

Topic Overview		
Cities and Mountains		
Major Geography		
Vision Concept	Christian Values	How can we support our community?
Narrative	There are many different regions of the United Kingdom, all with their own characteristics. Knowing the differences and similarities between the different regions within our country can help us to identify with different communities. With this knowledge, we can consider what role we could play in these communities and how our Christian values could support us to be a positive influence.	
	History	Geography
Subject Concepts	<ul style="list-style-type: none"> Evidence Similarity and Difference Perspective and Interpretation Time Reasons and Results Continuity and Change Significance Communication 	<ul style="list-style-type: none"> Locational Knowledge Place Knowledge Human Geography Physical Geography Geographical skills and Fieldwork
Substantive Knowledge 'I know'	<ul style="list-style-type: none"> when the first trains and railways were developed and can compose a timeline of important events in the history of rail travel why some steam locomotives are historically significant, how and why steam locomotives changed over time and describe the similarities and differences of different steam locomotives connections, contrasts and trends over time by learning how the railway network in Britain grew and spread over time 	<ul style="list-style-type: none"> counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time human and physical similarities and differences of a region of the United Kingdom and the area of Sussex surrounding Cowfold.
Disciplinary Knowledge 'I can'	<p><u>Working Historically</u></p> <ul style="list-style-type: none"> explain how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of railway art and considering what the pictures tell us about the railways of the past and present investigate the impact of the first railways on existing industries, the environment and people in society describe the technology of different locomotives and explain how and why they have changed over time 	<p><u>Working Geographically</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Identify physical geography, including rivers, mountains and the water cycle. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
English		
Purposes for Writing	<p>Entertain</p> <ul style="list-style-type: none"> A narrative based on the windows from Belonging by Jeanie Baker A setting description based on the Disney Pixar film, WALL-E 	<p>Persuade</p> <ul style="list-style-type: none"> A persuasive leaflet based on recycling Persuasive writing based on encouraging visitors to The Butterfly Bank in Cowfold.
Key Texts	<p>Whole Class Texts: Belonging by Jeanie Baker. Tin Forest by Helen Ward.</p> <p>Class Reader: The Wild Robot by Peter Brown. Matilda by Roald Dahl.</p>	<p>Guided Reading Texts: The Flower by John Light. BBC Bitesize Information looking at Regeneration. Wilding by Isabella Tree.</p>