prior knowledge to label the 7 continents.</i>	
<b>Week 2</b>	<b>Where are the coldest places on Earth?</b> <i>Use BBC Frozen planet - children write down what they notice. Children add North and South poles to their world map from session 1. Children add 'cold places' images to their world map.</i>	
<b>Week 3</b>	<b>Where is the Equator?</b> <i>Children watch a short video on the equator. Children explain which continents the equator runs through. Add to their world map.</i>	
<b>Week 4</b>	<b>What is life like in a hot place?</b> <i>Children sort pictures into Kenya and UK. Children compare similarities and differences between the locations.</i>	
<b>Week 5</b>	<b>Would you prefer to live in a hot or cold place?</b> <i>Children identify features of a hot and cold place. Children describe where they would most like to live.</i>	

**Sticky Knowledge**

Key Facts	Key Vocabulary	Key Locations
<ul style="list-style-type: none"> <li>● There are 7 continents across the world</li> <li>● There are 5 oceans</li> <li>● The equator is an imaginary line that circles the earth</li> <li>● Life and communities differ depending on when we are in the world.</li> </ul>	<ul style="list-style-type: none"> <li>● Hot / Cold</li> <li>● Climate</li> <li>● Equator</li> <li>● Weather</li> <li>● Temperature/Thermometer</li> </ul>	<ul style="list-style-type: none"> <li>● North Pole</li> <li>● South Pole</li> <li>● Equator</li> <li>● Kenya</li> <li>● UK</li> </ul>


Year 1 Venus	Term: Summer	Driver: RE	Topic: How should we care for others and the world, and why does it matter?
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### Prior Learning - What do the children already know?

**Pupils in FS** learn about special stories, special people, special places, special times, belonging and how special the world is.

### Local Knowledge

Tadcaster is predominantly a white Christian community with three Churches of different denominations: Anglican, Roman Catholic and Methodist. There are no Jewish, Hindu or Islamic places of worship. The United Hebrew Congregation Orthodox synagogue, which past pupils have visited, is located nearby in Shadwell, Leeds.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know about Religious Education? What does religion mean? What have they learned previously in RE lessons that will help them understand this? Children in KS1 should know special stories, people, times and places.	<p style="text-align: center;"><b><u>As a Theologist we will...</u></b></p> <p>Focus on <b>beliefs</b>, exploring what we think is the most important thing to believe in.</p> <p>Focus on <b>practice</b>, exploring what special times or events we celebrate with family and friends.</p> <p>Focus on <b>values</b>, exploring how we think others should be treated and why.</p> <p>Focus on the <b>world</b>, exploring how different beliefs about the world affect the way people live and how we can learn from other cultures.</p> 
<b>Week 1</b>	<b>What is special about our world?</b> <i>Consider the idea that we all have special gifts we can use to benefit others. Children will draw the things they believe are the most special about our world.</i>	
<b>Week 2</b>	<b>What difference does it make to believe in the golden rule?</b> <i>Introduce the children to the golden rule. What do the children think this means to them? Write a simple sentence to explain how they would like to be treated.</i>	
<b>Week 3</b>	<b>What can we learn from religions about deciding what is right and wrong?</b> <i>Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. The good Samaritan. Children to discuss their feelings.</i>	
<b>Week 4</b>	<b>Does religion help people to be good?</b> <i>Introduce the children to Mother Teresa. Children to identify the key parts of Mother Teresa's life and the impact religion had on her. Children orally tell the story of Mother Teresa.</i>	
<b>Week 5</b>	<b>Is religion a power for peace or a cause of conflict in the world today?</b> <i>Explore the issues around religion and conflict. Watch a short BBC video. Children split into two groups and put forward an argument for either side.</i>	

### Sticky Knowledge

Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>• Mother Teresa was born in 1910</li> <li>• Mother Teresa died in 1997</li> </ul>	<ul style="list-style-type: none"> <li>• God/Jesus</li> <li>• Belief</li> <li>• Values</li> <li>• Practice</li> <li>• Samaritan</li> </ul>	<ul style="list-style-type: none"> <li>• Mother Teresa</li> <li>• Jesus</li> <li>• God</li> <li>• Our Family and friends</li> <li>• The good Samaritan</li> </ul>


Year 2/3/4	Term: Summer	Driver: History	Topic: The Victorians
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**Prior Learning - What do the children already know?**

**Pupils will build upon their work in EYFS** by finding similarities and differences so that in **Years 2/3/4, the pupils will explore** similarities and differences over periods of time. **Pupils will draw upon their KS1 knowledge, using** photographs to retrieve information about the past **so that in years 2/3/4, pupils will** use photographs, maps and written texts. **Pupils will build upon their knowledge in KS1 and EYFS, placing events in chronological order** so that in Years 2/3/4, pupils will place significant events on a timeline.

