



## Conceptual Route Planner- Crime and Punishment



EYFS Term 1 Do I understand the school rules?

Y1 PHSE Au 1- I recognize the choices I make and understand the consequences.

Y2 PHSE Au 1- I listen to other people and contribute my own ideas about rewards and consequences

Y3 PHSE Au 1- I understand that my behavior brings rewards / consequences

Y3 Su 2 – What is the consequence of a sprinter running out of their lane in a race?

Y3 PHSE Au 1- I can make responsible choices and understand my actions affect myself and others.

Y4 Sp 2 – How did Anglo-Saxons punish crime?

Y4 Su 2 – What is the consequence of a false start?

Y4 Au 1 – How does this compare and contrast to punishment in Ancient Greece?

Y4 Au 1 – What sorts of crimes were committed in Ancient Roman, why? How was crime punished in Ancient Rome?

Y5 Sp.1 – How was crime punished in Britain during Tudor times? How does it compare to Anglo Saxons and today?

Y5 PHSE Au 1- I can make choices about my own behaviour because I understand how rewards and consequences feel

Y6 PHSE Sp. 2 – I know why some people join gangs and the risks this involves

Y6 Au 2 – How was crime punished by the Mayans? How does this compare to Ancient Egyptians and Ancient Greeks?

Y6 PHSE Sp. 2 – I understand that some people can be exploited and made to do things that are against the law

Y6 Su 2 – What do we mean by crime and punishment?

Y6 Su 2 – How and why have punishments changed over time?

Y6 Su 2 – How have our views about crime changed over time? Which types have crime have been most worrying?



## Conceptual Route Planner- Trade

GO

Y3 Au.1 – Was trade important to Stone Age Britain?

Y3 Sp.1 – What was the Slave Trade and when did it begin?

Y3 Sp.1 – How did the location of Liverpool influence its significance in the slave trade?

Y3 Sp.1 – How did the slave trade influence the growth of Liverpool?

Y3 Sp.1 – How did the slave trade impact on other regional economies including Lancashire and Yorkshire?

Y3 Sp.1 – Who was William Wilberforce? Did he resist the trade of human lives?

Y3 Sp.1 – How and why did the slave trade end?

Y4 Sp.2 – How did the Vikings ability to sail influence their trade links? How did Viking trade compare to Roman trade?

Y3 Sp.1 – On reflection, what was the legacy of the slave trade in Liverpool?

Y6 Au.1 – How did beliefs of Mayan civilisation compare to that of Ancient Egyptians and Greeks? (trade)

Y5 Au.1 – Why was the River Nile, with its fertile land so important for settlement and life in Ancient Egypt?



## Conceptual Route Planner- Change and Continuity

GO

EYFS Sum 2 How have I changed since I was a baby?

Y1 PSHE Sum 1 – I can tell you about the changes that have happened in my life.

Y1 PSHE Sum 1 – I can tell you some things about me that have changed and some things that have stayed the same

Y1 PSHE Sum 1 – I can tell you how my body has changed since I was a baby

Y3 Au 1 – How did the use of bronze and iron, and the invention of farming, change human life in Britain?

Y2 PSHE Sum 2 – I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old

Y2 PSHE Sum 2 – I can tell you about the natural process of growing from young to old and know it is not in my control

Y3 Au 1 – Can I write a written account to explain how human life in Britain changed between Stone age and Iron age?

Y3 PSHE Sum 2- I can identify how girls' and boys' bodies change on the outside during this growing process

Y3 PSHE Sum 2- I understand that girls' and boys' bodies need to change so that when they grow up they can make babies

Y4 PSHE Sum 2- I can describe how a girls body changes in order for her to be able to have babies and that menstruation is a natural part of these changes

Y3 PSHE Sum 2- I can identify how girls' and boys' bodies change on the inside during this process and tell you why the changes are necessary for when we grow up

Y4 PSHE Au 2- I can tell you a time of when my first impression of someone changed when I got to know them

Y4 PSHE Sum 2- I know how the circle of change works and can apply it to changes that I want to make in my life

Y4 PSHE Sum 2- I can identify changes that have been and continue to be out of my control, that I have learnt to accept

Y6 Au 2 How have climate zones, vegetation belts, rivers, mountains in Central America changed over time and what adaptations have people made?

Y5 Au 1 How significant is the River Nile, how is it used today and how people navigate it? I can compare its uses in the Ancient era

Y5 PSHE Sum 2- I can explain how boys' and girls' bodies change during puberty

Y6 Sum 1 From analysing fossils, what can we tell about the change over time?

Y6 Su 1 How and why have punishments changed over time?

Y6 PSHE Sum 2- I can understand how bodies change during puberty and understand the importance of looking after myself physically and emotionally

Y6 PSHE Sum 2- I can describe how a baby develops from conception, through the nine months of pregnancy, and how it is born



## Conceptual Route Planner- Belief

GO

EYFS Term 1 What and how do I celebrate?

EYFS Aut 2 What are the similarities and differences between world celebrations such as Christmas and Diwali?

EYFS Term 2 What are the similarities and differences between world celebrations such as Chinese New and Easter?

Y1 R.E. Term 1 Can I recognise that Christians believe that everyone is important and of equal value?

Y2 R.E. Term 2 Do Sikhs believe in God(s)?

Y3 R.E. Term 1 In what ways do beliefs affect our lives?

Y3 Art Look at a range of masks from Africa and Mexico. How are masks reflective of beliefs?

Y4 Sp 2 - What evidence remains of life in Anglo-Saxon Britain? What can this tell us about Anglo-Saxon Art and Culture?

Y4 RE Term 3 - Why do Jewish people believe God is One?

Y5 Au 1 - Can I compare the beliefs on Ancient Egyptians to the beliefs of Ancient Greeks?

Y5 RE Term 2 - Does Judaism share beliefs with other religions?

Y5 RE Term 2 - How do Jews believe the world was created?

Y5 PHSE Au 2 - I understand that cultural differences sometimes cause conflict

Y5 Sp 1 - How did the change in religious beliefs affect the lives of Mary and Elizabeth?

Y5 Sp 1 - How did Henry VIII change the face of religion in the UK?

Y5 R.E Term 3 What are the Five Pillars of Islam and how they form the beliefs of the Muslim community?

Y6 RE Term 1 Are there any well known followers of Christianity? Are their beliefs similar or different?

Y6 Au 1 - How did beliefs of Mayan civilisation compare to that of Ancient Egyptians and Greeks?

Y5 R.E Term 3 How do Muslims show their faith / belief?

Y6 R.E Term 2 - What do the Five Pillars of Islam mean? How do these beliefs compare and contrast to the Ten Commandments?

Y6 Su 1 - Who was Charles Darwin and what did he believe?

Y6 R.E Term 3 What are Humanist beliefs? What do Humanists approach life based on reason and common humanity?



## Conceptual Route Planner–Climate



EYFS Au 1 Can I talk about the different types of weather?

EYFS Sp 2 What do plants need to grow?

Y1 Science –What is the climate like during each season? How long are the days? (hours of daylight)

Y1 Sp 2 - Can I identify seasonal and daily weather patterns in the UK?

Y3 Au 2 – Can I locate the UK on a world map? How is the climate different to Naples?

Y3 Au 2 – In what climate do tornadoes happen across the world?

