

**What makes me great?**  
**TOPIC: THIS IS ME**  
Begin to make sense of their own life story & family history. Notice differences between people. Share family photographs on a display of families.  
**R.E. HOW DO MUSLIMS GIVE UP THINGS THEY LIKE DURING RAMADAN?**  
Harvest Festival

**What happens at night?**  
**TOPIC: LIGHT & DARK**  
Talk about what they see, using a wide vocabulary. Talk about the difference between materials and change their noticing e.g. chalk, paint, malleable resources. Explore learning about different festivals at this time of year.  
**R.E. WHAT ACTIVITIES TAKE PLACE DURING DIVALI?**  
Divali

**What will happen next?**  
**TOPIC: GROWING AND NEW LIFE**  
Pupils seek to understand the need for respect and care for the natural environment and all living things. Explore the various features of a life cycle of a plant/animal.  
**R.E. WHAT WILL HAPPEN NEXT?**  
Easter

**Who you gonna call?**  
**TOPIC: PEOPLE WHO HELP US**  
Show interest in different occupations e.g. fireman, policeman. Explore how things work, explore and talk about different forces they can feel e.g. push, pull when playing with cars/vehicles.  
**R.E. WHAT DO I WANT FROM THE YEAR AHEAD?**  
Chinese New Year

**How do animals move?**  
**TOPIC: ANIMAL CARNIVAL & WORKING ANIMALS**  
Find out about the animals that work and help us in so many ways. Learn about the strong animals that help us to do heavy and difficult jobs. Study how dogs help people who have problems with seeing or confidence. Discover animals that can identify and track scents or deliver secret messages. Take part in role-play.  
**R.E. HOW CAN WE HELP OTHERS?**  
Ramadan/Eid

**Why does food matter?**  
**TOPIC: FANTASTIC FOOD**  
Use all their senses in hands-on exploration of natural materials. Recognise some similarities & differences between life in this country and life in other countries. Explore food from different countries and cultures.  
**R.E. WHY DOES FOOD MATTER WHEN CELEBRATING?**  
Shavuot

**What is a family for?**  
**TOPIC: SUPERHEROES**  
Compare & contrast characters from stories, including figures from the past. Draw out common themes from stories such as bravery, difficult choices, kindness. Introduce characters including those from the past using songs, poems, puppets, role play etc.  
**R.E. WHY IS CHRISTMAS IMPORTANT TO CHRISTIANS?**  
Christmas

**Is school good for me?**  
**TOPIC: MY SCHOOL & COMMUNITY - OUR LOCAL HISTORY**  
Continue to develop positive attitudes about the differences between people and make sense of their own life story and family's history. Where I Live, Here and there, near and far. Features of the journey from home to school.  
**R.E. WHY DO WE SAY THANK YOU FOR OUR FOOD?**  
Harvest Festival

**Is Royalty important?**  
**TOPIC: ROYALTY**  
Understand some of the ways in which we find out about the past. The games like to play and identify the different ways in which it is represented. The games our parents liked. Soft toys, building toys and educational games including jigsaws, shape sorters.  
**R.E. HOW ARE SPECIAL BOOKS TREATED?**  
Special Books

**Why does the weather always change?**  
**TOPICS: SEASONS**  
Identify seasonal & daily weather patterns in the UK. What is my Country Like and The Seasons. Hot and cold countries - what is the weather like in our country? Where do my relatives live? Where do we go on holiday?  
**R.E. WHAT MAKES EASTER A SPECIAL TIME FOR CHRISTIANS AND HOW IS THIS EVENT CELEBRATED?**  
Easter

**Does the sea finish?**  
**TOPIC: MINI-BEASTS**  
Use basic geographical vocabulary to refer to physical features: forest, vegetation, season, valley, soil, river, hill, weather. Explore the natural world around them, making observations and drawing pictures of animals & plants.  
**R.E. WHAT CAN WE LEARN FROM VISITING A CHURCH?**  
Churches

**What makes someone a hero?**  
**TOPIC: TALES, FABLES AND THEIR ORIGINS**  
Feature fictional characters from a range of cultures and time in story telling. Listen to what learners say about them. Share text, images & tell oral stories that help learners develop an understanding of the past & present.  
**R.E. WHAT ARE RELIGIOUS BUILDINGS FOR?**  
Religious Buildings

