



Organisation

6 topics per year

Alternate History and Geography drivers



- 1 afternoon per week - Science - stand alone
- 1 afternoon per week - alternating RE/French and Computing/PSHE
- Art/ DT alternates each half term with key skills as the driver
- 1 hour of music per week - through singing assembly and 30 minute music lesson
- 2 afternoons focused on topic drivers

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BRITISH HISTORY																												
STONE AGE						BRONZE AGE						IRON AGE				ROMANS	ANGLO SAXONS VIKINGS			NORMANS	MEDIEVAL BRITAIN	TUDORS	STUARTS	GEORGIAN ^S	VICTORIANS	20 TH CENTURY		
3600BC	3400BC	3200BC	3000BC	2800BC	2600BC	2400BC	2200BC	2000BC	1800BC	1600BC	1400BC	1200BC	1000BC	800BC	600BC	400BC	200BC	200	400	600	800	1000	1200	1400	1600	1800	2000	2200

EYFS

<u>EYFS Nursery</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	I am 3	On a Rainbow	In a Nursery Rhyme	In the Garden	On an Adventure	On a Picnic
Key Driver / lines of enquiry Communication / language PSED PD Mathematics EAD/UTW	Children sharing their 3rd birthday celebrations Stories around the number 3 songs sound 3 trike ride How I have changed from a baby to now	Light and dark / day and night Colours and mixing Eid Diwali Bonfire Night Christmas	Nursery rhyme day Local professions Jobs people do	Weather and seasons Lifecycle of a chick Planting and growing	Jungle Ocean Pirates Space Wider world	Food Farms Looking after the world
Key Text	Drawing Club text/video Three Billy Goats Gruff Three Little Pigs Goldilock and the Three Bears Kippers Birthday Lulu's first day This is me	Drawing Club text/video The quiet little firework Peppa's Diwali Leaf Hunt Elmer Shhhhhh How to grow a reindeer	Focus rhymes Incy Wincy spider / beetle Miss Polly Humpty Dumpty Row row row your boat Old Mcdonald Great Nursery rhyme disaster	Drawing Club text/video How does an egg hatch? Tales with big endings My mummy and me How I grow Oliver's vegetables We're going on an	Drawing Club text/video Animal Boogie Walking through the Jungle Driving home from Grandpa's A new home for a pirate Tropical Terry Cave Baby	Drawing Club text/video Going on a Bear Hunt My dad is brilliant Whatever next The gruffalo Not a box Oliver's fruit salad The perfect

<u>EYFS Reception</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	In the Town	Sparkling Celebrations	On a Magic Carpet	Under the Microscope	In a Story Book	Around the World
Key Driver/lines of enquiry Communication / language PSED PD Mathematics EAD/UTW	People who help us My family My friends Our local area Our history	Bonfire Night Halloween Diwali Birthdays Christmas Seasons Visit from a priest Local Area and cultures	Space and Neil Armstrong Dinosaurs Castles - Kings and Queens Past and present	Growing plants Animal life cycles (frogs) Minibeasts Field to fork	Caring for our world Different settings and environments	Countries around the world Where does food come from? Comparing environments Animals in the wild
Key Texts	Drawing Club text/video Pete the Cat Super Dooper You All are Welcome Smartest Giant in Town Martha maps it out	Drawing Club text/video TYou must bring a hat Best Diwali ever One Christmas wish Peepo Leaf man / Leaf thief What's in the Witches Kitchen The Christmas Pine Dear Santa	Drawing Club text/video Aliens love underpants Little People Big Dreams The curious polar bear The runaway iceberg The knight who wouldn't fight How to grow a dinosaur	Literacy and phonics: Do you love bugs? Teeny weeny tadpole Jack and the Beanstalk Katie and the sunflowers Christopher's Caterpillars The extraordinary	Literacy and phonics: Little Red Riding Hood The great fairy tale disaster Little Red and the very hungry lion The little red fort The little red hen The gingerbread man The Hairy toe	Literacy and phonics: How big is the world? Last Stop on Market Street Handa's Surprise Goldy Luck and the three pandas Going on a lion hunt Mr. Bonaparte