**Local Knowledge**

Victorian Tadcaster was a thriving North Yorkshire market town, acting as a crucial brewing center and staging post between York and Leeds. The era saw significant infrastructure development, including the Town Hall (1857), expansion of its famous breweries (e.g. Samuel Smiths), and the rise and decline of river transport.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about Tadcaster's history? What have they learned previously that will help them understand the history of Tadcaster? What do the children understand about events in the history of Tadcaster in relation to other historical events they have been taught?	<p style="text-align: center;"><b><u>As an Historian we will...</u></b></p> <ul style="list-style-type: none"> <li>● Use what is already known about an object or event to ask relevant questions which will increase understanding.</li> <li>● Use more than one source to research independently in order to answer questions and build a picture of the past.</li> <li>● Explain how archaeologists use evidence to explain their finds and use this skill to make sensible guesses as to what an object might be.</li> <li>● Begin to use the library and internet to research a specific enquiry.</li> <li>● Use sources of evidence to build up a picture of a past event.</li> </ul> 
<b>Week 1</b>	Who were the Victorians? <b>Research key facts about the Victorians</b>	
<b>Week 2</b>	What was the Industrial Revolution? <b>Create a Lowrey-esque painting of Tadcaster.</b>	
<b>Week 3</b>	What was family life like in Victorian times? <b>Explore the difference between Victorian family life and family life now.</b>	
<b>Week 4</b>	What was the British Empire? <b>Create a booklet of countries that were part of the British Empire.</b>	
<b>Week 5</b>	Why was the Victorian age so important? <b>Create a slideshow of key inventions that took place during the Victorian era.</b>	

**Sticky Knowledge**

Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>● 1837 - Coronation of Queen Victoria</li> <li>● 1838 - Slavery ends</li> <li>● 1859 - The Origin of the Species first published</li> <li>● 1880 - The Education Act</li> <li>● 1901 - Death of Queen Victoria</li> </ul>	<ul style="list-style-type: none"> <li>● Industrial Revolution</li> <li>● Empire</li> <li>● Reign</li> <li>● Factory/Workhouse</li> <li>● Inventions</li> </ul>	<ul style="list-style-type: none"> <li>● Queen Victoria</li> <li>● Prince Albert</li> <li>● Charles Darwin</li> <li>● George Stephenson</li> <li>● Florence Nightingale</li> </ul>

Year 2/3/4	Term: Summer	Driver: Geography	Topic: Volcanoes
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**Prior Learning - What do the children already know?**


**Pupils will build upon their work in EYFS and KS1** by finding and locating volcanoes in different parts of and their capital cities **so that children in Y2/3/4** will use maps and globes to locate different volcanoes throughout the world.

**Pupils will draw upon their KS1 knowledge** of key physical and human features, **so that children in Y2/3/4** understand types of volcanoes and how they shaped the world's landscape.

**Pupils will build upon their KS1 work**, of simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment **so that in Y2/3/4**, pupils will use fieldwork to observe, measure, record and present the physical features of volcanoes and the area surrounding them using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Local Knowledge**