**Why do we feel?**  
**TOPIC: NARRATIVES ABOUT FAMILIES**  
Talk about members of their immediate family and community. Encourage learners to talk about the differences they notice between people, drawing attention to similarities between different families & communities.  
**R.E. WHAT DO I WANT FROM THIS YEAR?**  
Rosh Hashanah - Jewish New Year

**Is there life in our solar system?**  
**TOPIC: SPACE & EXPLORATION**  
Recognise some environments are different to the one they live in. Explore the solar system and how our planet fits into this. Use simple compass directions - N, E, S, W and near, far, right, left.  
**R.E. WHAT DOES THE STORY OF DIVALI TEACH HINDUS AND SIKHS?**  
Divali

**Where should we go and why?**  
**TOPIC: TRANSPORT**  
Draw information from a simple map. Explore how things work. Look at simple bus/train and tube maps. Make your own maps in the role play area based on a car/bus/train made out of wooden blocks. Use world maps and atlases.  
**R.E. WHAT IS THE EASTER STORY?**  
Easter

**Why do we live differently around our planet?**  
**TOPIC: STORIES - IMAGINATION & DREAMS**  
Compare & contrast characters from stories, including figures from the past. Draw out common themes from stories such as bravery, difficult choices, kindness. Introduce characters including those from the past using songs, poems, puppets, role play etc.  
**R.E. WHY IS THE CHINESE NEW YEAR IMPORTANT?**  
Chinese New Year

**What separates humans from animals?**  
**TOPIC: ANIMAL KINGDOM**  
Understand the past through settings, characters, events encountered in books read in class & encourage the students to show their understanding to similar things.  
**WHY DO MUSLIMS GIVE UP THINGS THEY LIKE DURING RAMADAN?**  
Ramadan/Eid

**Is Our Planet Really Round?**  
**TOPIC: OUR NATURAL PLANET**  
Describe what they see, hear and feel whilst outside. Understand some important processes and changes in the natural world around them. Identifying the seasons and changing states of matter. Identify seasonal & daily patterns in the UK.  
**R.E. WHAT IS THE STORY OF THE 10 COMMANDMENTS?**  
Shavuot

**What is fire made of?**  
**TOPIC: GREAT FIRE OF LONDON**  
Pupils should ask and answer questions, choosing and using parts of stories & other sources to show they understand key features of events. They should be taught about events beyond living memory. When did it happen, what was London life before, what caused the fire. Encourage the students to be history detectives.  
**R.E. WHY IS JESUS A SPECIAL PERSON?**  
Jesus

**Who are you?**  
**TOPIC: WHERE IN THE WORLD DO I LIVE?**  
Use aerial photographs & plan perspectives to recognise landmarks & basic human/physical features in London. Learn that London is in England and that England is in the UK. Explore what it might mean to live in London. Consider the communities, languages, housing, transport etc.  
**WHAT DOES IT MEAN TO BE PART OF A JEWISH/MUSLIM FAMILY?**  
Living in a Jewish/Muslim Family

**Are all people the same?**  
**TOPIC: CONTINENTS OF THE WORLD**  
Learners will explore the seven continents. They will learn about the geographic position of those land masses, their key physical characteristics and about human and animal inhabitants.  
**R.E. WHAT HAPPENS AT A WEDDING?**  
Weddings

**Where shall I move to?**  
**TOPIC: ANCIENT EGYPTIANS**  
Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Who were they and when did they live? Explore a past civilisation and compare aspects of their lives with ours (e.g. food, art, burials).  
**R.E. WHAT CAN THE BUDDHA TEACH US?**  
Buddha

**What makes someone significant?**  
**TOPIC: EXPLORERS**  
Significant individuals from the past. Develop historical understanding of the lives and significance of Christopher Columbus and Neil Armstrong. Identify the kit needed for an expedition and compare the equipment taken by Columbus across the seas to the Americas in the 15th century with the equipment taken by Armstrong to outer space in the 20th.  
**R.E. WHAT DO PEOPLE AROUND ME BELIEVE?**  
Belief

**Why is London here?**  
**TOPIC: UK CAPITAL CITIES**  
Learners will use maps and other reference guides to locate capital cities of the UK. They will study some of the key human and physical geography features of those cities. Research food from different cities in the UK.  
**R.E. WHY DID JESUS TELL STORIES?**  
Parables