KS1

<u>Year 1</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic</u>	<u>Our Life, Our Leeds</u>	<u>Under Parliament</u>	<u>On the High Seas</u>	<u>At the Toyshop</u>	<u>In the Wild</u>	<u>With the Dinosaurs</u>
Key Driver	Geography driver: - Local leeds and Bramley. Fieldwork. Use basic geographical vocabulary. Cultural Capital: Why is Leeds special? What is special about Bramley? - Bramley Baths	History driver: - Beyond living memory - Gunpowder Plot Significant people - Queen Elizabeth II - Guy Fawkes British Values - the lives of significant individuals in the past who have contributed to national and international achievements.	Geography driver: - Continents and oceans Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans	History driver: - the development of toys. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. National Curriculum: History within living memory	Geography driver: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents.	History driver: - events beyond living memory. Changes over time. Significant people - Mary Anning. Why is she significant? What did she contribute?
Other areas PSHE RE French Computing Music Art/DT	How do we decide how to behave? How can we make good choices? (P3) Greetings Digital Citizenship	What can we do with money? How and why do we care for others? Where is France on the map? Digital Citizenship	How do we keep safe? Which books and stories are important? Name and age Computer Science:	How do we feel? What did Jesus teach and how did he live? Numbers 1- 12 Digital Literacy	How do we keep safe? What does it mean to belong to a community of belief? How are you? Computer Science:	What makes us special? What stories from the bible have been retold over many years. Games and songs Digital Literacy

<u>Year 1</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Science	Biology Animals (including Humans) Human body parts / senses Describe the importance of exercise / types of food and hygiene Basic needs for survival	Biology Seasonal changes Weather patterns How the length of the day varies Comparison of weather around the world	Biology Living things and their habitats Habitats Adaptations Food Chains Reproduction and basic needs	Biology Plants Common, wild and garden plants Structure of a plant Needs of a plant to survive Observational experiments	Chemistry Materials Identify and name materials, physical properties Compare and group Discuss the suitability of a material and observe how materials can change shape	Sustainability Caring for the planet Growing and cooking Why is it important to care for our planet? How can we care for our planet?

Year 2 2026-27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<u>On Our Doorstep</u>	<u>In the Capital</u>	<u>On Our Planet</u>	<u>On The Ward</u>	<u>On a Safari</u>	<u>On Our Travels</u>
	<u>Geography driver:</u> Local area, maps, human and physical features Geography - Landmark around the world Using a compass and understand North, East, South and West.	<u>History driver:</u> History - Events beyond living memory - Great Fire Of London - Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone. ~ Samuel Pepys wrote a diary outlining the events of GoL and the country's restoration.	<u>Geography driver:</u> Compare and contrast Geography - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. A comparison study between a place in the UK (Bramley) and a non-European city - Extreme weathers.	<u>History driver:</u> History - Lives of significant individuals - Florence Nightingale and Seacol History - Events beyond living memory. Changes within hospitals from then to now.	<u>Geography driver:</u> To know that they live in the continent, Europe. To know that Kenya is in the continent of Africa. To know the name of the ocean where they live and the name of the ocean nearest to Kenya.	<u>History driver:</u> History - the lives of significant individuals who have made an impact - Neil Armstrong and Christopher Columbus
Other areas: PSHE RE French Computing Music Art/DT	How do we decide how to behave? Why are festivals important? Greetings Digital Citizenship	What can we do with money? What do religions say about our wonderful world? Where is France on the map? Digital Citizenship	How do we keep safe? How do Hindu stories help believers live their lives? Name and age Computer Science: Spring one Spring two 	How do we feel? How and why do people pray? Numbers 1- 12 Digital Literacy Spring one Spring two 	How do we keep safe? How are symbols used to welcome new life? (P2) How are you? Computer Science:	What makes us special? What do religions and worldviews say about our wonderful world? Games and songs Digital Literacy

