

Thread Knowledge

Our curriculum has four key drivers that provide a framework for learning and help to deepen children's understanding of what is being taught. Threads have been created within the drivers that are big, transferable ideas that have a real world meaning and help children make sense of the world around them and prepare them for life in modern Britain and the modern world. These threads are revisited within and across year groups so that children can build upon their existing knowledge.





1. Community

By the time pupils have completed their Northfield journey, they should:

- Know about the British Monarchy, democracy, government and the importance of voting and the impact leadership can have on a society BECAUSE Mansfield Woodhouse is a political community whose residents need to have a good grasp on the ideologies they wish to align with and challenge things that are not acceptable.
- Respect the rights of individuals without discrimination of any kind and know how to challenge inequalities and/or prejudices that they see BECAUSE Mansfield Woodhouse is not a culturally diverse community, and all residents have the right to feel safe and accepted.
- Know about the role faith can play in a community BECAUSE Mansfield Woodhouse is a predominantly atheist community with little interaction with minority religions.
- Understand the family/families and community/communities to which they belong and how they may be the same or different to others BECAUSE children in Mansfield Woodhouse need to be prepared for life in modern Britain and the modern world.

2. Be Healthy

By the time pupils have completed their Northfield journey, they should:

- Know about how to keep ourselves healthy and plan a healthy diet BECAUSE Mansfield Woodhouse has a high level of childhood obesity compared to national averages. (Children living in the most deprived parts of England are substantially more likely to be obese - <https://commonslibrary.parliament.uk/research-briefings/sn03336/>, IDACI link) and [Half of all children overweight in worst areas of 'obesity crisis' \(thetimes.com\)](https://www.thetimes.com) (Report from 26.08.2024)
- Know and understand the effect that drugs and other harmful substances can have BECAUSE pupils in Mansfield Woodhouse will encounter temptations in their lives, so they need to be able to make informed decisions to remain protected.
- Know about, and how to deal with, activities that may harm well-being and development, including dangers online, BECAUSE Mansfield Woodhouse is part of a global community where dangers exist.
- Know about the importance of physical activity and be active BECAUSE Mansfield Woodhouse has lower levels of physical activity compared to the national average and life expectancy in Mansfield Woodhouse is lower than the national average (source: Mansfield.gov.uk)
- Recognise any mental health problems and know who to talk to ask for help; be able to use strategies developed for improving mental well-being BECAUSE the number of children across the UK experiencing mental health problems is growing.



3. Life-Long Learning (Legacy)

By the time pupils have completed their Northfield journey, they should:

- Have an introduction to the essential knowledge pupils need to be educated citizens; an introduction to the best that has been thought and said BECAUSE this will engender an appreciation of human creativity and achievement and an aspiration to take part.
- Have developed a love of learning from exciting and stimulating lessons BECAUSE their learning journey will continue after their primary phase.
- Know that education and career pathways available to them may include geographical relocation BECAUSE Mansfield Woodhouse is an area with low social mobility.
- Have high expectations of themselves and know that their generation includes the future scientists, politicians, artists, economists, educationalists, parents/carers and decision-makers of our world **and that this could be them** BECAUSE pupils in Mansfield Woodhouse often have low aspirations for their future and many have socio-economic disadvantages.
- Understand how to be responsible active citizens that contribute positively to society BECAUSE pupils in Mansfield Woodhouse need to recognise and value the communities we live in.

4. Corners of the World: school, local, national, global

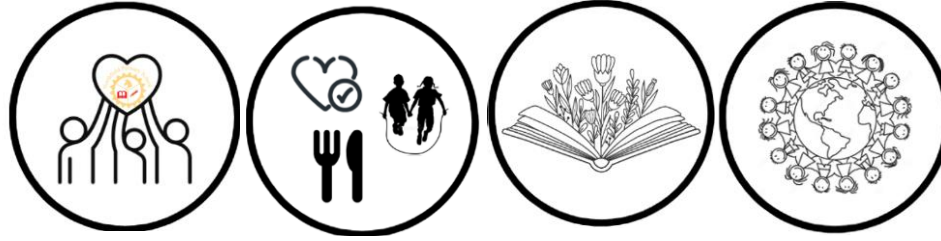
By the time pupils have completed their Northfield journey, they should:

- Understand what matters near where they live and how this fits with their country and the world BECAUSE pupils in Mansfield Woodhouse need to be prepared for life in Modern Britain.
- Know about some different countries of the world and how they differ to our own BECAUSE pupils in Mansfield Woodhouse are citizens of the world.
- Know about the Earth and how we can take care of both our planet and locality BECAUSE *“No one is too small to make a difference.”* (Greta Thunberg)