**Why is it called a story?**  
**TOPIC: STORIES IN A FAMILIAR SETTING**  
A local history study of London and Enfield. Looking closely at a particular area and change in the immediate area over time and beyond 1066.  
**R.E. HOW IS GANESH WORSHIPPED BY HINDUS?**  
Ganesh

**Why are we all here?**  
**TOPIC: WHERE DID WE START?**  
Geography - Locational and place geography - where food comes from, cause, similarity/difference & physical geography: climate zones, biomes, vegetation belts, rivers, earthquakes and the water cycle.  
**R.E. HOW DOES OUR COMMUNITY CARE FOR OTHERS?**  
Caring for others

**Where are you going?**  
**TOPICS: JOURNEYS**  
Geography - Locational - continents and oceans, the world, cities and countries. Name and identify characteristics of the four countries & capital cities of the UK & what makes Guru Nanak a special teacher?  
**R.E. WHAT MAKES GURU NANAK A SPECIAL TEACHER?**  
Guru Nanak

**Will dinosaurs ever live again?**  
**TOPIC: DINOSAURS**  
History - events beyond living memory that are significant - nationally or globally - covering species, bones, fossils, location. Devise historically valid questions about change, cause, similarity/difference & physical geography: climate zones, biomes, vegetation belts, rivers, earthquakes and the water cycle. Understand that knowledge of the past is constructed from a range of sources.  
**R.E. WHAT FESTIVALS DO WE CELEBRATE AT SPRING?**  
Spring religious festivals

**What is in Africa?**  
**TOPIC: BENIN**  
History - a non-European society that provides contrasts with British history study of cultural history. Continue developing positive attitudes about the differences between people.  
**R.E. HOW DO WE CELEBRATE AT SPRING?**  
Creation stories

**Could there be another planet Earth?**  
**TOPIC: GO GREEN!**  
Geography/PSHE - caring for the world - field work in community. Describe and understand key aspects of physical geography: climate zones, biomes, vegetation belts, rivers, earthquakes and the water cycle.  
**R.E. WHO WAS ST FRANCIS AND WHAT DID HE TEACH US ABOUT CARING FOR ANIMALS?**  
Caring for animals

**Could the past happen again?**  
**TOPIC: ANCIENT GREECE**  
Develop knowledge & understanding of world history, establishing clear narratives. When did they live and where, what was their contribution to cultural, scientific and social progress? Why might we be glad we don't live in the past?  
**R.E. WHY ARE PRAYERS AND PRAYING IMPORTANT TO SOME PEOPLE?**  
Prayer and worship

**Where do you belong?**  
**TOPIC: HERITAGE**  
Build on prior learning about London as a capital city. Explore systems of transport including underground, overground, buses and roads and how they link towns and issues associated with travel in the city.  
**R.E. HOW AND WHY SHOULD WE CARE FOR OUR WORLD?**  
Caring for our world

**What is under a mountain?**  
**TOPIC: MOUNTAINS & ROCKS**  
Describe & understand key aspects of physical geography - mountains, volcanoes, earthquakes & water cycles. Identify the kit needed for an expedition and compare the equipment taken by Columbus across the seas to the Americas in the 15th century with the equipment taken by Armstrong to outer space in the 20th.  
**R.E. WHY DO PEOPLE GO ON JOURNEYS TO VISITING PLACES?**  
Visiting a special place

**Should I take from another person if it helps me?**  
**TOPIC: THE VIKINGS & ANGLO-SAXONS**  
Pupils should be taught about changes in Britain. Establishing clear narratives within and across the periods of study. Devise historically valid questions about change, cause, similarity/difference & significance.  
**R.E. HOW IS EASTER CELEBRATED AROUND THE WORLD?**  
Easter

**Is there a past? How do you know?**  
**TOPICS: ROMANS IN LONDON**  
Roman's withdrawal from Britain and the fall of the Roman empire. Who were they? Where did they come from? Why did they come to Britain? How did they live? What did they leave behind?  
**R.E. WHY IS THE BIBLE A SPECIAL BOOK FOR CHRISTIANS?**  
The Bible

**Do rainforests sound different?**  
**TOPIC: MAYAN/RAINFORESTS**  
A non-European study that provides a contrast with British History. What are rainforests? Where did Mayan people live? How did they manage to live in a rainforest unlike other civilisations. How do we know?  
**R.E. WHY IS MUHAMMAD IMPORTANT TO MUSLIMS?**  
The life of Muhammad