<u>Year 2</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Science	Chemistry Materials Identify and name materials, physical properties Compare and group Discuss the suitability of a material and observe how materials can change shape	Sustainability Wildlife Plastic What does wildlife do for us? What can we do for wildlife?	Biology Animals (Including Humans) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Adaptations Food Chains Reproduction and basic needs	Biology Plants (light and dark, bulbs and seeds) Seeds Working Scientifically Written experiments Observations	Biology Living things and their habitats Habitats Explore and compare things between living, dead, never living Food chains and sources of food	Biology Growing up Human body parts / senses Describe the importance of exercise / types of food and hygiene Basic needs for survival

LKS2

<u>Year 3</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	<u>Extreme Earth</u>	<u>In the Stone Age</u>	<u>In the Countryside</u>	<u>At the Pyramids</u>	<u>On the Cliffs</u>	<u>The Shang Dynasty</u>
Key Driver	Geography driver: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. Explore what volcanoes are, how they are formed, different types of volcanoes, and the effects of eruptions. Key areas include understanding the parts of a volcano (like the vent, crater, and magma chamber), the difference between magma and lava, and the impact of volcanic activity on people and the environment. - Study some famous Volcanoes.	History driver: British History National Curriculum Changes, timelines of British history, changes throughout Britain	Geography driver: Food and farming Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	History driver: National Curriculum - Ancient Ancients specialising in Ancient Egypt	Geography driver: Geography - fieldwork Use compasses, grid references and symbols to build knowledge of the UK Geography - use maps, atlases, globes and computers to locate countries key topographical features (including hills and coasts), and land-use patterns; and understand how some of these aspects have changed over time.	History driver: - In 1976, archaeologists discovered the tomb of Fu Hao at the site of the ancient Shang capital, Yinxu. Because the tomb and its contents were intact, the discovery had a significant impact on our knowledge of the Shang dynasty and some of its people. National Curriculum: Beyond 1066
Other areas:	What is diversity? Synagogue visit How do ancient stories influence modern celebrations (Judaism/Sikhism/Hinduism) Alphabet Digital Citizenship	How can we be a good friend? Christmas story- link to faiths and beliefs in Leeds. (Christianity) Where do you live? Christmas Digital Citizenship	How can we keep safe in our local area? Why do the lives of Gurus inspire Sikh believers? (Sikhism) Pastimes and hobbies Computer Science:	How can we keep safe in our local area? How are the stories of Holy week important to Christians (Christianity) Sports Easter Computer Science:	How do we grow and change? How do different people express their spirituality? (Christianity/Buddhism/Sikhism/Islam/non-religious approaches) School Digital Literacy	How do we grow and change? Inspirational leaders (Christianity/Buddhism/Sikhism/Islam/non-religious approaches) The body Digital Literacy

PSHE
RE
French
Computing
Music
Art/DT

<u>Year 3</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Science	Biology Skeletons National Curriculum - the human body - digestion, teeth, muscles and skeletons Simple digestive systems - nutrition and diet Animal food chains	Biology Plants Plant life - basic structure and functions Life cycle/water transportation	Sustainability Biology Nutrition and Diet/ food waste Look at food waste and the impacts of food waste on the planet. Children also learn that food can be sorted into different food groups and that different foods provide nutrients for the body.	Physics Forces and magnets How things move on different surfaces Magnetic forces Grouping materials Describing magnets Looking for patterns in the way magnets behave Suggesting uses for magnets	Physics Light Recognise they need light to see things Light and dark Reflection Dangers of light Shadows Looking for patterns in shadows when the direction of light changes	Chemistry Rocks and fossils Compare and group different kinds of rocks How fossils are formed Recognise soils are made from rocks