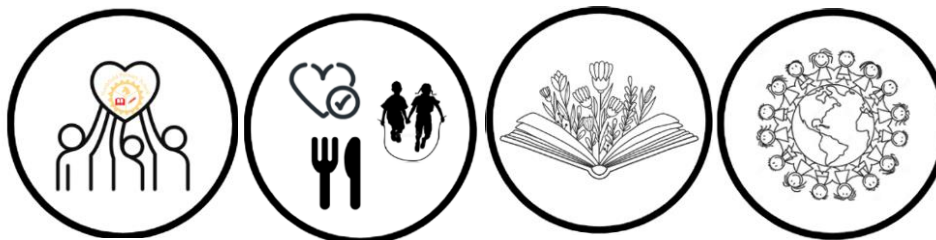
In order to fulfil our four key drivers, threads and strands are organised as follows:

Driver	Thread	Strands
1. Community	Leadership	Democracy, monarchy and governance, invasion, inspirational figures
	Respect & Tolerance	Protected Characteristics, manners
	Belonging	Family, community
2. Be Healthy	Healthy lifestyle	Healthy eating, personal hygiene, knowledge of the human body, physical health, drugs/substance awareness
	Staying Safe	Online safety, relationships, health and safety
	Mental well-being	Feelings, the well-being of others, mental health
3. Life-long Learning (Legacy)	Equity and Aspiration	Innovation, careers knowledge, life skills, geographical mobility
	Heritage & Legacy	Local history, national history, global history, charity
4. Corners of the World	Mapping	Types of maps, places to know
	Physical geography	Knowledge
	Modern Britain	Rule of law, religion and worldviews, individual liberty
	Caring for the planet: sustainability	Climate change, sustainability, caring for where we live, passion for the natural world



1. Community

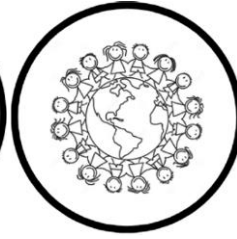
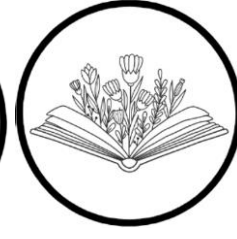




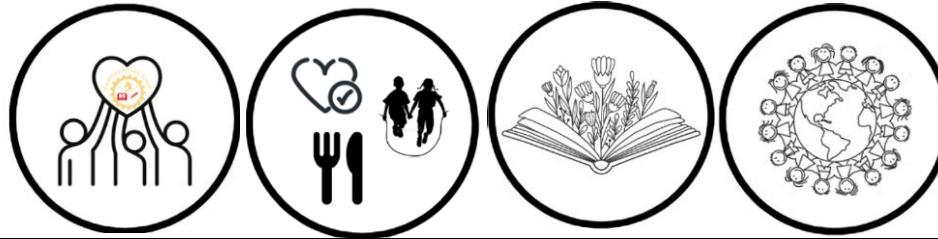
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Leadership	Democracy	Choosing a story book at the end of the day/ milk and snack time, by voting between a choice of two books.	Geography – countries of the UK and their capital cities – include the purpose of a capital city as the seat of government (Houses of Parliament)	RE – compare religious leaders to non-religious leaders		History – children in Victorian times; Lord Shaftsbury	(PSHE Talking Points) Who chooses who runs our country? History – comparing Ancient Greek democracy to modern democracy. English - Nelson Mandela	History – Factors that led to the outbreak of World War II (Hitler’s rise to power) History – Ancient Civilisations: Ancient Egypt, Ancient Greece, Ancient Maya ruled by different types of leaders - undemocratic	
	<i>Pupil Parliament including voting termly for Creative Curriculum homework winner</i>								
	Monarchy and governance		Geography – countries of the UK and their capital cities – include the purpose of a capital city as the seat of government (Houses of Parliament)	History – castles (the feudal system). Monarchs: William the Conqueror and King Charles 111 History Inventions during reign of Queen Victoria		History – children in Victorian times; Lord Shaftsbury Julius Caesar		History: The leader of a country is important because their ideas affect the whole country, e.g. Hitler hated Jewish people and so they were forced to flee their homes to escape his tyranny or end up in concentration camps.	
	Invasion			History – castles (attack and defence), with reference to William the Conqueror 1066		History – Roman invasion of Britain	History – Anglo-Saxons invasion, Viking invasion.	History –World War II	
Inspirational Figures	Harriet Tubman	Ruby Bridges and Mary McLeod Bethune	(History) Why was Robin Hood important for Nottinghamshire? (RE) Religious leaders – Moses and St Paul	Floella Benjamin (RE) Inspirational people from the past – Moses, Mohammed, Abraham and Sarah, Jesus	Katherine Johnson Queen of Darkness – Boudicca Julius Caesar	Matthew Henson (RE) Inspirational people in today’s world	Greta Thunberg (RE) Rais Bhuiyan		



