



**Disley Primary School**  
**Medium Term Topic Plan for Year 1/2- Cycle B**

Term	Autumn	Spring	Summer
<b>Topic</b>	<b>Explorers</b>	<b>Four nations</b>	<b>Our School and Local Area</b>
<b>Focus</b>	History and Geography	History and Geography	History and Geography
<b>Enquiry Question</b>	How did people change history and why were they successful?	What is special about the UK?	Why is Disley a great place to live?
<b>Possible Enrichments</b>	Jodrell Bank		Walk around Disley
<b>Key texts</b>	Little People, Big Dreams – Neil Armstrong The Way Back Home – Oliver Jeffers	The Big Book of the UK Coming to England (Picturebook) The Tall Tale of the Giant's Causeway Katie in Scotland Scotland: The People, The Places, The Stories Wales – Anita Ganeri	Rosie's Walk by Pat Hutchins
<b>Vocabulary Key Words</b> <small>*vocabulary in red are words that will be used in a range of contexts across the curriculum</small>	Change, Impact, Explore, Discover, Adventure, Voyage, Past, Present, Explorer, Pacific, Atlantic, Indian, Southern, Arctic	Nation, City, Moor, Peak, Loch, Mountain, Firth, Locate, United Kingdom, Town, Village, Capital Cities, Government, Population	Disley, Forward, Back, Right, Left, North, East, South, West, Compass, Map, Aerial
<b>Geography</b>	<p>At Disley, our Geography work forms part of our termly topics from Year 1 to Year 6. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>		
	<p>As <b>Geographers</b> we will:</p> <ul style="list-style-type: none"> <li>To use a map to locate some of the destinations explored by Ibn Battuta</li> </ul> <p><b>Skill: Geographical Skills</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>	<p>As <b>Geographers</b> we will:</p> <ul style="list-style-type: none"> <li>To understand that the UK is made up of 4 nations</li> </ul> <p><b>Skill: Locational Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Thread: Scale</b></p>	<p>As <b>Geographers</b> we will:</p> <ul style="list-style-type: none"> <li>To record directions/instructions as a route, using directional language, around the classroom</li> </ul> <p><b>Skill: Geographical Skills</b> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near</p>



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	<p>continents and oceans studied at this key stage  <b>Thread: Scale</b></p> <ul style="list-style-type: none"> <li>To use a map to locate the five oceans</li> </ul> <p><b>Skill: Location Knowledge</b>  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Thread: Scale</b></p> <ul style="list-style-type: none"> <li>To plot the journey of Ellen McArthur on a map</li> </ul>	<ul style="list-style-type: none"> <li>To locate the capital cities of the 4 nations</li> </ul> <p><b>Skill: Locational Knowledge</b>  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Thread: Scale</b></p> <ul style="list-style-type: none"> <li>To identify landmarks in London using aerial photographs</li> </ul> <p><b>Skill: Geographical Skills</b>  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p><b>Thread: Scale</b></p>	<p>and far; left and right], to describe the location of features and routes on a map.  <b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To plan a route for Rosie to journey using simple compass directions</li> </ul> <p><b>Skill: Geographical Skills</b>  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p><b>Thread: Scale</b></p>
	<p><b>Skill: Geographical Skills and Fieldwork</b>  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><b>Thread: Scale</b></p> <ul style="list-style-type: none"> <li>To become explorers and use fieldwork to locate features around our school</li> </ul> <p><b>Skill: Geographical Skills and Fieldwork</b>  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><b>Thread: Environment</b></p>	<ul style="list-style-type: none"> <li>To identify and sort key physical and human geographical features</li> </ul> <p><b>Skill: Human and Physical Geography</b>  Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: forest, hill, mountain, soil, valley, vegetation.</p> <p>Key human features, including: city, town, village, factory, farm, house, office.</p> <p><b>Thread: Environment</b></p>	<ul style="list-style-type: none"> <li>To conduct a traffic survey</li> </ul> <p><b>Skill: Geographical Skills and Fieldwork</b>  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><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To create a simple block graph to show results of a travel to school survey</li> </ul> <p><b>Skill: Geographical Skills and Fieldwork</b>  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><b>Thread: Environment</b></p>
	<p><b>Thread: Environment</b></p>	<ul style="list-style-type: none"> <li>To explore England and record geographical features on a map</li> </ul> <p><b>Skill: Geographical Skills / Physical Geography</b>  Use world maps, atlases and globes to identify the United Kingdom and its</p>	<ul style="list-style-type: none"> <li>To use geocaching to locate a treasure diary</li> </ul> <p><b>Skill: Geographical Skills and Fieldwork</b>  use simple compass directions (North, South, East and West) and locational and</p>