Y2 Au 2 – What is the significance of the location of hot and cold areas of the world?

Y1 Sp 2 - How does the climate of the Amazon rainforest compare to a forest in our locality?

Y4 Su 2 – Where are the world's mountain ranges? What climate zones are they in?

Y4 Au 2 – How does the climate differ between North and South America?

Y5 Au 1 – Can I explain how climate / weather affects land use and food production in Egypt / UK?

Y4 Su 2 – How have animals adapted to live in the climate of mountain habitats?

Y6 Sp 1 – What effect is climate change and global warming having on polar regions?

Y6 Au 2 – What climate zone does Mexico fit into? How does the climate zone differ to others across the globe? Where is the Chihuahuan desert in relation to climate zones?

Y6 Sp 1 – What is climate change and global warming?

Y6 Sp 1 – How do climatic zones vary depending on position?

Y6 Sp 1 – What climate zone do the polar regions fit into?

Y6 Sp 1 – How do seasons and climate differ in the Northern and Southern Hemisphere?



## Conceptual Route Planner- Compassion

GO

EYFS Au.1 Why are we all important?

EYFS Sp.1 Can I explore the emotions of story characters? How would you feel if...

EYFS Sum.1 Can I solve problems in my play?

Y3 PHSE Au.1- I value myself and know how to make someone else feel welcome and valued

Y2 PHSE Sp.2- I accept that everyone's family is different and understand most people value their family.

Y1 PHSE Sp.2- I understand that there are lots of different types of families.

Y3 Spr.1- Did slave traders show compassion?

Y3 PHSE Su.1- I can emphasize with children whose lives are different to mine and appreciate what I might learn from them

Y4 PHSE Su.1- I know how most people feel when they lose something or someone they love

Y4 R.E Term.1 Why did Jesus show compassion and forgive others?

Y4 PHSE Au.2- I try to accept people for who they are

Y5 PHSE Au.1 I can empathise with people in this country whose lives are different to my own

Y5 R.E Term.1 What can Christians learn about compassion, forgiveness and humanity from stories of Jesus' life?

Y6 Au.2 How do physical / human processes affect the lives of the communities of people living in Mexico?

Y6 R.E Term.2 What social morals do Muslims hold?

Y6 PHSE Au.2 I understand that there are different perceptions what normal means

Y6 PHSE Sp.1 I can identify problems in the world that concern me and talk to other people about them

Y6 R.E Term.3 What is the Golden Rule for Humanists? How do Humanists show compassion and forgiveness?



## Conceptual Route Planner- Community

GO

EYFS Au 1 How am I an important member of our community?

EYFS Sum 1 Can I explore my community?

Y1 R.E. Term 1- celebration- to take part in a Christmas celebration with our school community.

Y1 Su 1 - Celebrate with members of our community, discussing memories.

Y1 PSHE Su 1- I know who can help me in my school community.

Y2 Au 2 - What is the impact of the fire on wealth, community, city and the population?

Y2 Sp 1 - In a construction crew, can I design a freestanding structure from a given design criteria that reflects our local community?

Y2 Sp 2 - Can I use a map of our community to navigate, mark and describe the route to Court Hey park?

Y2 PSHE Sum 1 I can recognise people who can help me in my school and in my community.

Y2 Su 1 - Invite our community into school to celebrate and exhibit our art work.

Y3 Au 1- What is the relationship between farming and the development of communities in settlements?

Y3 Au 1- What can we understand about community from its construction?

Y3 R.E. Term 1 What do Christian charities do in their communities?

Y3 Sp 1- Can I sketch a map of the local community after observation, marking on physical and human landmarks?

Y3 R.E. Term 2 What is the importance of family in the Sikh community?

Y3 R.E. Term 2 To what extent are communities shaped by religion?

Y3 R.E. Term 2 celebration- Complete a charitable event to support your local community as Sikhs would do.

Y3 R.E. Term 3 Who makes up the Buddhist community?

Y4 PSHE Au 1- I can understand how democracy and having a voice benefits the school community.

Y4 PSHE Au 1- I can understand how democracy and having a voice benefits the school community.

Y4 R.E. Term 1 Why is forgiveness important to the Christian community?

Y4 Sci Sp 2 Can I work scientifically, by using and making a guide, to explore and identify plants and animals in my local community?

Y4 R.E. Term 2 How do Buddhists live in their communities?

Y4 Su 2 How can environmental change affect living things and communities?

Y4 R.E. Term 3 What is a Synagogue? What is its importance in the Jewish community?

Y5 Au 1 What can we learn about Egyptians communities by studying different sources of evidence?

Y5 R.E. Term 1 What does 'Love thy neighbour' mean? How can this help in our communities?

Y5 R.E. Term 2 What is Pesach? How does the Jewish community celebrate?

Y5 R.E. Term 3 Why is the naming of a child celebrated in the Muslim community?

Y5 R.E. Term 3 What are the Five Pillars of Islam and how do they form the beliefs of Muslim community?

Y5 R.E. Term 3 How do Muslim communities celebrate festivals?

Y5 PSHE Su 1- I understand that belonging to an online community can have positive and negative consequences

Y5 PSHE Su 1- I understand there are rights and responsibilities in an online community or social network

Y6 Au 1 What were the long term effects on the city and our community?

Y6 Au 1 How did evacuation impact our local community?

Y6 PSHE Au 1 I understand my own wants and needs and compare these to children in different communities

Y6 PSHE Au 1 I understand how democracy and having a voice benefits the school community?

Y6 R.E. Term 1 What do Christian charities do? How do they support communities?

Y6 Su 2 Visit, explore and observe the surrounding area of the settlement of Huxton (local community)

Y6 R.E. Term 2 How is Allah's message spread across the community?

Y6 Au 2 How do physical / human processes affect the lives of the communities of people living in Mexico?





# Malvern Primary School



## Conceptual Route Planner- Obstacles & Defeat



EYFS Aut 2 What is resilience?

EYFS Sum 1 Can I solve problems in my play?

Y1 PHSE Sp 1- I can talk about obstacles that make it difficult to achieve challenges and have ideas to overcome.

Y1 Sp 1- What are the consequences of not communicating? Why does everyone need to participate to be successful?

Y2 PHSE Sp 1- I carry on persevering even when I find tasks difficult

Y2 Au 2- What are the consequences of an inaccurate pass?

Y3 PHSE Sp 1- I can stay motivated when doing something challenging

Y3 Au 1- Why were Iron age hill forts built? How did they help occupants resist defeat?

Y3 Sp 1- What is the consequence of an inaccurate pass?

Y4 PHSE Sp 1- I understand that sometimes hopes and dreams do not come true and this can hurt

Y4 Su 1- How can we win a game of tag rugby? What is the consequence in a game of an inaccurate pass or dropped ball during a game?

Y6 Au 1 Who was defeated and why? (WW2)

Y4 Sp 2- Why do certain teams win and others may not? What were teams doing that allowed them to be successful?





## Conceptual Route Planner- Democracy

GO

EYFS Au 1 Why am I an important part of the school community?

Y1 PSHE Au 1- I understand the rights and responsibilities for being a member of my class

Y2 PSHE Au 1- I can help make my class a safe and fair place

Y4 PSHE Au 1- I understand how groups come together to make a decision

Y4 PSHE Au 1- I understand how democracy works through the JLT

Y4 Au 1- What is the legacy of the Roman invasion on government?