While Yorkshire is not currently home to active volcanoes, its landscape has been significantly shaped by intense volcanic activity that occurred millions of years ago, alongside more recent evidence of volcanic ash. The region's geological history includes ancient magma intrusion and geological traces of ash from eruptions far away. Tempest Anderson was an explorer from York who studied volcanoes in the 1890s and early 1900s. His findings included being the first to compare volcanoes to avalanches which he had observed in the Alps. These he described in a major paper published by the Royal Society. This was an important contribution to 'volcanology' – the study of volcanoes.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about settlements in their local area? Do the children know different types of settlements? Have children lived in or visited different settlements? <i>Mind map</i>	<p><b><u>As a Geographer we will...</u></b></p> <ul style="list-style-type: none"> <li>• Use simple tables and charts to measure and record <b>volcanic eruptions</b>.</li> <li>• Construct models of a <b>volcano</b>.</li> <li>• Use maps (including topographical), atlases, globes and digital/computer mapping to locate the <b>volcanoes of the world</b>.</li> </ul> 
<b>Week 1</b>	What is a volcano and how are they formed? <b>Agree on a definition of volcano, put on display and begin learning by rote. Write a short story based on the Pixar film 'Lava'.</b>	
<b>Week 2</b>	What different types of volcanoes are there? <b>Research different settlements and locate different types of settlements on world, UK and local maps.</b>	
<b>Week 3</b>	Where can you find volcanoes? <b>Locate volcanoes on world maps.</b>	
<b>Week 4</b>	What is a volcanic eruption? <b>Create a volcano and volcanic eruption.</b>	
<b>Week 5</b>	What happened in Pompeii? <b>Write a story about escaping from Pompeii.</b>	

**Sticky Knowledge**

Key Facts	Key Vocabulary	Key Locations
<ul style="list-style-type: none"> <li>• A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape.</li> <li>• Volcanic eruptions are caused by pieces of the Earth's crust, called tectonic plates, moving towards each other.</li> <li>• Many features in Britain's landscape were formed by volcanoes millions of years ago.</li> </ul>	<ul style="list-style-type: none"> <li>• volcano</li> <li>• eruption</li> <li>• crust</li> <li>• magma</li> <li>• Composite volcano</li> <li>• Shield volcano</li> </ul>	<ul style="list-style-type: none"> <li>• Tectonic plates</li> <li>• surface</li> <li>• active</li> <li>• inactive</li> <li>• molten</li> <li>• nutrients</li> <li>• Pompeii</li> <li>• Mount Vesuvius</li> <li>• Glen Coe</li> <li>• Mount Fuji</li> <li>• Mauna Loa</li> <li>• Eyjafjallajökull</li> </ul>


Year 2/3/4	Term: Summer	Driver: RE	Topic: Right and Wrong
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**Prior Learning - What do the children already know?**

**Pupils in EYFS** learn about right and wrong through focussing on developing empathy, kindness, and social rules through positive reinforcement, play, and consistent routines.  
**Pupils in KS1** learn about right and wrong through focussing on teaching children basic morals, safety, and social behaviors through, such as kindness, sharing, and honesty.  
**All pupils** use different ways to explore knowledge, such as through looking at statistics, or using historical sources, or reading sacred texts, or listening to voices from within traditions.

**Local Knowledge**

Tadcaster is predominantly a white Christian community with three Churches of different denominations: Anglican, Roman Catholic and Methodist. Children take part in Christian Festivals at the local church (Harvest, Easter and Christmas). There are no Jewish, Hindu or Islamic places of worship. The United Hebrew Congregation Orthodox synagogue, which past pupils have visited, is located nearby in Shadwell, Leeds.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about right and wrong? What have we learnt about right and wrong? What do we have in the school that tells us what is right and wrong?	<p style="text-align: center;"><b><u>As a Theologist we will...</u></b></p> <p>Focus on <b>beliefs</b>, exploring what we think is the most important thing to believe in.</p> <p>Focus on <b>practice</b>, exploring what special times or events we celebrate with family and friends.</p> <p>Focus on <b>values</b>, exploring how we think others should be treated and why.</p> <p>Focus on the <b>world</b>, exploring how different beliefs about the world affect the way people live and how we can learn from other cultures.</p> 
<b>Week 1</b>	How do we know what is right and wrong? <b>Design a poster with what we think is right or wrong with reference to school rules and The Universal Declaration of Human Rights.</b>	
<b>Week 2</b>	What do Christians think is right and wrong and how do they decide this? <b>Create slides outlining different religious views on right and wrong to create a complete slideshow (for the four religions).</b>	
<b>Week 3</b>	What do Muslims think is right and wrong and how do they decide this? <b>Create slides outlining different religious views on right and wrong to create a complete slideshow (for the four religions).</b>	
<b>Week 4</b>	What do Jews think is right and wrong and how do they decide this? <b>Create slides outlining different religious views on right and wrong to create a complete slideshow (for the four religions).</b>	
<b>Week 5</b>	What do Buddhists think is right and wrong and how do they decide this? <b>Create slides outlining different religious views on right and wrong to create a complete slideshow (for the four religions).</b>	