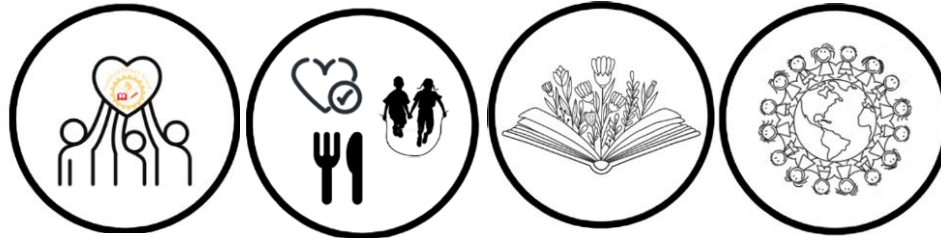
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respect and Tolerance	Protected Characteristics	<p>(FS1) Handa's Surprise Festivals: Diwali, Christmas, Luna "Chinese" New Year, Easter</p> <p>(FS2) Sammy Spider's First Hannukah An Apple for Harriet – Harriet Tubman Handa's Surprise Festivals: Harvest, Diwali, Hannukah, Christmas, Luna "Chinese" New Year, Easter (Talking Points) How can I make new friends?</p>	<p>(PSHE Talking Points) Who is in my family? Who are my important people? What makes a good person? What did I need as a baby? How can I be more grown up? (History) Mary McLeod Bethune and Ruby Bridges (RE) Jewish New Year, Harvest, Sukkot, Diwali, Hannukah, Christmas, Luna "Chinese" New Year, Easter (English) Meesha Makes Friends</p>	<p>(English) Look up (Music) – Hands, feet, heart – looks at South African music culture, including Nelson Mandela (RE) Judaism, Being a Christian in Notts.</p>	<p>(PSHE Talking Points) How can we be different? Who else lives in my region? Who else lives in the UK?</p> <p>The Boy at the Back of the Class – Onjali Q. Rauf</p> <p>Coming to England- Floella Benjamin</p> <p>Nen and the Lonely Fisherman- Ian Eagleton</p> <p>The Silence Seeker- Ben Morley</p> <p>(RE) worship and sacred places</p>	<p>(PSHE Talking Points) What is discrimination?</p> <p>(English) Counting on Katherine - Katherine Johnson</p> <p>(English) Queen of Darkness – gender</p> <p>(English) Wisp: A Story of Hope – a refugee story</p> <p>(English) Dreams of Freedom – Amnesty International – individual liberty</p> <p>(RE) Journey of life and death; Hinduism</p>	<p>(PSHE Talking Points) What is prejudice? How do I challenge someone's views?</p> <p>(RE) Refuge by Anne Booth; Christian values.</p> <p>(RE) Understand the possible tension between building a beautiful House of God and serving the needs of people in poverty (contrast Notre Dame to the church in Calais refugee camp).</p>	<p>PSHE DAaRT</p> <p>(RE) – Holocaust unit – how can we be upstanders today? Religions in the local community: tolerance and respect. (PSHE Talking Points) If it happens all the time, does it mean it's right? How can we be different? After the war – Tom Palmer No ballet shoes in Syria – Catherine Bruton</p> <p>The Place for Me – Stories About the Windrush Generation.</p>
		No outsiders, including assemblies.		(RE curriculum) faiths studied: Judaism, Christianity, non-religious worldviews.		(RE curriculum) faiths studied: Judaism, Christianity, non-religious worldviews, Islam, Hinduism.		
Respect and Tolerance	Manners	<p>(Talking Points) Why should I wait my turn?</p> <p>(Talking Points) Why do we have rules at school?</p>	<p>(PSHE Talking Points) What makes a good person?</p>	<p>(PSHE Talking Points) Is it right or wrong?</p> <p>(Geography) How do we live together in global harmony? From Mansfield to Mumbai</p>	<p>(PSHE Talking Points) What does honesty really mean? Why should I tell the truth?</p>	<p>(PSHE Talking Points) What does it mean to be anti-social?</p>	<p>(PSHE Talking Points) How do I challenge someone's views?</p>	
		Behaviour policy, including Marvellous Manners throughout the school day.				Manners within online communities (Computing E-safety)		



		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belonging	Family	(FS1) Belonging to a family and school Own life and family history Know who my family members are	(RE) myself and caring for others? (PSHE Talking Points) Who is in my family? Who are my important people? What makes a person?	Look Up! (English)	Stig of the Dump Coming to England- Floella Benjamin	(RE) Journey of life and death (English) Wisp: A Story of Hope – a refugee story	(PSHE Talking Points) What is loss?	No Ballet Shoes in Syria After the War The Place for Me: Stories about the Windrush Generation
		(FS2) Once there were giants Who are we and where do we belong? Own life history (Talking Points) Who are my family?					RSE curriculum	



Community	<p>(FS1) Belonging to a family and school</p> <p>(Talking Points) What is important to you?</p>	<p>(RE) myself and caring for others?</p> <p>(Geography) Local area study: Where am I?</p>	<p>(PSHE Talking Points) How do I contribute?</p> <p>(RE) Being a Christian in Notts</p> <p>(Geography) How do we live together in global harmony? – from Mansfield to Mumbai.</p>	<p>(Geography) How is land used in our local area? Contrasting Whitby to Mansfield Woodhouse.</p> <p>(RE) visit St Edmund's church</p> <p>(PSHE Talking Points) Who else lives in my region? Who else lives in the UK? How can we be different? What is a community?</p> <p>MFL French</p> <p>Coming to England- Floella Benjamin</p> <p>The Boy at the Back of the Class</p>	<p>(PSHE Talking Points) What does it mean to be anti-social? How do I support my community? What's a volunteer? Can I volunteer or help others?</p> <p>(History) Mining in the local community.</p> <p>MFL French</p>	<p>(Geography) How can we create a map of our local community?</p> <p>(RE) Religions in the local community</p> <p>MFL French</p>
	Library visits, Little Roots (subject to availability), Local walks – e.g. GLOW Day					