Y4 PSHE Au 1- I can understand how democracy works LORE through the school

Y5 PSHE Au 1 I understand how democracy anplod having a voice benefits the school community and know how to participate in democracy

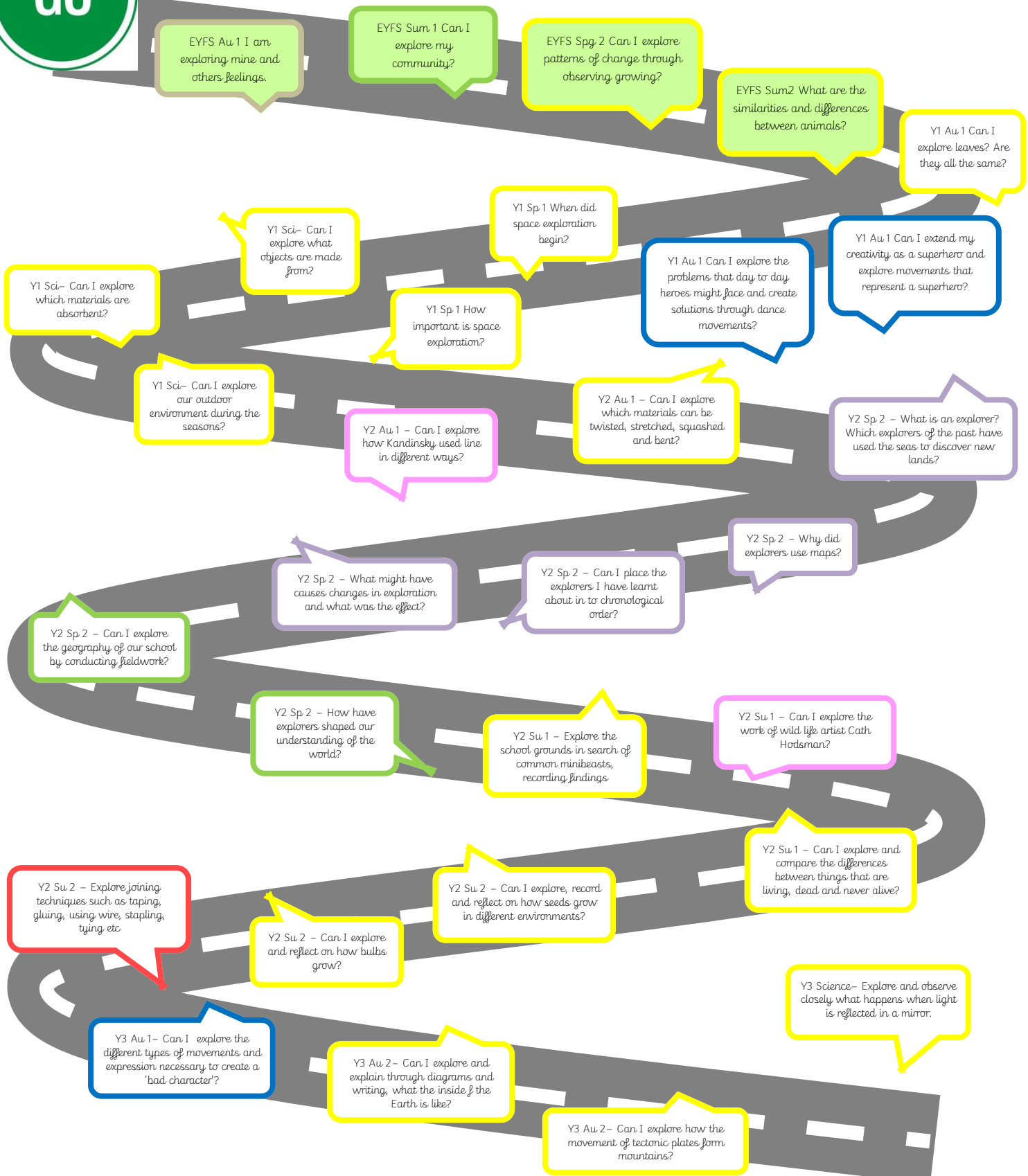
Y6 PSHE Au 1 I understand how democracy and having a voice benefits the school community?



# Malvern Primary School



## Conceptual Route Plan – Exploration





## Conceptual Route Planner- Exploration 2



Y4 Au 2 Can I explore movement through improvisation, introducing unison and matching?

Y4 Sp 1 Can I explore a range of existing packed lunches, discussing to match potential users, based on their requirements?

Y4 Sci Sp 2 Can I work scientifically, by using and making a guide, to explore and identify plants and animals in my local community?

Y4 Su 1 Explore a range of maps to identify what I know and want to know about map reading.

Y4 Su 1 Can I explore an OS Map of Martin Mere?

Y4 Su 1 Visit, navigate, explore and observe Martin Mere.

Y4 Su 2 Can I explore how the different types of mountains were formed?

Y4 Su 1 Can I explore the local area and school grounds to identify human / physical features?

Y4 Su 1 Can I explore the context and purpose of fieldwork items and identify how they might be used?

Y4 Su 2 Using Google Earth and Maps to virtually explore the world mountain ranges.

Y5 Au 1 Can I explore 'relationship' concepts such as cannon, unison and Counter Balance/Counter Tension balances?

Y5 Au 2 Can I explore what geographical features can be identified from satellite images?

Y5 Au 2 Why / how was Katherine Johnson crucial to space exploration?

Y5 Art Au 2 Explore use of dyes and inks on fabric and create own colour swatches, commenting on preferences.

Y5 Art Au 2 Using techniques explored in previous sessions, use dyes to create a textile background to the composition in the style of Vincent Van Gogh.

Y5 Au 2 Explore how other planets in our solar system compare to Earth.

Y5 Sp 2 How can I use 6 figure references to explore and find human/physical geography features on a map of our local area?

Y5 Sp 2 Explore and observe the Albert Dock? What are the human / physical features?

Y5 Sp 2 Using aerial images and maps, explore how settlements of Huyton and Swanside have changed over time.

Y5 Su 1 Can I explore how to separate mixtures using filtering, sieving, magnetism and evaporating?

Y6 Sp 1 Children to research and explore a way we can support animals endangered due to climate change.

Y6 Au 2 Is there a link between Christopher Columbus and his exploration?

Y5 Su 2 Explore the school grounds to identify flora and fauna.

Y5 Su 1 Can I explore, compare and group together everyday materials based on the basis of properties?

Y6 Sp 2 Can I explore how artists use line to create perspective?

Y6 Sp 2 Can I explore how complementary and harmonious colours affect the mood of impressionist artwork?

Y6 Su 2 Visit, explore and observe the surrounding area of the settlement of Huyton (local community).

Y6 Su 2 Visit the settlement of New Brighton, explore and photograph human and physical features.

Y6 Art Su 2 In sketchbooks, create a mood board exploring colour use, media, material and shape features.



## Conceptual Route Planner- Fertility

GO

EYFS Aut 2 Can I name animals?

EYFS Spg 2 Do I understand how to grow vegetables?

EYFS Sum 1 How have I changed since I was a baby?

Y2 Science- Can I explore animals including human's fertility by matching to them to offspring?