**Sticky Knowledge**

Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>1st Century BC Gandharan Buddhist texts written</li> <li>1611 - King James Bible published</li> <li>1538 - First Qu'ran published</li> <li>1482 - First Torah published</li> <li>1948 - The Universal Declaration of Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>right</li> <li>wrong</li> <li>rights</li> <li>rules</li> <li>punishment</li> <li>choices</li> <li>consequences</li> </ul>	<ul style="list-style-type: none"> <li>Jesus</li> <li>Muhammad</li> <li>Moses</li> <li>Buddha</li> <li>The Universal Declaration of Human Rights was drafted by a committee chaired by Eleanor Roosevelt with contributors including René Cassin, John Humphrey, Charles Malik and Peng Chung Chang.</li> </ul>

Year 4/5/6	Term: Summer	Driver: History	Topic: Why was Sir John Vanbrugh the rock star of Baroque?
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**Prior Learning - What do the children already know?**

Pupils will build upon their work in EYFS/KS1 by finding similarities and differences allowing children in UKS2 the opportunity to compare aspects of different time periods focusing on buildings and monuments..  
 Pupils will draw upon their current KS1/LKS2 knowledge, using primary/secondary resources to retrieve information about the past so that they can draw conclusions about their current topic.  
 Pupils will build upon their knowledge from LKS2 and identify the chronology of Castle Howard & develop understanding of continuity and change through changes in design and architecture.

**Local Knowledge**

Castle Howard is located in the Howardian Hills near Malton, North Yorkshire. Open to the public, it is a major tourist attraction and venue for events as well as the private home of the Howard family.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	<i>Show a photograph of Castle Howard and its ground? Mind map: What do we know about this place? What can we deduce about it? Who might have built it? When might it have been built? What might it be used for?</i>	<p style="text-align: center;"><b><u>As an Historian we will...</u></b></p> <p><b>Using Primary Evidence:</b> The Fabric of the Building: Identifying materials (stone, lead, timber) to understand the local economy and trade of the 1700s.            Plans and Sketches: Comparing Vanbrugh's original sketches to the final building to see how ideas changed during construction.</p> <p><b>Change and Continuity:</b> Breaking the Rules: Students will examine how Vanbrugh moved away from the strict, plain styles of the past toward the "flamboyant" and "dramatic" Baroque style.</p> <p><b>Legacy:</b> Identifying "Baroque" features in modern buildings to see how Vanbrugh's influence continues.</p>
<b>Lesson 1</b>	<b>Who was Sir John Vanbrugh and how is he linked to the history of Castle Howard?</b> <i>Create a timeline of key facts/events in the history of Castle Howard including Vanburgh's part in its history.</i>	
<b>Lesson 2</b>	<b>What was John Vanbrugh's significance nationally and in our locality in the late 17th and early 18th centuries?</b> <i>Use the facts/events and timeline identified and created in Lesson 1. Speak in role as John Vanbrugh, articulating thoughts, feelings and motives.</i>	
<b>Lesson 3</b>	<b>What is meant by Baroque ?</b> <i>During our visit to Castle Howard, identify Baroque features in its architecture.. Complete a site visit worksheet and identify 3D shapes in the architecture of Castle Howard.</i>	
<b>Lesson 4</b>	<b>Can you create your own 3D model of Castle Howard?</b> <i>Recreate the architect's design process? Use site photos, make design sketches of Castle Howard, labelling specific features. Create a 3D model to test your design.</i>	
<b>Lesson 5</b>	<b>Can you write a TadAdvisor guide based on our visit to Castle Howard?</b> <i>Write a TripAdvisor style guide to the main features of Castle Howard and review our visitor experiences.</i>	