**Will time travel ever exist?**  
**TOPICS: VICTORIANS**  
History - the changing power of monarchs using case studies such as John, Anne and Victoria. Beginning to feel confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity.  
**R.E. WHAT IS IT LIKE INSIDE A RELIGIOUS BUILDING?**  
Religious buildings

**Why is Enfield called Enfield?**  
**TOPIC: ENFIELD**  
Geography - Locational - where we are in London/in the country. Place knowledge - local area, significant places. Fieldwork around Enfield, directions, compass points.  
**R.E. HOW IS CHRISTMAS EXPRESSED THROUGH THE ARTS?**  
How we celebrate Christmas

**Should all countries be able to grow the same things?**  
**TOPIC: TRAVEL & TRADE**  
Geography/PSHE - Locational geography - continents, oceans and seas. Human geography: trade links, and the distribution of natural resources - food, minerals and water. Geographical skills and fieldwork - use maps, atlases, globes and digital/computer maps. Understand how we use a wide range of historical terms. Develop an understanding of British, local and world history across the periods of study.  
**R.E. WHY IS SHARING FOOD IMPORTANT ON SPECIAL OCCASIONS?**  
Food and special occasions

**Who should look after the planet?**  
**TOPIC: SHARING THE WORLD**  
Geography/Science - climate zones, distribution of natural resources energy. Present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Begin to understand the need to respect and care for the natural environment and all living things.  
**R.E. WHY DO WE WEAR DIFFERENT CLOTHES FOR DIFFERENT OCCASIONS?**  
Wearing clothes for religious occasions

**What is famous?**  
**TOPIC: GO TO THE MOVIES**  
History - the present or an aspect of social history, such as crime to the changes on leisure and entertainment in the 20th Century.  
**R.E. HOW CAN RELIGION MAKE A DIFFERENCE IN PEOPLE'S LIVES?**  
How religion can make a difference

**Do we want coastlines to change?**  
**TOPIC: THE UNITED KINGDOM**  
Where do people live? Cities and rural areas, mountains and lakes, rivers and coastlines. Countries of the UK study. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.  
**R.E. WHAT DO RELIGIOUS SIGNS AND SYMBOLS MEAN?**  
Religious signs and symbols

**What are the causes of war?**  
**TOPIC: HOW AND WHY DID WORLD WAR 2 HAPPEN?**  
Why did the world go to war in 1939? What countries took part? How did war impact on families, soldiers and civilians? Who were the leaders? Developing an awareness of the past, using common words and phrases relating to the passing of time. Understand how our knowledge of the past is constructed from a range of sources.  
**R.E. HOW DO CHRISTIAN AID AND MUSLIM AID HELP OTHERS?**  
How Christians and Muslims show charity

**Is the weather ever wild?**  
**TOPIC: WILD WEATHER**  
What causes major climatic events? What can be done to protect vulnerable communities? Tornados, tsunamis, and hurricanes. Seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. Understand key aspects of physical geography, including: climate zones and earthquakes.  
**R.E. WHAT DOES THE STORY OF THE GOOD SAMARITAN TEACH US?**  
How to show respect for all.

**What would life without water be like?**  
**TOPIC: RIVER AND WATERWAYS TRANSPORTATION BY WATER**  
Exploration of canals and rivers the Middle East, key physical system as means of transportation for goods and people and their role in supporting industry and tourism. Bridges, aqueducts, locks and other structures built to allow humans to make best advantage of rivers and waterways.  
**R.E. WHAT CAN RELIGIOUS STORIES TEACH US ABOUT GOOD AND EVIL?**  
What Christians believe about good and evil.

**What was life like during the Tudor period?**  
**TOPIC: THE TUDORS**  
Why the Tudor monarchs were important and the impact they had on religion and life in Britain. Choose and use parts of stories and sources to show knowledge about key people and events. Selection and organisation of relevant historical information.  
**R.E. HOW DO MUSLIMS LIVE THEIR LIFE THROUGH THE QUIRAN?**  
Islam

**Should men and women have equal rights?**  
**TOPIC: SUFRAGETTES**  
Who they were, when they were active, what they believed, what were their demands, their tactics and what they did for the future of the country. Identify similarities and differences between way of life in different periods. Connections, contrasts and trends over time and develop the appropriate use of historical terms.  
**R.E. WHAT CAN A HUMANIST TEACH US?**  
Humanism