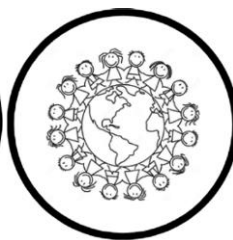


2. Be Healthy

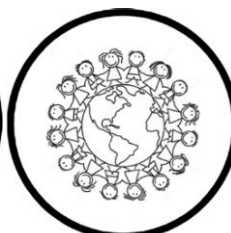




		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy lifestyle	Healthy Eating	F1 – Oliver’s vegetables F1 Handa’s surprise (Talking Points) Should I always eat healthy food?	(DT) – fruit salad and kebabs	(PSHE Talking Points) What if I don’t like vegetables? (Science) Eating the right amounts of different types of food (DT) – Bagel Bruschetta	(Science) Know about different food groups. Know that humans get nutrition from what they eat. (DT) –Easter flapjack	(DT) – vegetable cous cous	(DT) – Greek food	(Science) Recognise the impact of diet on the way their body’s function. (DT) – world food - pasta
	Fruit scheme for snack throughout KS1							
	Personal Hygiene	F2 – dental hygiene- how and why we brush our teeth and which drinks are good or bad for dental hygiene. (Talking Points) Why do I need to stay clean?	(PSHE Talking Points) When should I wash my hands? Why are teeth important?	(PSHE Talking Points) Can I stop myself being ill? (Science) Know the importance of personal hygiene	(PSHE Talking Points) What can affect my health?	(Science) the importance of maintaining dental hygiene.	Sex Education	(PSHE Talking Points) What is puberty?
	Knowledge of the Human Body	F1 – All About me and my special people F2 – Self portraits, basic body parts (Talking Points) What are the different parts of my body?	(Science) Label parts of the human body. Name and use the five senses. Label facial features. Name the body part associated with each sense.	(Science) Human offspring grow into adults. (PSHE Talking Points) Do I know my body?	(Science) Know the functions of bones and muscles in the human body.	(Science) Identify the main parts of the digestive system. Identify the different types of teeth and their functions.	Sex Education (Science) Know the changes that happen as humans develop into old age.	(PSHE Talking Points) What is puberty? How do humans reproduce? (Science) Name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.
	Physical Health	F1 – Welly Wednesday F2 – Muddy Monday	Forest School	(PSHE Talking Points) Why should I exercise? (Science) the basic needs of humans for survival. Explore the impact of exercise on the body	(PSHE Talking Points) What is a balanced lifestyle? Royal Ballet Jingle Jog	(PSHE Talking Points) How do I do emergency first aid?	Swimming lessons Weekly fitness P.E sessions	(PSHE Talking Points) How do we look after ourselves? (Science) Recognise the impact of exercise on the way their body’s function. Trent Bridge Trip
Drug/substance awareness			(PSHE Talking Points) Are medicines always good?	(PSHE Talking Points) How does smoking damage health?		(PSHE Talking Points) How does alcohol damage my health?	DAart (PSHE Talking Points) How do drugs damage my health? (Science) Recognise the impact of drugs on the way their body’s function.	