Y1 PHSE Su 2- I can identify the body parts that make boys different from girls.

Y1 PHSE Su 2- I am starting to understand the life cycles of animals and humans

EYFS Sum 2 How do animals change as they grow?

Y2 Su 1 Learn about the life cycle of a honey bee

Y2 Su2 Observe and name different parts of plants and flowers.

Y2 Su 2 Describe how plants grow, identifying what a plant needs for healthy growth and survival

Y2 Su 2 Understand the functions of the parts of plants and flowers

Y3 PHSE Su 2- I understand how babies grow and develop in the mothers uterus.

Y3 PHSE Su 2- I understand that boys and girls bodies need to change so that when they grow up, their bodies can make babies.

Y3 Su 1 What are the requirements for life? How do plants fertilise?

Y4 PHSE Su 2 I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of the egg and sperm

Y5 Sp.1 Why did Henry VIII want a male heir? Why was fertility so important?

Y5 Sp.2 How do different creatures reproduce?

Y5 PHSE Su 2 I also understand that sometimes people use IVF to have a baby

Y5 PHSE Su 2 I can describe how boys and girls bodies change during puberty

Y5 Su 2 What is the difference between sexual and asexual reproduction in plants?

Y5 PHSE Su 2 I understand that sexual intercourse can lead to conception and that is how babies are usually made

Y5 PHSE Su 2 I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

Y6 PHSE Su 2 I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born



# Malvern Primary School

## Conceptual Route Planner- Invasion

GO

EYFS Sum 2 How did the big bad wolf invade in the following stories: Little Red Riding Hood and The Three Little Pigs?

Y1 Sp 2- What does attacking mean? We do we attack during a game?

Y1 Sp 2- What is defending and why do we defend during a game? Why do we need to stop attackers from scoring?

Y1 Sp 2- How, where and why should I attack in a game? What strategies may help us increase our score?

Y1 Sp 2- How, where and why should I defend in a game? How can defending make it harder for attackers?

Y2 Sp 2- Why do we attack as a team during a game?

Y2 Sp 2- As a team, can we create simple defending and attacking tactics and apply them into a game?

Y3 Au 2- How can we create simple attacking and defending tactics using our develop collaboration and communication skills?

Y3 Au 1- How did the development of iron progress invasion techniques?

Y2 Sp 2- How and why do I need to adapt my role during a game (from attack to defence)?

Y2 Sp 2- Why do we defend as a team during a game?

Y3 Sp 1- How and why do we transition between attack and defence?

Y3 Su 1- How attackers can create space?

Y4 Au 1 What was Britain like before the Roman invasion?

Y4 Au 1 What happened in 55-54BC when Julius Caesar attempted to invade Britain?

Y4 Au 1 Why did the Romans invade Britain in 43AD?

Y4 Au 1 What is the significance of Hadrian's Wall in the Roman invasion of Britain?

Y4 Sp 2 How are passing and dribbling combined to create an attack, resulting in a shooting opportunity?

Y4 Sci Sp 2 What positive or negative impacts can human invasion have on a habitat?

Y4 Au 1 What tactics and strategies can be used in a team?

Y4 Au 1 What lasting impact did the Roman invasion and settlement have on Britain?

Y4 Sp 2 What is the difference between intercepting, blocking and tackling? When, where and why are these used in a game?

Y4 Sp 2 What does it mean to invade? What do we already know about invasion? Can you create your own invasion game?

Y4 Sp 2 Why did they invade Britain and move away from where they were born? Where else did they go?

Y4 Sp 2 Why did the Vikings invade Britain?

Y4 Sp 2 Were Vikings really brutal invaders?

Y5 Sp 2 Can we create defending tactics? What is our role when defending?

Y5 Sp 2 Why do we need to attack the space?

Y5 Sp 1 When, where and why are attacking skills applied during a game?

Y5 Sp 1 How are defending techniques (marking, blocking and tackling) applied to prevent attacking opportunities?

Y6 Au 2 Which countries were invaded?

Y6 Sp 1 What tactics are needed when attacking? Can I apply them into a game?

Y6 Sp 1 What tactics are needed when defending? Can I apply them into a game?

Y6 Sp 2 What different attacking formations and passing combinations can you use to outwit the defenders?



## Conceptual Route Planner-Adaptation

GO

EYFS Spg. 1 In the workshop I will be supported to test a range of materials suitable for joining.

EYFS Sum2 How do animals change as they grow?

Y1 Su. 2 Which animals use camouflage? How does this adaptation help?

Y1 Au. 2 How have animals teeth adapted?

EYFS Sum2 Explore the similarities and difference of animals.

Y2 Sp. 1 How are materials used for more than one thing? Can materials be adaptable?

Y2 Su. 1 Can I find out how minibeasts adapt their appearance to help avoid being eaten?

Y2 Su. 1 Can I describe the structural adaptation of a caterpillar?

Y2 Su. 1 How do things change, adapt and improve?

Y3 Sp. 2 Considering the effectiveness of my prototypes, can I reflect upon my initial design idea to adapt my design?

Y3 Art In response to feedback, success' and the work of others, make adaptations to improve overall composition. (Masks)

Y2 Su. 2 Can I embellish my flower? Can I adapt and review my work before presenting?

Y4 Sci Au2 Do I understand the importance of the flow of electricity in a circuit and how breaking this flow by adapting the circuit can have an impact on the circuit stopping a bulb lighting?

Y4 Sci Au. 2 Can I create and adapt my own experiment to explore, by test, materials that are conductors and insulators?

Y4 Su. 2 How have animals adapted to live in the climate of mountain habitats?

Y5 Au. 1 Can I explain how people have adapted the land for agriculture and how has it changed / progress over time?

Y6 Sp. 1 How do animals keep warm in the polar regions? Does adaptation have any part in this?

Y6 Sp. 1 What effect is climate change having on animals and how have they adapted?

Y6 Au. 2 How have climate zones, vegetation belts, rivers, mountains in Central America changed over time and what adaptations have people made?