**What would the aftermath look like after one of these disasters?**  
**TOPIC: VOLCANOES, EARTHQUAKES AND TSUNAMIS**  
What causes major movements of the land? Exploration of earthquakes, volcanoes and tsunamis to understand how the earth's crust is an active part of the geology and geography of the world. Describe and understand the key aspects of volcanoes, earthquakes and tsunamis. Key processes in physical geography.  
**R.E. HOW CAN WE BE DIFFERENT BUT LIVE TOGETHER?**  
Diversity

**What is it like to live in the Rainforests?**  
**TOPIC: RAINFORESTS**  
How are rainforests formed? Why are they so important to the health of the planet? What threats are posed by industry and other human activity? Describe and understand the climate and how human activity, including: climate zones, biomes and vegetation belts. Understand the key processes of human geography relating to: population and urbanisation; international development.  
**R.E. HOW AND WHY DO ORGANISATIONS LIKE THE SALVATION ARMY HELP OTHERS?**  
Salvation Army

**How can we love the world around us?**  
**TOPIC: ENVIRONMENTAL AWARENESS**  
Water cycle, where does our waste go, the human impact of water use in the UK and elsewhere. Water pollution locally, nationally and globally

**Where would you choose to settle?**  
**TOPIC: CHANGING POPULATION OF THE UNITED KINGDOM**  
Migration and settlement. What factors determine where migrants choose to settle? How can migrants be supported to settle successfully in the UK? Using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, key physical and human characteristics, countries and major cities.  
**R.E. WHAT DID JESUS TEACH ABOUT FORGIVENESS?**  
Forgiveness

**What was life like living in a castle?**  
**TOPIC: CASTLES THROUGH THE AGES**  
Why castles were built and how they changed in size, shape and materials over the ages. How rich and ordinary people lived in and around castles to attack and defend themselves from enemies.  
**R.E. WHAT EFFECT DOES RELIGION HAVE ON SOME PEOPLE'S LIVES?**  
Understanding religion

**What crime did Guy Fawkes commit?**  
**TOPIC: CRIME AND PUNISHMENT**  
An investigation of Guy Fawkes and why he became infamous through what he did. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time.  
**R.E. HOW IS THE HINDU FAITH EXPRESSED?**  
Hinduism

**What do maps tell us?**  
**TOPIC: A SENSE OF PLACE - MAPS OF THE WORLD**  
How to read maps. How to use an atlas to locate countries and find out information. Ordnance Survey grid lines. Contour lines. Locational map study of one area. Extend locational knowledge and deepen spatial awareness of the world's countries.  
**R.E. ORIGINS - WHERE DO WE COME FROM?**  
Life

**How do you use public transport?**  
**TOPIC: SUSTAINABLE TRAVEL & TRANSPORT**  
The impact of different types of travel on the environment. Air, train, bus and road will be explored. A comparative study of the impact of alternative transport on emissions will be researched e.g. biomass fuels, electric bicycles, e-cars, etc. Understand how human and physical processes interact to influence, environments and the climate; and how human activity relies on effective functioning of natural systems.  
**R.E. WHY IS SHARING FOOD IMPORTANT ON SPECIAL OCCASIONS?**  
Conflict and resolution

**What is wrong with slavery?**  
**TOPIC: THE TRANSATLANTIC SLAVE TRADE**  
When and why the slave trade was established and the impact it has had on the world for communities affected by it. Connections/comparisons with modern day slavery.  
**R.E. WHAT CAN THE BAHAI FAITH TEACH US?**  
Bahai religion

**What happens when you die?**  
**TOPIC: IMPORTANT CEREMONIES IN LIFE AND DEATH**  
The core principles of two different religions and their traditions at birth and death will be learned. An emphasis on role play and visiting places of worship or burial grounds will be encouraged and planned into the curriculum. Christianity and Islam are the proposed religions but teachers are able to choose an extra or replacement as appropriate.

**How can we work as part of a group?**  
**TOPIC: WORKING AS PART OF A GROUP**  
Travel and tourism focus - planning a day trip and fundraising for it.

**Are you a team player?**  
**TOPIC: WORKING AS PART OF A GROUP (CONTINUED)**  
Travel and tourism focus - planning a day trip and fundraising for it.

**FINAL COMPLETION OF COURSEWORK AND SUBMISSION**