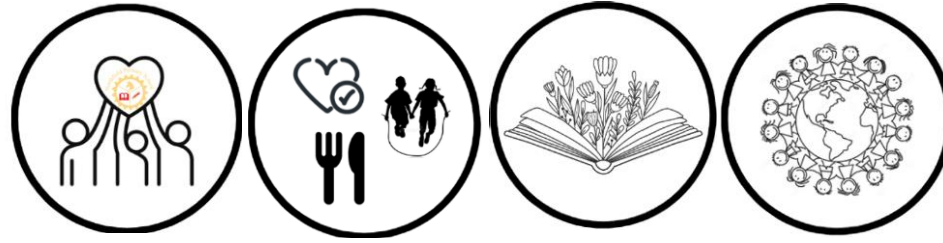


		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Staying Safe	Online Safety		(Computing curriculum) Create rules for using technology responsibly in and beyond the home	(Talking Points) Am I safe online? (Computing curriculum) To use information technology safely, say how rules keep you safe. Recognise that photos can be changed. Recognise why some information should not be shared.	(Computing curriculum) Choose the best location for my content, connecting computers.	(Talking Points) Am I at risk? How do I stay safe online? Am I safe on my mobile phone? (Computing curriculum) The Internet; Photo editing	(Computing curriculum) Systems and safe searching	DAart (Talking Points) Should I send/post something I'm not comfortable with? Are images in the media real? Should I trust the media? Am I a cyberbully? Have I trolled someone? (Computing curriculum) communication and collaboration, web page creation	
	Internet safety day, including assembly.								
	Relationships	All About Me & My Special People Marvellous Me! (Talking Points) How do I make new friends? (Talking Points) Who are strangers?	(English) Meesha Makes Friends	(Talking Points) Who can I trust? Should I keep a secret?	(Talking Points) Who can help me be safe? How do I raise my concerns?	(Talking Points) Is it ok to hug?	(Talking Points) What is peer pressure? What if I'm uncomfortable? Is my relationship unhealthy? What's a relationship commitment?	DAart (Talking Points) Should I give in to peer pressure? What if I get dared?	
Assemblies, including No Outsiders and NSPCC									
Health and Safety	(Talking Points) Why do we have rules at school?	(Talking Points) How do I keep safe? What should I do in an emergency?	(Talking Points) Are medicines always good?	(Talking Points) What is health and safety? (Science) Recognise that light from the sun can be dangerous and there are ways to protect their eyes.	(Talking Points) How do I do emergency first aid? (Science) electrical conductors and insulators	(PE) swimming lessons	DAart		
How school rules keep up safe Fire drills and lockdown practise Assemblies									



		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mental well-being	Feelings	(PSHE Talking Points) How can I make new friends? (Talking Points) Why am I feeling like this? Why am I angry? What makes me feel proud?	(PSHE Talking Points) What makes me happy? What does sad feel like? What should I do if I don't like it? What does worry feel like? Do I always have to be the best?	(PSHE Talking Points) What does angry feel like?		(PSHE Talking Points) What is that feeling I have?	(PSHE Talking Points) Should my heart rule my head? Why is change so scary?	(PSHE Talking Points) Will sad things happen to me? DAart
	Age-appropriate discussions about characters' feelings in both fictional and non-fictional texts.							
	The well-being of others	(PSHE Talking Points) How can I make new friends?	(PSHE Talking Points) Is it kind or unkind? Is teasing ever ok? (English) Meesha Makes Friends	(PSHE Talking Points) How do I make you feel? Is it right or is it wrong?	(PSHE Talking Points) What do I know when my friends are sad? Who do my actions affect?	(PSHE Talking Points) What do I do when my friend is cross?		(PSHE Talking Points) Am I a cyberbully? Have I trolled someone? DAart
Mental health	(FS1) Welly Wednesday (FS2) Muddy Monday (Talking Points) What makes us special?	(PSHE Talking Points) What should I do if I don't like it? (English) Meesha Makes Friends	(Computing curriculum) Recognise choices are made when using technology – e.g. not just gaming		(PSHE Talking Points) What can I do about negative thoughts?	(PSHE Talking Points) Can my mind get ill?	(PSHE Talking Points) What affects my mental health? DAart	
Art curriculum GLOW day termly								

Forest School and ELSA run for selected pupils.

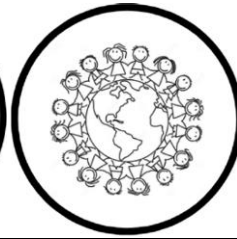
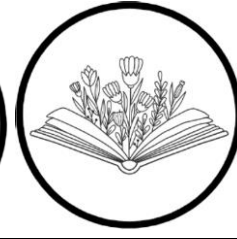


3. Life-long Learners (Legacy)





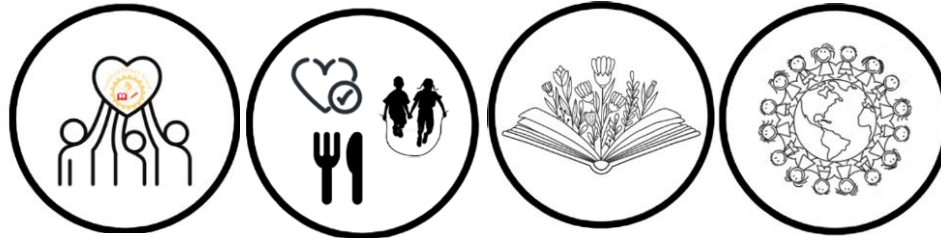
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Equity and Aspiration	Innovation	Because of Harriet Tubman, some people escaped slavery.	Because of the Great Fire of London, building design was changed in London to build houses of stone and brick. Also, new fire-fighting strategies were invented and organised. Because of Ruby Bridges, segregated schools in the USA ceased to exist. Dr Pearl Agyakwa – materials scientist Ibn-Al-Haytham - early astronomer	During the time of Prince Albert and Queen Victoria innovative inventions occurred. Scientists: Charles Macintosh – inventor of the waterproof coat; neurobiologist – Dr Aarti Sehdev; Tanesha Allen – Zoologist; Jemma Dias – Animal Behaviour and Welfare Scientist	Percy Shaw – inventor of Cat’s Eyes Mary Anning – fossil hunter George Washington Carver – agricultural scientist and inventor	Because of Lord Shaftesbury, conditions for children improved. Alexander Graham Bell	Isaac Newton - forces Jane Goodall – animal scientist Prof Brian Cox – physicist	Michael Farraday - electromagnetics Alessandro Volta – physicist and chemist Nikola Tesla – engineer and inventor
	Careers Knowledge		(Talking Points) What will I be when I grow up?		(PSHE Talking Points) How do I contribute? Where could my money come from? What should I aim for?		(PSHE Talking Points) What’s an aspiration? What is enterprise? What’s a volunteer? Can I volunteer or help others?	(PSHE Talking Points) Can I set goals for me? Who chooses and runs our country?
	Life skills	(Talking Points) What are my goals for Year 1?	(PSHE Talking Points) What should I do in an emergency? What should I do with money? (Computing) Begin to use laptop computers and other IT devices. (Computing) Understand what algorithms are. Make predictions	(PSHE Talking Points) Is it right or wrong? What are rights and responsibilities? (Computing) Use a broader range of programs on IT devices. (Computing) Understand algorithms as sequences. Make logical predictions.	(PSHE Talking Points) What is restorative justice? What are my rights and responsibilities? (Computing) Use a range of programs. MFL French	(PSHE Talking Points) How do I do first aid? (Computing) Collect and present data. (Computing) Design and write programs. MFL French	(PSHE Talking Points) What is a debt? Who pays tax and what does it do? (Computing) Evaluate information. Use a database. (Computing) Debug programs. MFL French	(PSHE Talking Points) How should I manage my money? Are images in the media real? Should I trust the media? (Computing) Develop research skills using a search engine and evaluate whether information is trustworthy. MFL French
		Develop an age-appropriate awareness of online safety and use of the Internet. Art curriculum						