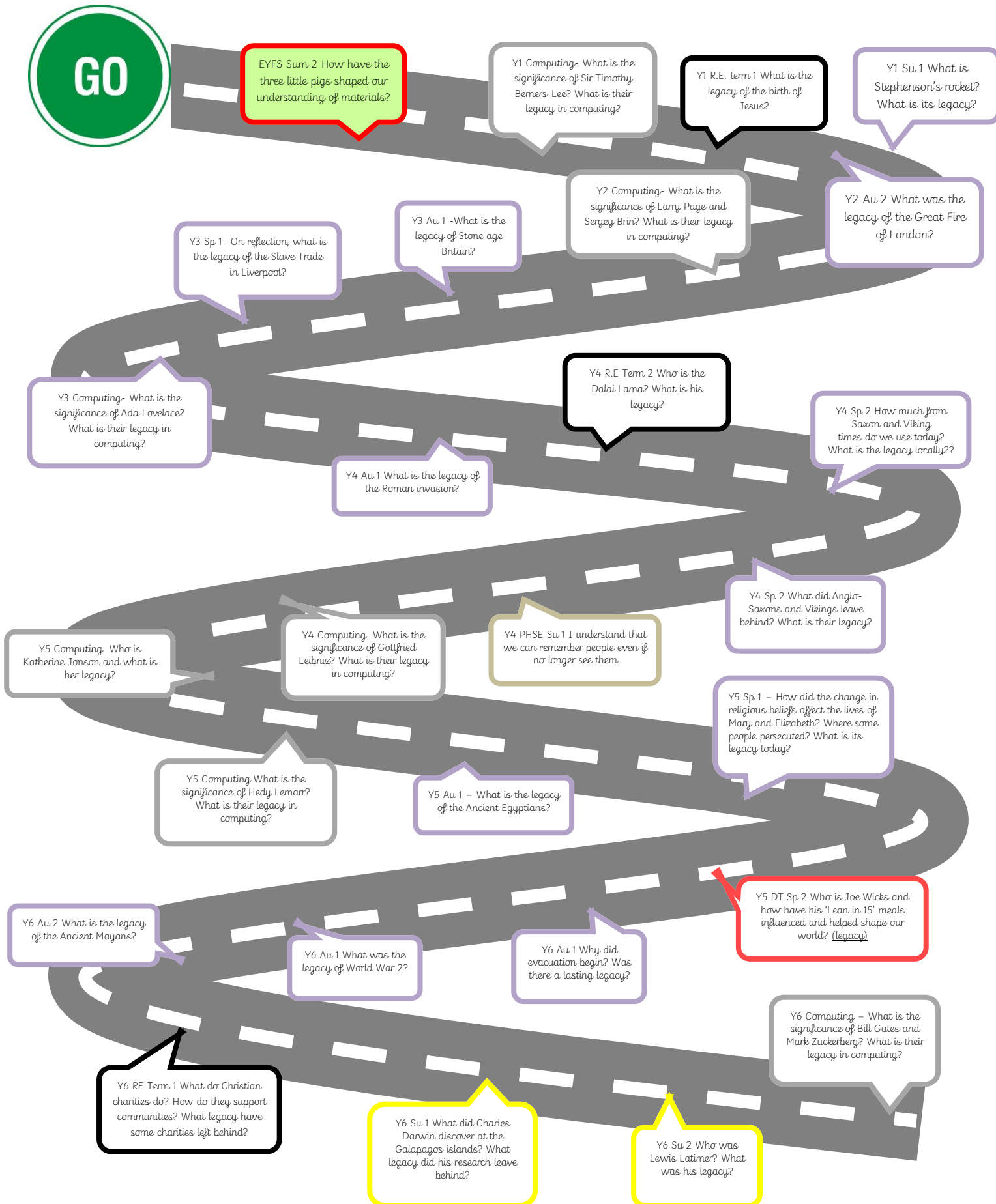
Y6 Su. 1 What does 'natural selection' mean? How has evolution and adaptation led to this?

Y6 Su. 1 What is adaptation? How have a range of animal species adapted to their environment? How have humans adapted?

Y6 Art Su. 2 Evaluate my finished composition, adapting it considering feedback from others.



## Conceptual Route Planner- Legacy







## Conceptual Route Planner- Navigation

GO

EYFS Spg.1 What is a map?

EYFS Spg.1 Can I follow a simple picture map

EYFS Spg.1 Can I create a simple picture map?

Y2 Sp.2 Can I use a map of our community to navigate, mark and describe the route to Court Hey Park?

Y2 Sp.2 Why did explorers use maps?

Y2 Sp.1 Can I use compass directions, locational and directional language to navigate to the location of landmarks on a map?

EYFS Sum.2 Can I draw a story map?

Y2 Sp.2 Can I compare and contrast tools used for exploration and navigation now and in the past?

Y3 Computing. Can I navigate search engines to find out who Ada Lovelace is and what she was famous for?

Y3 Sp.1 Can I use the 8 points of a compass to navigate using an OS map?

Y4 Sci Sp.2 I am going to find out where woodlice prefer to settle by putting them carefully in a choice chamber and observing their navigation over time.

Y4 Su.1 What do OS maps tell us about physical / human features? How can they be used for navigation?

Y4 Su.1 Visit, navigate, explore and observe Martin Mere

Y4 Su.1 Can I use the 8 points of a compass to give directions across an OS Map?

Y4 Su.2 How do contour lines help us navigate on a map?

Y5 Au.1 How significant is the River Mersey, how is it used today, how can people navigate it?

Y5 Au.1 Can I name and describe the features and describe the navigation of the course of a river?

Y5 Au.1 From memory, can I navigate maps to locate countries identified from Y3/4 alongside Egypt, Turkey, Japan, India and China?

Y5 Su.2 How can a key be used alongside a map correctly, to help us navigate?

Y5 Au.2 Can I navigate satellite images of Cairo and Liverpool and compare them to one another?

Y6 Su.2 How can I use 6 figure grid references to locate symbols on a map and give directions to navigate from one place to another?

Y5 Su.2 What is orienteering? How can we use a map to follow a route?

Y5 Su.2 Can we identify the aspects on the map to help navigation?

Y6 Sp.1 How does latitude and longitude help with navigation?



## Conceptual Route Planner- Progress



EYFS Aut 2 I am Exploring  
how to be resilient.

EYFS Spg. 2 How do  
vegetables grow?

Y1 Sp. 1 How has transport  
changed and progressed over  
the years?

EYFS Sum. 2 How do  
animals change as they  
grow?

EYFS Sum. 2 How have I  
changed since I was a  
baby?

Y1 Su. 1 How has train  
design progressed over  
time?

Y2 Au. 2 How did  
buildings and  
architecture progress as  
a result of the fire?

Y2 Aut 2 How did the  
Great Fire of London  
lead to progress?

Y2 Spr 1 How has  
architecture progressed  
over time?

Y3 Au. 1 How did  
technology/inventions develop  
from Stone age to Iron age?  
Why did this progress come

Y3 Au. 1 How did the  
development of iron  
progress invasion

Y3 Au. 1 How did  
dwelling construction  
progress?

Y4 Au. 1 How did life in  
Britain change (progress)  
under Roman rule?

Y3 PHSE Su. 2 I can start to recognize  
stereotypical ideas I might have. I can  
express how I feel when my ideas are  
challenged and might be willing to  
change my ideas sometimes

Y3 Science How do mirrors work?  
Explore and observe closely what  
happens when light is reflected in a  
mirror.

Y4 Sp. 2 How did Anglo Saxon  
dwellings compare to those  
built by the Romans? Was  
this progress?

Y4 PHSE Sp. 1 I know that  
reflecting on positive and  
happy experiences can  
help me counteract  
disappointment

Y5 Sp. 1 How did weaponry  
and the way battles were  
fought progress from Ancient  
Greece to Tudor times?

Y5 Au. 1 Can I explain  
how people have  
adapted the land for  
agriculture and how has  
it changed / progress



## Conceptual Route Planner- Reflection



EYFS Spg 2 Can I make a prediction and test it?

EYFS Spg 2 Do I agree with my prediction why?

EYFS Sum1 Am I the same as when I was a baby?

Y2 Sp.1 Can I design a freestanding structure from a given design criteria that reflects our local community?

Y2 Au.1 Can I compare the art work of different abstract artists, reflecting on my preferences?

Y1 Su.1 What is living memory? Can I reflect on my own memories?

Y2 Su.2 Can I explore, record and reflect on how seeds grow in different environments?

Y2 Su.1 Can I create a 'progression timeline' of my observational drawings reflecting on my main successes and challenges faced?