**Sticky Knowledge - The Five Keys...**

Key Dates	Key Vocabulary	Key Events	Key Individuals
<p><b>1664:</b> John Vanbrugh born in London.  <b>1688 – 1692:</b> Vanbrugh imprisoned in France (including the Bastille) as a suspected spy.  <b>1696:</b> He becomes a famous playwright with the success of <i>The Relapse</i>.  <b>1699:</b> Work begins on <b>Castle Howard</b> (Vanbrugh's first-ever building design).  <b>1714:</b> Vanbrugh is knighted by King George I.  <b>1726:</b> Sir John Vanbrugh dies on March 26th.</p>	<ul style="list-style-type: none"> <li>• <b>Baroque</b> A style of architecture that is very grand, dramatic, and full of decoration.</li> <li>• <b>Architect</b> A person who designs buildings and makes sure they are safe and beautiful.</li> <li>• <b>Symmetry</b> When two sides of a building or object are exactly the same (a mirror image).</li> <li>• <b>Masonry</b> Stonework; the craft of building with stone or brick.</li> <li>• <b>Pediment</b> A triangular shape found over doors, windows, or the front of a building..</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building Castle Howard (1699–1712)</b></li> <li>• Castle Howard was revolutionary because it was the first private house in England to have a central dome. Vanbrugh didn't just design a house; he designed a "theatrical landscape," treating the hills and woods around the house like a stage set.</li> <li>• <b>The Great Fire (1940)</b></li> <li>• Fire destroyed the dome and many rooms. The Castle Howard you see today has been painstakingly restored to Vanbrugh's original vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Sir John Vanbrugh</li> <li>• Charles Howard (3rd Earl of Carlisle)</li> <li>• Nicholas Hawksmoor</li> <li>• The Kit-Cat Club Members</li> </ul>

Year 4/5/6	Term: Spring Term 2026	Driver: Geography	Topic: How does the population change?
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**Prior Learning - What do the children already know?**

**Pupils will build upon their work in KS1/LKS2** by finding & locating features on a map, **so that children in UKS2** will identify where UK power stations are.  
**Pupils will build upon knowledge of human activity over time to understand why the global population has grown since the 1500 & explore why population is rising in some countries & falling in others.**

**Local Knowledge**

The population of the Yorkshire and the Humber region in mid-2019 was approximately 5,502,967 - similar to the national population of Scotland.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	<i>Can you name the 4 nations in the United Kin and mark them on an outline map of the UK? Can you name the 4 capitals of those nations? Can you place them on the map. Share your ideas about how many people live in each nation. Share the population figures for each nation in the first session based on 2019 data.</i>	<p><b><u>As a geographer we will:</u></b></p> <ul style="list-style-type: none"> <li>• Differentiate between human and physical geography</li> <li>• Deduce facts about human activity by analysing data from charts and maps</li> <li>• Interpret and construct climate graphs and maps</li> <li>• Express opinions about environmental issues with reasons</li> <li>• Evaluate responses to environmental issues</li> <li>• Recognise that people have differing opinions about environmental issues</li> </ul>
<b>Week 1</b>	<b>How is the population distributed in the UK?</b> Complete UK maps showing 4 nations and their capital. Investigate distribution of population in each of the 4 nations	
<b>Week 2</b>	<b>How is the global population changing?</b> Find out about population growth over time. Identify areas of high and low population density by using maps. Investigate reasons.	
<b>Week 3</b>	<b>What are birth and death rates?</b> Analyse data for birth and death rates in the UK, Bulgaria and Oman. Explore possible reasons for rising and falling birth/death rates	
<b>Week 4</b>	<b>Why do people migrate?</b> Explore trends in migration and identify the reasons why migration happens.	
<b>Week 5</b>	<b>How is climate change impacting the population?</b> Explore how climate change might impact how and where people live. Understand the different views about climate change.	

**Sticky Knowledge**

Key Facts	Key Vocabulary	Key Locations
<ul style="list-style-type: none"> <li>• Population for the 4 nations in the UK: England 55 million; Scotland 5.5. Million, Wales 3 million, Northern Ireland 1.8 million.</li> <li>• Net population increase in the UK and Oman; Net decrease in Bulgaria.</li> <li>• Asia has the highest population density of any continent, 150 people per square km, (60%) of world' population.</li> <li>• Antarctica has the lowest (nearly zero), Australia/Oceania is the lowest-density inhabited continent, with roughly 3 to 5 people per square km.</li> </ul>	<ul style="list-style-type: none"> <li>• Population density</li> <li>• Population</li> <li>• Population distribution</li> <li>• Sparsely populated</li> <li>• Densely populated</li> <li>• Birth and death rates</li> </ul>	<ul style="list-style-type: none"> <li>• Natural increase</li> <li>• Migration</li> <li>• cartogram</li> <li>• Refugee</li> <li>• Migrant</li> <li>• Impact</li> <li>• nation</li> </ul>
		<ul style="list-style-type: none"> <li>• UK: London, Edinburgh, Cardiff, Belfast</li> <li>• Bulgaria, Oman,</li> <li>• Europe, Africa, Asia, North and South America, Oceania</li> </ul>