	Geographical Mobility	<p>People have likes and dislikes about the place where they live.</p>	<p>Geography - Local area study - What is it like where we live?</p> <p>Geography - Which country would you rather live in, in the United Kingdom?</p>	<p>How do we live together in Global Harmony? From Mansfield to Mumbai</p>	<p>(PSHE Talking Points) Who else lives in my region? Who else lives in the UK?</p> <p>(Geography) Contrasting localities – How do you think living in Whitby would compare to living in Mansfield Woodhouse?</p>	<p>Geography – Land use in our local area, time zones, expansion of the Roman empire, a city study of Rome</p>	<p>Geography - How does our geography compare?</p>	<p>Displacement: Most refugees and migrants leave their birth country because of war, famine or persecution or jobs.</p> <p>The Place for Me: Stories about the Windrush Generation</p>
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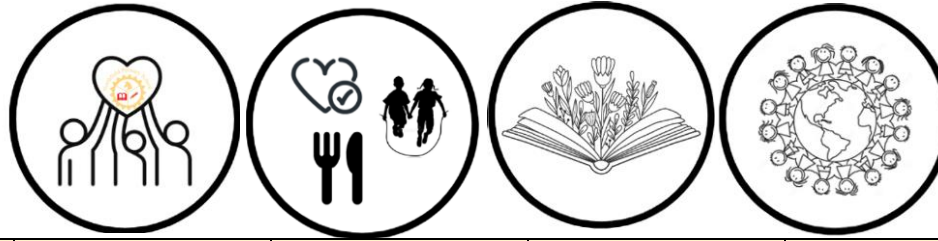


		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Heritage and Legacy	Local History	(F2) Own life history		(History) Why was Robin Hood important for Nottinghamshire?	(History) What changes have occurred in Britain from the Stone Age to the Iron Age? Visit to Creswell Crags.	(History) Coal mining; visit to the National Coal Mining Museum for England. From pit to park: how coal mining has shaped the local landscape.	(History) Nottingham was occupied by the Vikings in 867AD and remained under Scandinavian control until 918AD. Vikings settled and conducted trade in Nottingham.	(History) The impact of WW2 on Nottingham including evacuees and the role of women.
	National History	(FS1 & 2) Bonfire Night Transport – then and now.	(History) The Great Fire of London: A catastrophe. True or False? (RE) St George's Day (History) Toys from the past: How have toys changed?	(History) Castles: A home or a fortress?		(History) Roman Britain: what did the Romans do for me? Queen of Darkness (Boudicca) Over the Line by Tom Palmer – WW1 Factory Act, Miners' Act and Education Act	(History) Anglo-Saxons – how did they impact Modern Britain?	Kindertransport
	Global History	(F2) An Apple for Harriet – Harriet Tubman. Neil Armstrong Transport – then and now.	The story of Ruby Bridges and Mary McLeod Bethune Shackleton's Journey		Coming to England- Floella Benjamin (History) What can we learn about the Ancient Egyptians from the tomb of Tutankhamun?	(English) Escape from Pompeii Katheirne Johnson and the Space Race	(History) Can we thank the Ancient Greeks for anything in our lives today?	The Holocaust, including a visit from the National Holocaust Centre.
	Charity						(RE) How art religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity.	After the war – Tom Palmer – refugees No Ballet Shoes in Syria - refugees
Whole school support of charitable events, e.g. Children in Need, Comic Relief Harvest Festival – collecting for the local foodbank								