Y2 Su.2 Can I explore and reflect on how bulbs grow using appropriate vocabulary?

Y3 Science How do mirrors work? Explore and observe closely, what happens when light is reflected in a mirror.

Y3 Sp.2 Reflecting upon the design criteria, can I produce and annotated sketch to design a persuasive poster with moving mechanisms and an electrical circuit?

Y3 Art Evaluate finished composition against intentions alongside a critical friend. Make amendments in response to constructive feedback.

Y4 Su.2 Art Research work of Andy Goldsworthy. Rank order by preference. Reflect Goldsworthy's use of the following visual and tactile elements: Record reflections in sketchbook,

Y5 Su.2 What are different evaluating techniques? Can I select and carry out an appropriate evaluation?

Y5 Sp.2 Write a letter to yourself in 10 years time, reflecting on your life

Y5 Au.1 Can I reflect and evaluate my work with a partner, improving my street art movement ideas?

Y3 Sp.2 Considering the effectiveness of my prototypes, can I reflect upon my initial design idea to adapt my design?

Y6 Au.2 Can I evaluate my final product, reflecting against the design criteria?

Y6 Au.2 Can I continue to review, describe and evaluate (reflect on) my dance performances?

Y6 Su.1 Where does light come from? Explain how light reflects.



## Conceptual Route Planner- Significance 1

GO

EYFS Aut 1 Explore how I belong to a community.

EYFS Aut 2 Who is the new baby, king Jesus?

EYFS Sum 1 Am I the same as when I was a baby?

Y1 Art Which visual elements do you think were significant to Piet Mondrian? Why?

Y1 Au 1 Can I talk about Joe Wicks and explain why he is significant?

Y1 Computing What is the significance of Sir Timothy Berners-Lee?

Y1 R.E. Term 3 What is Diwali and how is it celebrated? Why is light significant?

Y1 Au 2 What is the significance of Neil Armstrong and Buzz Aldrin to space exploration?

Y1 Au 2 What other significant women helped to change the world?

Y1 Au 2 Who was Mary Anning? Why was she significant?

Y2 R.E. Term 1 Why is light a significant symbol in Hindi and Christian faith?

Y2 Au 2 Why is Samuel Pepys' diary significant?

Y2 Au 2 What is the significance of the location of hot and cold areas of the world in relation to the equator?

Y2 Sp 1 Who was Adrien Smith and why was he significant?

Y2 R.E. Term 2 Who are Brahma, Vishnu and Shiva? Why are they significant in Hindi faith?

Y2 Sp 2 Who was Ferdinand Magellan and why was he significant?

Y2 Sp 2 What is the significance of humans deliberately starting fires in the Amazon?

Y2 Sp 2 Who was Leif Ericson and why was he significant historically?

Y2 Sp 2 Who was James Cook and why was he significant?

Y2 R.E. Term 3 What are the 5 K's? Why are they significant for Sikhs?

Y2 Computing What is the significance of Larry Page and Sergey Brin?

Y3 Computing What is the significance of Ada Lovelace? What is their legacy in computing?

Y3 R.E. Term 2- What are the most significant Gurdwaras?

Y3 Au 1 How was Skara Brae discovered? Why is it historically significant?

Y3 Au 1 What is the significance of Stonehenge?

Y3 R.E. Term 1 What is the significance of Palm Sunday?

Y3 Sp 1 Can I name some significant Liverpool landmarks?

Y3 Sp 1 How did the location of Liverpool influence its significance in the slave trade?

Y3 Sp 1 Who was William Wilberforce? Is he significant historically?

Y3 Sp 1 How and why did the slave trade end? Was this a significant decision for humanity?

Y3 R.E. Term 3 Who is Gotama Buddha? What is their significance?



## Conceptual Route Planner- Significance 2



Y4 R.E Term 1 Why are angels significant in Christianity?

Y4 Au 1 What is the significance of Hadrian's Wall in the Roman invasion of Britain?

Y4 Sci Au 1 Is there a significance to each organism in a given food chain?

Y4 Sci Au 1 Can I create a food chain for a mammal, amphibian, bird and reptile? Do I understand their significance?

Y4 Au 2 What are significant aspects of physical geography in North / South America?

Y4 Au 2 What is the Hoover Dam? What is its significance to Nevada?

Y4 Au 2 What are significant aspects of human geography in North / South America?

Y4 Sp 2 What significance do artefacts found at Sutton Hoo have?

Y4 Au 2 What is the significance of printing in the Pop Art movement?

Y4 Au 2 What is Pop Art and how significant is Andy Warhol?

Y4 R.E Term 2 What is the significance of Buddha day?

Y4 Computing What is the significance of Gottfried Leibniz? What is their legacy in computing?

Y4 R.E Term 3 What is the significance of Shabbat?

Y5 Au 1 Can I explain why different sources of evidence are of different significance?

Y5 Au 1 Can I explain the mummification process in detail and its significance in Ancient Egypt?

Y5 Au 2 How do we know that the Earth is spherical? What was the significance of Aristotle's observations?

Y5 Au 2 Who were Aristotle, Galileo and Newton? Why were they so significant to our understanding of Earth / solar system?

Y5 Au 1 How significant is the River Nile?

Y5 Au 1 Can I use a variety of maps to explain how significant the Aswan Dam has been in Egypt?

Y5 Au 1 What is the significance of the pyramids positioned at Giza?

Y5 Sp 1 What was the significance of the River Thames?

Y5 Sp 1 Why did Henry VIII want a male heir? Why was fertility important? How does it compare to today? Is it significant?

Y5 Sp 2 How is the building of the motorway and railway significant to our local area?

Y5 Sp 2 Who was George Stephenson? What is the Rocket? Why is it significant to our local area?

Y5 R.E Term 2 What is the significance of Israel to Jewish people?

Y6 Computing Can I use a search engine to find out who Hedy Lamarr is and why she is significant?

Y5 Computing What is the significance of Hedy Lamarr? What is their legacy in computing?

Y5 R.E Term 3 What are the Qur'an and Hadith? What is their significance?

Y5 Su 2 How significant are bees to plant production?

Y6 Au 2 What key events were significant to the Mayans?

Y6 Au 2 What major cities, seas, mountain ranges, airports and tourist resorts are significant to settlement in Mexico?

Y6 Au 2 What were significant developments and discoveries of the Maya?

Y6 Computing - What is the significance of Bill Gates and Mark Zuckerberg? What is their legacy in computing?

Y6 Sp 1 Who is significant between the lines of longitude and longitude?

Y6 Sp 2 Who is significant to the impressionist movement?



# Malvern Primary School



## Conceptual Route Planner- Settlement



EYFS Sum 2 Why did the three little pig settle in the brick house?

Y1 Sp.2 How does the settlement of Liverpool compare to Rio De Janeiro?

Y3 Au.1 What is the relationship between farming and the development of communities in settlements?

Y3 Au.1 How did settlement develop in Britain throughout the Stone age?

Y3 Sp.1 How did physical features influence peoples decision to settle in Liverpool?

Y3 Sp.1 What human and physical geographical features can I identify in our local settlement?

Y3 Sp.1 Can I locate the settlement of Liverpool on a map of the UK?

Y3 Au.2 What is a tsunami and how are they caused? What damage can they cause to settlements?