<u>Year 4</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic</u>	<u>From the Fortress</u>	<u>In Ancient Greece</u>	<u>On a River</u>	<u>On The Savannah</u>	<u>In the Colosseum</u>	<u>In Victorian Yorkshire</u>
Key Driver	Geography driver: Cultural capital Castles - human features. Features of a castle Geography - Name and locate counties and cities in UK Use compasses, grid references and symbols to build knowledge of the UK Geography - use maps, atlases, globes and computers to locate countries	History driver: Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world. National Curriculum: British History compared with an influential culture outside of the UK.	Geography driver: Settlements and land use Name all important rivers in Britain and some famous ones worldwide. Human and physical characteristics Features of a water cycle Geography - Identify Greece on a map Name important places	Geography driver: Locate the Savannah on a map. Locate where the Savannah is found e.g. North south America compared to the UK. Geography - Identify the position and significance of latitude, longitude.	History driver: Romans (British history) the Roman Empire and its impact on Britain. Julius Caesar’s attempted invasion in 55-54 BC Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire	History driver: Cultural Capital Local history Use historical sources to find out about the Victorian period. Discuss who Queen Victoria was and the impact of her reign. Use and understand key vocabulary such as monarchy, reign and Victorian. Use key dates and events to create a timeline.
Other areas: PSHE RE French Computing Music Art/DT	What are the rules that keep us safe? How do Jews use stories to remember God’s covenant? (Christianity/Islam/non-religious approaches) Recap greetings Numbers 13-31 Digital Citizenship	What can we do about bullying? Why do people follow inspirational believers? (Christianity/Islam/non-religious approaches) Months / Christmas Digital Citizenship	What are we responsible for? How do the five pillars guide Muslims? (Islam) Birthdays Computer Science:	How can we eat well? How do ancient stories influence modern celebrations? (All religious approaches) Family Computer Science:	What jobs would we like? What faiths and beliefs can be found in our community? (Christianity/Buddhism/Sikhism/Islam/non-religious) Animals Digital Literacy	How can we describe our feelings? How does the Bible help Christians to lead a good life? (Christianity) Weather Digital Literacy

<u>Year 4</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Science	Biology Groups and classifying things Identify and sort animals into groups based on their features. Make it clear to children that all animals in this step have a spine. Children should be introduced to the term "vertebrate" to describe an animal with a spine.	Sustainability Biology Habitats and deforestation Build on their understanding of human impacts on habitats and look at the effects of deforestation both locally and globally. Define deforestation as the chopping down and removal of trees from a wood or forest.	Chemistry States of Matter Group materials for gases, liquids, solids The water cycle Observe materials changing states when they are heated or cooled Evaporation over time - observe changes	Biology The digestive System Food chains Simple digestive systems Types of teeth	Physics Electricity and sound Identify how sounds are made Patterns between pitch and volume Working scientifically - creating an experiment to test hypothesis Construct an electrical circuit / identify basic parts	Biology Data Collection Begin a scientific enquiry that is an observation over time enquiry. Identify living things in their local area, collecting data throughout the year. This will help them understand how seasonal changes influence plant and animal life.

UKS2

<u>Year 5</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic</u>	<u>In the Rainforest</u>	<u>In Mexico</u>	<u>In the Landfill</u>	<u>On a Longboat</u>	<u>In the Abbey</u>	<u>In the Caribbean</u>
Key Driver	Geography driver: Geography - Human impact on the rainforest National Curriculum: physical geography, including: climate zones, biomes and vegetation belts. Geography - use maps, atlases, globes and computers to locate countries. Use compasses, grid references and symbols to build knowledge of the wider world.	History driver: History - Mayans National Curriculum - Non-European Civilisation (advanced society). Make links between civilisations – compare timelines, innovations, and belief systems with what children already know. Geography - physical and human features	Geography driver: Geography - Climate change, ice caps, impact of human behaviour on the planet. Cross curricular link: Science - Sustainability	History driver: History - Viking rule and anglo-saxons. (Local history comparison of Leeds) National curriculum: Key events in British history (chronology) Geography - Mapping the Viking journey and settlements across the Uk.	History driver: History - Local history (Kirkstall Abbey) and the Tudor period. (British history) National curriculum: Key events in British history (timeline of significant events). Geography - comparison study with another country within Tudor period.	Geography driver: Current affairs and history History - Key people and events in British and national history. A study on mass movement across the world and how it affects daily lives. E.g. refugees, war and Britain role in the transatlantic slave trade etc and why do people need to have to move? E.g. Windrush generation
Foundation subjects PSHE RE French Computing	How can we manage risk? Hindu temple visit How to Sikhs symbolise their commitment? (Sikhism) Time revision Digital Citizenship	How can money affect us? Should we forgive others? (Christianity/non-religious approaches) Clothes Digital Citizenship	How can we stay healthy? What do Christians believe about the old and new covenants? (Christianity) Transport Computer Science:	What are human rights? What is the significance of Easter, Ascension and Pentecost? (Christianity) Alphabet Computer Science:	What does discrimination mean? How do Buddhists live a meaningful life? (Buddhism) Travel and holidays Digital Literacy	SRE What values do people live by? (Christianity/Buddhism/Sikhism/Islam/non-religious) French culture and revision of all Digital Literacy