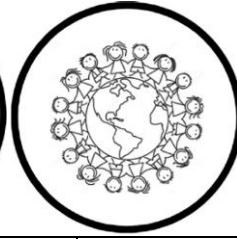
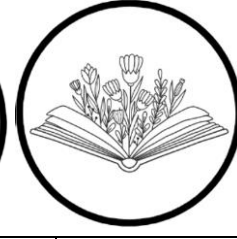
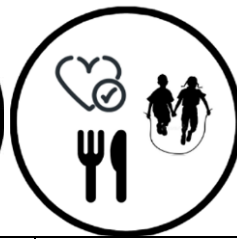


4. Corners of the World: school, local, national, global

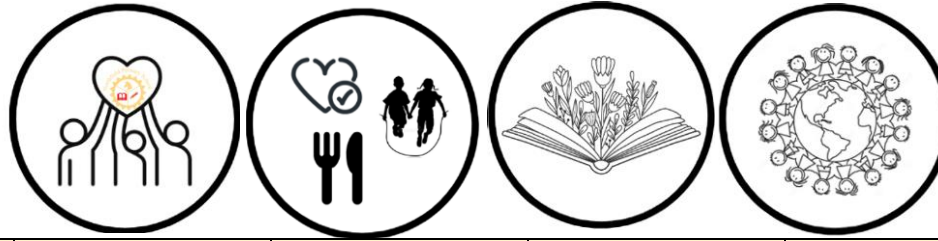




		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mapping	Types of map	<p>Introduction to maps and the globe through "All around the world" topic.</p>	<p>Colours on a map represent different features.</p> <p>A map shows human and physical features.</p> <p>A map can show a small area (e.g. school) or a bigger area (e.g. the world).</p> <p>A map of the UK shows its countries and capital cities.</p>	<p>A world map shows all the countries, 7 continents and 5 oceans of the world and where they are.</p> <p>A globe is a three-dimensional world map.</p> <p>An atlas is a book that breaks down the world map into different areas.</p> <p>An aerial photograph helps us to see human and physical features of an area.</p> <p>The four points of the compass are North, South, East and West.</p>	<p>Detailed maps show how land is used by humans in different ways.</p> <p>The eight points of the compass are north, east, south, west, north-east, north-west, south-east, south-west.</p> <p>Physical maps show physical features.</p>	<p>Maps of Mansfield Woodhouse for grid references and land use.</p> <p>Map of world time zones</p> <p>Map of Italy including aerial maps</p> <p>Maps of coal mines in Ashfield</p> <p>Atlases to locate major UK and world rivers</p>	<p>Country maps can show county/regional borders.</p> <p>Topographical maps are like physical maps but use circular lines to show how high places are.</p> <p>Trade links shown on a world map.</p>	<p>Use a key to understand symbols on an Ordnance Survey map.</p> <p>4 and 6 figure grid references help to locate places on a map. Revise 8 compass points.</p> <p>Climate maps show the climate zones using colours. They use things such as average temperatures or amount of snow/rainfall to inform where which colour is.</p> <p>Economic or resource maps show the type of economic activity or resources available in an area using symbols.</p>
		Educational visits: use of OS maps and site maps						



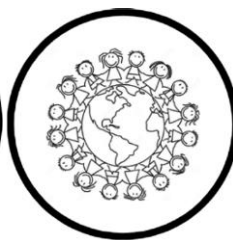
Places to know		(F2) Hot and cold places around the world	<p>Locate and name the UK countries: England, Scotland, Wales and Northern Ireland</p> <p>Locate and name the four countries of the UK and their capital cities: London, Edinburgh, Cardiff and Belfast</p> <p>Locate the surrounding seas: English Channel, North Sea, Irish Sea and Atlantic Ocean</p>	<p>Locate and name the five oceans and seven continents of the world.</p> <p>Locate the North and South Poles.</p> <p>Locate the Equator.</p> <p>Locate Mansfield on a map of the UK.</p> <p>Mumbai is a city in India.</p> <p>India is a country in Asia.</p>	<p>Locate Whitby on a map of the UK.</p> <p>Locate and name mountain ranges using an atlas.</p> <p>Locate major rivers around the world.</p> <p>Locate the River Thames on a map of London.</p> <p>Locate the River Maun and the River Meden on a map of Mansfield.</p>	<p>Locate Italy on a map of Europe.</p> <p>(History) maps of coal mines in the local area.</p> <p>Locate major rivers around the world.</p> <p>Locate the River Thames on a map of London.</p> <p>Locate the River Maun and the River Meden on a map of Mansfield.</p>	<p>Locate places they have visited on a map of England.</p> <p>Locate Scandinavia on a map of Europe.</p> <p>Locate the countries of Scandinavia and their capital cities.</p> <p>Locate South America on a world map.</p> <p>Locate countries within South America.</p>	<p>Locate Central America on a world map.</p> <p>Locate the countries within Central America.</p>