Y3 Au.2 How did Mount Vesuvius destroy the humanity settlement at Pompeii?

Y4 Au.1 What is the legacy of Roman invasion? Settlements / towns/ roads

Y4 Au.2 Can I use a range of sources to compare / contrast settlements of Nevada and Man Hattan?

Y4 Au.1 What lasting impact did the Roman invasion and settlement have on Britain?

Y4 Sci Sp.2 I am going to find out where woodlice prefer to settle by putting them carefully in a choice chamber and observing their navigation over time.

Y4 Sp.2 Where did the Angles, Saxons, Jutes, Scots and Frisians come from? How far did they travel to get to Britain? Where did they settle?

Y4 Sp.2 Why did the Vikings invade Britain? Where did they come from? How far did they travel to get to Britain? Where did they settle?

Y5 Au.1 Can I describe the pattern of land use and settlement in Egypt and find similarities / differences to the UK?

Y5 Au.1 Why was the River Nile, with its fertile land, so important for settlement in Ancient Egypt?

Y5 Au.1 Can I compare human / physical features and pattern of settlement from Cairo to Liverpool

Y5 Au.1 Can I describe how physical features led to similarities / differences in the lives and settlement of people in Cairo / Liverpool?

Y5 Sp.1 Why was London such an important settlement in Tudor times?

Y5 Sp.1 Where did Henry, VIII reside? Why did he choose those places for settlement?

Y5 Sp.2 How is the building of the motorway and railway significant to our local area?

Y5 Sp.2 How do the human / physical geographical features of Albert Dock compare to our local settlement?

Y6 Sp.1 What key human / physical characteristics, countries, landmarks and major settlements are there across the Arctic Circle and Antarctica

Y6 Au.2 How does the physical / human geography of the UK compare to the human / physical geography and settlement in Mexico?

Y6 Au.2 Can I use a range of mapping tools to build a holistic picture of the human and physical geography and settlement in Mexico?

Y6 Sp.2 Using aerial images and maps, explore how the settlements of Huyton and Swanside have changed over time

Y6 Su.2 Can I produce graphs to compare the traffic and footfall of the settlement of New Brighton and Huyton

Y6 Su.2 Visit, explore and observe the surrounding area of the settlement of Huyton (local community)

Y6 Su.2 Visit the settlement of New Brighton, explore and photograph human and physical features.





## Conceptual Route Planner- Health & Wellbeing



EYFS Aut 1 I will explore mine and others emotions.

EYFS Aut 1 Why am I an important part of the community?

EYFS Term 2 What does it mean to live a healthy lifestyle?

EYFS Sum1 How can I be healthy?

Y1 PSHE Au 2 I know how to make healthy lifestyle choices.

Y1 PSHE Au 2 Can I understand the difference between being healthy and unhealthy and know how to stay healthy?

Y1 Au 1 Can I evaluate a range of snacks, sorting them into healthy and unhealthy groups?

EYFS Sum2 Do I understand that animals need care?

Y1 PSHE Au 2 I can recognise how being healthy makes me feel happy

Y1 PSHE Sp 2 I know what I need to stay motivated to make healthy lifestyle choices

Y2 PSHE Sp 2 I can sort foods into correct food groups and know which foods keep my body healthy

Y2 PSHE Sp 2 I can make some healthy snacks and explain why they are good for my body

Y2 Su 2 Can I used ICT to advertise my healthy snack?

Y2 PSHE Sp 2 I understand what a healthy relationship with food is and I know which foods are nutritious for my body

Y2 Su 2 What does a plant need to grow and stay healthy?

Y2 Sum 2 Can I plan a comparative test to show what plants need to stay healthy?

Y2 Science- What is a healthy diet?

Y2 Science Can I create a healthy lifestyle poster for pupils in year 1?

Y3 Science Aut 1 Danger from the Sun To recognise the dangers of looking directly at the sun. To know how we can protect our eyes from the sun.

Y3 PSHE Su 2 I know that in animals and humans, lots of changes happen from birth to fully grown and that usually it is the female who has the baby

Y3 Su 1 What are the requirements for plants to grow healthu?

Y3 PSHE Sp 2- I know that the amount of calories, fat and sugar that I put into my body will affect my health.

Y3 PSHE Sp 2 I understand how exercise affects my body and know why my heart and lungs are important organs

Y3 Science- What is meant by a balanced diet and a healthy lifestyle? How do we maintain our well-being?

Y3 Science What are proteins and fats used for in the body? Which one is needed for healthy brain development?

Y3 D.T. Can I understand what a healthy and varied diet is?

Y3 Science What can be a healthy source of energy?





## Conceptual Route Planner- Health & Wellbeing



Y4 Au 1 Can I identify what a range of animals need to eat to stay healthy?

Y4 Au 1 What is the legacy of the Roman invasion? Hygiene / health

Y4 Sp 1 Children will have the opportunity to meet and discuss with a dentist or dental nurse to discuss the importance of keeping teeth healthy.

Y4 Sp 1 Am I maintaining my health and well-being - do I look after my teeth properly?

Y5 Computing How can technology distort perceptions of beauty? How does technology impact mental health?

Y4 PSHE Sp 2 I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons why people drink

Y4 PSHE Sp 2 I understand the facts about smoking and its effects on health and also some of the reasons why people start to smoke

Y4 Sp 1 How can I improve my digestive health?

Y5 Computing What are some solutions to prevent tech impacting health, wellbeing and lifestyle? What is "Digital 5 a day"?

Y5 Sp 1 How did the health of the rich and poor in Tudor times compare to those in Anglo-Saxon?

Y5 PSHE Sp 2 I know the risks of smoking and how tobacco affects the lungs, liver and heart

Y5 PSHE Sp 2 I know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart

Y5 PSHE Sp 2 I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be happy and healthy

Y6 Au 1 Sci Do I know what a healthy balanced diet is?

Y6 Computing What impact can technology have on health, wellbeing and lifestyle including exploring PEGI ratings and addiction?

Y5 DT Sp 2 What does a healthy and varied diet look like and why is it important?

Y5 Sp 2 Do we slow down as we get older?

Y6 Au 1 Sci Can I investigate, discuss and report on the impact of drugs, diet, exercise and lifestyle on the body and my health?

Y6 PSHE Sp 2 I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness

Y6 PSHE Sp 2 I can take responsibility for my health and make choices that benefit my health and wellbeing

Y6 PSHE Sp 2 I know about different types of drugs and their uses and their effects on the body

Y6 Su 1 What is the cardiovascular system? How does aerobic fitness affect our body?

Y6 Su 1 Why do we need to keep fit and healthy? How do we keep fit and healthy?

Y6 PSHE Su 1 I know how to take care of my mental health

Y6 PSHE Su 1 I know that it is important to take care of my mental health

Y6 Su 1 What do we mean by fitness? What are the dangers of leading an unhealthy lifestyle?

Y6 Su 2 What makes a balanced and healthy diet?



## Conceptual Route Planner- Resistance

GO

EYFS Aut 2 What is resilience?

EYFS Sum 1 Can I solve problems in my play?

Y3 Au 1 Why were Iron hill forts built in the way that they were? How did they help occupants resist defeat?

Y3 Au 2 What happens when rocks are rubbed together causing resistance?