Year 4/5/6	Term: Summer	Driver: RE	Topic: What matters most to Christians and Humanists?
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**Prior Learning - What do the children already know?**

**Pupils in FS** learn about special stories, special people, special places, special times, belonging and how special the world is, **so that pupils in LKS2** can begin to create links between different religions.  
**Pupils in KS1** learn about beliefs, sacred books, sacred places, celebrations, community and caring, **so that pupils in LKS2** can begin to explore different religions focusing on key aspects such as books, places and beliefs.  
**Pupils in LKS2** learn about and understand a range of religious and non-religious worldviews, **so that pupils in UKS2** can begin to draw their own conclusions.

**Local Knowledge**

Tadcaster is predominantly a white Christian community with three Churches of different denominations: Anglican, Roman Catholic and Methodist. There are no Jewish, Hindu or Islamic places of worship. There are around 37 mosques in Leeds. In the 2021 Census In Leeds 63,054 people responded that they were Muslims.

Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	<b>Introduction: Class discussion: Do rules matter? What is a code of living?</b> Think of 3 "villains" from stories, films or TV series. What makes these people bad? What rules do they break? What does their breaking of rules lead to?	<p style="text-align: center;"><b><u>As Theologists we will...</u></b></p> <ul style="list-style-type: none"> <li>● <b>Interpret Texts:</b> Analyse the Bible to identify core Christian values, in the <i>10 commandments and the Good Samaritan</i> (Love God and love your neighbour)</li> <li>● <b>Explore Reason and Logic:</b> Understand that Humanists use science, reason, and empathy—rather than divine revelation—to decide what matters.</li> <li>● <b>Analyse concepts:</b> Compare the Christian view (living in accordance with God's will) with the Humanist view (finding meaning in human connection and the "here and now").</li> </ul> 
<b>Week 1</b>	<b>What is a humanist? What codes for living do non-religious people use?</b> <i>Discuss the 4 core beliefs/ rules that Humanists live by. Decide whether these are good rules or not.</i>	
<b>Week 2</b>	<b>What can we learn from discussion and drama about good and bad, right and wrong?</b> <i>Act out a drama based on a moral dilemma. Discuss and complete statements: Fairness is...Justice is...Freedom is...Forgiveness is...</i>	
<b>Week 3</b>	<b>What codes for living do Christians try to follow?</b> <i>Find out the 10 commandments. Read and answer questions about the Good Samaritan. Explore Jesus' metaphor of the fruits that you see to represent someone's actions.</i>	
<b>Week 4</b>	<b>Peace: is it more valuable than any money?</b> <i>Read and analyse messages of peace from Mother Theresa &amp; John Lennon.</i>	
<b>Week 5</b>	<b>Can we create a code for living that would help a) our school b) the world?</b> <i>Agree on 5 rules to make a happier school and 5 rules to make a happier world.</i>	

**Sticky Knowledge**

Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>● 1880s–1890s: The emergence of the ethical movement</li> <li>● The Union of Ethical Societies was founded by Stanton Coit to promote ethical living without religion.</li> <li>● 1967: The Ethical Union changed its name to the British Humanist Association (BHA).</li> <li>● 2017: The BHA rebranded to Humanists UK to represent its growing national presence.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Theist:</b> Someone who believes that there is a creator God.</li> <li>● <b>Humanist:</b> Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.</li> <li>● <b>Reason:</b> the power of the mind to think, understand and form judgements.</li> <li>● <b>Humanism:</b> A philosophy or way of thinking about the world. It is a set of ethics or ideas about how people should live and act.</li> </ul>	<ul style="list-style-type: none"> <li>● God</li> <li>● Jesus</li> <li>● Mother Theresa</li> </ul>