		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Geography	Knowledge	Land can be flat or have hills. Hills are high.	Physical geography is the natural parts of the world. They are not made by man. A mountain is a big hill. A lake/loch is a large area of inland water. Coastline is where the land meets the sea. The sea is made of water. Identify and name the four seasons. Identify and name different weathers.	A beach is the land at the edge of a lake, ocean, or other water. A cliff is a steep natural wall of rock by the sea or ocean. A forest is a large area with many trees and plants. An ocean is a huge body of saltwater. A river is a large natural stream that flows over land. A valley is a dip between hills or mountains. Vegetation is all the plants that are growing in a place.	The layers of the Earth are the crust, mantle, and core. A volcano is a landform, usually a mountain, where molten rock erupts through the surface of the Earth. Volcanoes are formed when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. Earthquakes are caused when the earth's tectonic plates suddenly move. Some mountains are formed when the tectonic plates push together forcing the ground up. Rivers – see geography progression plan	Diversity in land use in local area. Rome and its physical features Rivers – including features, main rivers in UK and world (bridging unit for 2024-25)	A mountain range is a series of mountains connected by high ground. The coast of the UK differs and can be described using the vocabulary: <ul style="list-style-type: none"> • peninsula • cliff • headland • estuary • bay • harbour • dock Fjords are the lakes formed between mountains in Norway. A glacier is a large body of ice slowly moving. A rainforest is a dense forest in tropical areas with heavy rainfall. Physical features of the East Midlands and coastal regions	Biomes are areas of our planet with similar climates, landscapes, animals, and plants. There are six major land biomes on the planet: tundra, taiga, temperate forest, rainforest, grasslands, desert. The weather found in a certain place over a long period of time is known as the climate.



		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Modern Britain	Rule of Law	Bonfire Night (PSHE Talking Points) Why do we have school rules?	(PSHE Talking Points) Why do we have rules? Ruby Bridges and Mary McLeod Bethune (RE) Bonfire Night	History Visit to Lincoln Castle. (PSHE Talking Points) Is it right or wrong? What are rights and responsibilities? (History) Robin Hood	(PSHE Talking Points) What is health and safety? What are my rights and responsibilities? What happens if I break a rule?	(PSHE Talking Points) What does it mean to be anti-social?	(History) Anglo-Saxon Law	(PSHE Talking Points) If it happens all the time, does it mean it's right? DAart
	Religion and worldviews	Festivals – e.g. Diwali, Chinese (Lunar) New Year, Christmas Religious stories Church visit	(English) Rama and the Demon King Clumber Park trip to include visiting the chapel.					(RE) link with Holocaust Centre – visit or visitors (Science) Evolution and inheritance (Darwinism)
			KS1 RE for All Nottinghamshire agreed syllabus Christianity, Judaism, non-religious worldviews		KS2 RE for All Nottinghamshire agreed syllabus Christianity, Judaism, Islam, Hinduism, non-religious worldviews		KS2 visit to St Edmund's church for Christmas service.	
Whole school participation in the Spirited Arts competition, run by NATRE.								
Individual Liberty	(F2) Harriet Tubman	Ruby Bridges and Mary McLeod Bethune (RE) The exodus story as part of Jewish festival of Sukkot	(RE) The exodus story (Music) Listen and appraise – Free Nelson Mandela (English) Mae Jemison	Floella Benjamin (History) Ancient Egyptians	(English) Son of a dolphin boy (Music) Blackbird (English) Wisp: A Story of Hope – a refugee story			After the War No Ballet Shoes in Syria Holocaust Centre (History) World War II – compare a European Jewish child's experience to a British child's experience



		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Caring for the planet: sustainability	Climate Change		(Geography) Polar Regions Hot regions	(PSHE Talking Points) How can I save the planet?		(Science) Living things and their habitats, the water cycle		(Geography & English) Biomes – Plastic Planet
	Sustainability		(English) Orangutan in my bedroom	(Guided reading) The Life of a Little Cardboard Box; The Life of a Little Plastic Bottle		(Science) food chains	(Geography) South America trade	(Geography & English) Biomes – Plastic Planet
	Caring for where we live	(F2) Forest Schools		(Guided reading) The Life of a Little Cardboard Box; The Life of a Little Plastic Bottle	(PSHE Talking Points) Who else lives in my region? Who else lives in the UK?	(Geography) Land use	(PSHE Talking Points) Can I save money and the environment?	(RE) <i>Dear England</i> (Geography & English) Biomes – Plastic Planet
	Passion for the natural world	(F2) Forest Schools	Y1 Forest School (Science) animals including humans, plants, Seasons	(Geography) From Mansfield to Mumbai – plastic pollution (History) Local visit to Sherwood Forest (Science) animals including humans, habitats, plants	(Science) animals including humans – life cycles, plants (Geography) extreme earth – impact of volcanoes and earthquakes	(Guided Reading) Son of a Dolphin Boy – plastic pollution (English) Alba the Hundred-Year-Old Fish and A Planet Full of Plastic (Science) food chains, living things and their habitats	(Science) life cycles of plants and animals (English) The Explorer	Residential to Hathersage (Art) Penguin and Antarctica (Science) Evolution and inheritance, living things and their habitats