<u>Year 5</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Science	Properties and changes of materials Compare and group everyday materials on the basis of their properties Substances and solutions Solids, liquids and gases Reversible and irreversible changes Observe and compare from the local environment with the rainforest	Space describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth. describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Forces Explain the force of gravity Identify effects of air resistance, water resistance and friction Mechanisms and their forces Explore	Working scientifically Plan different types of enquiries Take measurements Record data and results Make predictions Present findings Look at scientific evidence.	Living things and habitats Life cycles of a mammal, amphibian, insect and bird Process of reproduction of plants and animals	Animals including humans Describe changes as humans develop to old age Learn about changes experienced in puberty Different gestation periods in animals and humans

<u>Year 6</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic</u>	<u>In the Frozen Kingdom</u>	<u>In the Blitz</u> <u>(over two half terms)</u>	<u>In the Blitz</u> <u>(over two half terms)</u>	<u>On the Bus</u>	<u>Global Trade</u>	<u>In The Courtroom</u>
Key Driver	Geography driver: To know the different time zones. To know that both the Arctic and Antarctic are classified as Tundra. To know that the Arctic and Antarctic are in the polar climate zones. To know the seven continents. To know that Antarctica is a continent but the Arctic is not.	History driver: History World War 2 National Curriculum - cause and effect. Beyond 1066 Geography - allies and axis Use maps, atlases, globes and computers to locate countries Use compasses, grid references and symbols to build knowledge of the wider world	History driver: History World War 2 National Curriculum - cause and effect. Beyond 1066 Geography - allies and axis Use maps, atlases, globes and computers to locate countries Use compasses, grid references and symbols to build knowledge of the wider world	History driver: British Values History - Timeline of human Rights, Black History - Significant turning point in history. Cause and effect History - events within living memory - links to refugees and the Black Lives Matter movement	Geography driver: To name some other countries that the UK trade with (past and present). To know the difference between imports and exports. To be able to list some goods exported from the UK and imported to the UK. To be able to name some products which are fairtrade.	History driver: Study of crime and punishment National Curriculum - Cause and effect/case study
Other areas: PSHE RE French Computing Music Art/DT	What makes a community? How and why are Jewish festivals celebrated today? (Judaism) Places in a town Digital Citizenship	How can we manage money? Why are rights of passage important? (Christianity/Sikhism/Hinduism/Judaism) Numbers revision Digital Citizenship	Healthy relationships What do different Hindus believe about God (Hinduism) Time Computer Science:	How can we be safe online and using social media What is Humanism? (Humanism) Food and menus / culture Computer Science:	SRE How might pilgrimage transform people's lives? (Christianity/Sikhism/Islam/Judaism) Directions Digital Literacy	What makes us enterprising? How might pilgrimage transform people's lives? (Christianity/Sikhism/Islam/Judaism) Shopping Digital Literacy

<u>Year 6</u> <u>2026-27</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Science	Animals including humans Human circulatory system Exercise, diet, drugs and lifestyle Transportation of nutrients and water Body parts / internal organs	Light How light travels Reflection Light sources Shadows Working scientifically e.g. designing and making a periscope / investigating via shadows puppets	Evolution and inheritance Changes over time Living things and their offspring Adaptation that leads to evolution - Charles Darwin	Living things and habitats Describe how living things are classified Give reasons for classifying plants and animals Life cycles and reproduction in plants and animals	Working scientifically Explore water resistance by making and testing boats of different shapes Plan different types of enquiries Take measurements Record data and results Make predictions Present findings Look at scientific evidence	Electricity Circuits and voltage Brightness of bulbs, on off switches Use symbols in a simple circuit diagram Build series circuits Working safely with electricity Working scientifically - designing and making a burglary alarm