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		<p>countries. Key physical features, including forest, hill, mountain, soil, valley, vegetation.</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To explore Scotland and begin to use physical geography vocabulary</li> </ul> <p><b>Skill: Human and Physical Geography</b>          Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including forest, hill, mountain, soil, valley, vegetation.</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To compare Ben Nevis with Rainbow Mountain (Peru)</li> </ul> <p><b>Skill: Place Knowledge</b>          Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Thread: Diversity</b></p> <ul style="list-style-type: none"> <li>To learn about symbols of Wales; St David; the Daffodil and Leek; the Red Dragon and their significance in Wales</li> </ul> <p><b>Skill: Location Knowledge</b>          Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Thread: Diversity</b></p>	<p>directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To use aerial photographs and fieldwork skills to identify landmarks in the local area</li> </ul> <p><b>Skill: Geographical Skills and Fieldwork/Human Geography</b>          use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To understand the relevance and importance of the local amenities</li> </ul> <p><b>Skill: Human and Physical Geography</b>          use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office</p> <p><b>Thread: Environment</b></p>
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		<ul style="list-style-type: none"> <li>To learn about Northern Irish stories about how giants formed certain features of the country including the Giant's Causeway.</li> </ul> <p><b>Skill: Location Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Thread: Diversity</b></p> <ul style="list-style-type: none"> <li>To explore flags of the four nations and United Kingdom</li> </ul> <p><b>Skill: Location Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Thread: Diversity</b></p> <ul style="list-style-type: none"> <li>To compare areas of the UK with non-European contrasting areas</li> </ul> <p><b>Skill: Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Thread: Diversity</b></p>	<ul style="list-style-type: none"> <li>To identify human and physical geographical features on the school grounds</li> </ul> <p><b>Skill: Human and Physical Geography</b> use basic geographical vocabulary to refer to: 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</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>To identify the most suitable location for Sports Day events</li> </ul> <p><b>Skill: Geographical Skills and Fieldwork</b> 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><b>Thread: Environment</b></p>
<b>History</b>	<p>At Disley Primary School, our intent is that our teaching of history will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our history curriculum has been designed to cover all of the skills, knowledge and</p>		

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understanding as set out in the National Curriculum. To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills and knowledge to be taught in a sequentially coherent way in order to build on the key skills, which are taught during each key stage.

As **Historians** we will:

- To order the journey of an explorer on a timeline and identify the continents they visited.

**Skills:** To know how to sequence events in chronological order.  
**Thread:** Chronology

- To learn about who Ibn Battuta was, what he did and where he went.

**Skills:** To know how to find out about people and events in other times.  
**Thread:** Society and legacy

- To learn about who Felicity Aston and Matthew Henson were, what they did, where they went and to compare them.

**Skills:** To know how to find out about people and events in other times. To know how to compare pictures or photographs of people or events in the past.  
**Thread:** Society and legacy

- To discuss the ways in which we can find out about an explorer who lived a long time ago.

**Skills:** To know how to identify different ways to represent the past. To know how to use a range of sources to find out characteristic features of the past.  
**Thread:** Sources/Critical thinking

- To learn about who Neil Armstrong was, what he did and where he went.

As **Historians** we will:

- To learn about the significance of the three lions and the rose

**Skills:** To know how to use a source to ask questions and find answers. To be able to discuss the effectiveness of sources.  
**Thread:** Sources/Critical thinking

As **Historians** we will:

- To make a comparison of Disley from when it was built and now

**Skills:** To know how to compare pictures or photographs of people or events in the past. To know how to identify different ways to represent the past. To be able to discuss the effectiveness of sources.  
**Thread:** Society and legacy.  
Sources/Critical thinking

- To learn about Thomas Danyers and the history of Lyme Hall

**Skills:** To know how to find out about people and events in other times. To know how to compare pictures or photographs of people or events in the past.  
**Thread:** Society and legacy

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	<ul style="list-style-type: none"> <li>• To learn about Mae Jemison and Helen Sharman and their achievements</li> <li>• To learn about Dame Ellen McArthur and understand why her achievements were so important</li> </ul> <p><b>Skills:</b> To know how to find out about people and events in other times. To know how to compare pictures or photographs of people or events in the past.</p> <p><b>Thread:</b> Society and legacy</p>		
<b><u>Retrieval Questions</u></b>	<p>What was the name of the vessel Neil Armstrong travelled in to space?</p> <p>What was the name of the first black woman who went into space?</p> <p>What did Dame Ellen McArthur do?</p> <p>What oceans did Dame Ellen McArthur sail across?</p> <p>Who was Helen Sharman?</p> <p>Why was Ibn Battuta important?</p> <p>Who was Matthew Henson?</p> <p>Why was Matthew Henson not recognised for his achievements?</p>	<p>How many nations is the United Kingdom split into?</p> <p>Can you name the four nations of the United Kingdom?</p> <p>What nation is Disley in?</p> <p>What is the capital city of England?</p> <p>What is the capital city of Wales?</p> <p>What is the capital city of Scotland?</p> <p>What is the capital city of Northern Ireland?</p> <p>Can you name a physical geographical feature of Scotland?</p> <p>Name a human geographical feature.</p> <p>Name 2 famous London landmarks.</p>	<p>Give an example of directional language.</p> <p>What are the four points of the compass?</p> <p>Name a local landmark in Disley. Using this aerial photograph, can you identify where Disley Primary School is?</p> <p>From your survey, what mode of transport was used most through Disley?</p> <p>Name one way Disley has changed over time.</p> <p>Who was Thomas Danyers?</p> <p>Name a physical and human geographical feature in Disley.</p>