



Daven Primary School follows the Learning Challenge Curriculum and have adapted it to suit their pupil's needs. The Learning Challenge Curriculum is a question-based approach to structuring and delivering the 2014 National Curriculum. Children also suggest questions they would like to ask in order to deepen their understanding and thinking about each theme. This gives the children ownership of their learning. Teachers will provide opportunity for children to find the answers to their questions either through a whole lesson or the children carrying out their own research.

Geography Overview

	Autumn	Spring	Summer
Year 1	<p>Where do the leaves go in the winter?</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Why can't a meerkat live in the North Pole?</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Where do and did the wheels on the bus go?</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries</p>
Year 2	<p>What would Red Riding Hood find exciting about our town?</p> <p>use 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.</p>	<p>Where would you prefer to live: England or Kenya?</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</p>	<p>Why do we love to be beside the seaside?</p> <p>identify seasonal and daily weather patterns in the United Kingdom — human and physical features of a small area of the United Kingdom</p>
Year 3	<p>What makes the Earth angry?</p> <p>pupils to be taught physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Has Greece always been in the news?</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country;</p>	<p>Why do so many people choose to go to the Mediterranean for their holidays?</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country</p>



Year 4	Why is Chester such a cool place to live? Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	Why is the Mersey so important to Liverpool? Settlements, land use, economic activity including natural resources especially energy and water supplies	River Study Field Work Skills
Year 5	What's so special about the USA? locate the world's countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities.	Why should the rainforests be important to us all? locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.	
Year 6	Will you ever see the water you drink again? Understand the water cycle and recognise features of mountain environments		I'm a Year 6 pupil, can you get me out of here? use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



History

	Autumn	Spring	Summer
Year 1	<p>Why is the Wii more fun than Grandma and Grandad's old toys?</p> <p>Changes within living memory - revealing aspects of change in national life</p>	<p>What has changed since your grandparents were young?</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Why were Christopher Columbus and Neil Armstrong brave people?</p> <p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements</p>
Year 2	<p>What were the people who lived in Congleton like a 100 years ago?</p> <p>events beyond living memory that are significant nationally or globally</p>	<p>How did Grace Darling save lives?</p> <p>the lives of significant individuals in Britain's past who have contributed to our nation's achievements</p>	<p>Why should the Great Fire of London never be forgotten?</p> <p>events beyond living memory that are significant nationally or globally</p>
Year 3	<p>Who first lived in Britain?</p> <p>Stone Age to the Iron Age, including: - Hunter gatherers; Early farming; Bronze Age, and Iron Age</p>	<p>Ancient Greece – questions included in Has Greece always been in the news?</p> <p>A study of Greek life and achievements and their influence on the western world</p>	<p>Why is Congleton known as 'Bear Town'? (and other key moments)</p> <p>A local history study</p>
Year 4	<p>Why were the Romans so powerful and what did we learn from them?</p> <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> - Julius Caesar - Hadrian's Wall - Boudica - Romanisation of Britain 	<p>How can we re-discover the wonder of Ancient Egypt?</p> <p>The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society</p>	<p>How did the Battle of Britain change World War 2?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g., a significant turning point in British history, e.g. the first railways or the Battle of Britain</p>



Daven Primary School
Geography and History Overview



Year 5	Were the Anglo-Saxons really smashing? Britain's settlements by Anglo-Saxons and Scots - Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion	Why should the world be ashamed of slavery? A study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066, eg a significant turning point in history.	What did people do for leisure and Entertainment in the 20th Century? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. changes in an aspect of social history
Year 6	Were the Vikings always victorious and vicious? The Viking and Anglo-Saxon struggle for the kingdom of England including: Viking raids, Edward the confessor	Who were the Mayans and what have learnt from them? A non-European society that provides contrast with British history	