Y3 Sp 2 How do objects move on different surfaces? (resistance)

Y3 Sp 1 Who was William Wilberforce? Did he resist the trade of human lives?

Y4 Au 1 Why did Boudicca rebel against the Romans and resist their rule?

Y4 Au 1 Which countries became part of the Roman Empire? Was there any resistance to this?

Y5 Sci Sp 1 Can I identify different types of force such as buoyancy, friction, air resistance and water resistance?

Y4 Sp 2 Were Vikings really brutal invaders? Did they meet any

Y5 Sci Sp 1 Can I conduct a fair test upon how different objects such as spinners or parachutes are affected by air resistance?

Y5 Sci Sp 1 How are objects affected by water resistance?

Y5 Sci Sp 1 Can I look at how gears work on a bike and talk about the effect they have?

Y5 Sp 1 How did Henry VIII change the face of religion in the UK? Was there resistance to the changes?

Y6 Au 2 What was the Battle of Britain? What resistance did Britain put up?



## Conceptual Route Planner- Reversible/Irreversible



EYFS Au1 What happens when I mix colours?

EYFS Spg2 What happens when I put water in the freezer?

EYFS Spg2 What happens when I heat chocolate?

Y2 Au 1 Can I name the primary colours and mix them to make secondary hues? Are these changes reversible or irreversible?

Y2 Au 1 Can you change the shape of all materials? Which changes are reversible or irreversible?

Y4 Su 2 Do materials change state when they are heated and cooled? At what temperature does this happen?

Y4 Su 2 How has human activity damaged rivers over time? Is this damage reversible or irreversible?

Y5 Su 1 Can I explain that some changes result in the formation of new materials and this change is usually irreversible?

Y5 Su 1 Can I explain reversible and irreversible changes to states of matter?



## Conceptual Route Planner- Humanity



Y3 Au 1 How did the use of bronze and iron, and the invention of farming, change human life in Britain?

Y1 Aut 1 Which other significant women helped to change the world?

Y3 Au 2 How did Mount Vesuvius destroy the humanity settlement at Pompeii?

Y3 Sp 1 How and why did slave trade end? Was this a significant decision for humanity?

Y4 Au 1 What was life like for a Roman soldier? Was their humanity valued?

Y5 R.E Term 1 What can Christians learn about compassion, forgiveness and humanity from stories of Jesus' life?

Y5 R.E Term 1 What is a parable? What lesson for humanity is there in the parable of the Good Samaritan?

Y5 Au 1 Who were Nefertiti and Tutankhamun? How did they rule Ancient Egypt and what effect did they have on humanity?

Y6 Au 1 How did the Battle of Britain impact humanity?

Y6 R.E Term 3 What are Humanist beliefs? What do Humanists approach life based on reason and common humanity?

Y6 Su1 Why have I chosen this particular place? Humanity



# Malvern Primary School



## Conceptual Route Planner- Compare

GO

EYFS Sum 2 Can I compare similarities and differences between animals?

EYFS Term 2 Can I compare similarities and differences between world celebrations such as Chinese New, Christmas, Diwali and Easter?

Y1 Sci term 1 Can I sort animals by what they eat? How have their teeth adapted?

Y1 Art - What is a sculpture? How is it different to a painting?

Y1 Sci term 1 How does the length of the day vary in different seasons?

Y1 PSHE Term 1 Can I identify the similarities and differences between others in my class? (compare)

Y2 R.E. Term 1 How do Christians worship Jesus and God? How does this compare to Puja?

Y2 R.E. Term 1 How do Christians try to live a good life? How does this compare and contrast with the concepts of Ahimsa?

Y1 PSHE Term 4 Can I understand the difference between being healthy and unhealthy and know ways to keep myself healthy?

Y1 R.E. Term 3 What is Ahimsa? How does this compare with the key teachings of Jesus?

Y1 R.E. Term 3 What is a Mandir? How does this compare and contrast to a Christian Church?

Y2 Au 1 Who was Jackson Pollock? How does his work compare to Kandinsky?

Y2 Au 1 Can I compare the art work of different artists reflecting on my preferences?

Y2 Au 1 How does Damien Hirst's use of visual and tactile elements compare to Pollock and Kandinsky?

Y2 PSHE Au 2 I understand that bullying is sometimes about difference (comparing)

Y2 PSHE Au 2 I can tell you some ways I am different to my friends (compare)

Y2 Su 1 Can I explore and compare the differences between things that are living, dead and things that have never been alive?

Y2 R.E. Term 3 What is Gurburb? How do they compare to Hindi and Christian celebrations?

Y2 Sp.1 Can I compare the structure of St Johns Beacon to other famous towers around the world?

Y2 PSHE Su.2 I can recognise the physical differences between boys and girls (compare), use the correct names for body parts and appreciate that some parts are private

Y2 Sp.2 Can I compare and contrast tools used for exploration and navigation now and in the past?

Y3 Au 1 Can I discuss how people worked during the Stone age? How do they compare to jobs today?

Y3 Au 1 How do prehistoric houses compare to modern day houses?

Y3 R.E. Term 2 How and why do Sikhs serve others? Are there comparisons in Christianity and Hinduism?

Y3 R.E. Term 3 What is Songkran? How does this compare and contrast to Hindi, Sikh and Christian celebrations and festivals?

Y3 Art Discuss Papunya Tula art movement and compare/contrast with pointillism?

Y5 Au 2 How do satellite images of Cairo and Liverpool compare to OS maps?

Y4 Sp.2 How did Anglo-Saxons punish crime? How does this compare to the Romans?

Y4 Au 1 How does this compare and contrast to punishment in Ancient Greece?

Y4 Au 1 How did the Roman military approach compare / contrast to the Ancient Greeks?

Y5 Au 2 Can I navigate satellite images of Cairo and Liverpool and compare them to one another?

Y5 PSHE Au 2 I can explain the difference between direct and indirect bullying

Y5 PSHE Au 2 I can compare my life with people in a developing world

Y6 Su 2 How and why does our local area compare to another area?

Y6 Su 2 How do human / physical geographical features of New Brighton compare to Huyton?

Y6 Su 2 Can I produce graphs to compare traffic and football of the settlement of New Brighton to Huyton?

Y6 Su 2 What will happen to the brightness of a lamp or volume of a bulb if batteries increase? Can I compare give reasons for functions?



## Conceptual Route Planner- Ruler

GO

Y3 Au 2 What skills are required to make an effective team leader?

Y4 Au 1 Why did the Romans invade Britain in 43AD? Who was the ruler at this time?

Y4 Au 1 Why did Boudicca rebel against the Romans and resist their rule?

Y4 Sp 2 How was Anglo-Saxon Britain ruled? Why was there more than one king?

Y4 Au 1 How did life in Britain change (progress) under Roman rule?

Y4 Sp 2 If Alfred was great, was Athelstan an even greater ruler?

Y4 Sp 2 Who was Æthelred the Unready? Why did conflict with the Danes increase during his reign? What happened after his death when Edmund Ironside took the throne? How did this impact on rulership?

Y4 Sp 2 How did Canute win the throne? How long did the Danes maintain rulership?

Y5 Au 1 Can I explain what happened to the Ancient Egyptians and the reasons their rule came to an end?

Y4 Sp 2 Who was Edward the Confessor? What impact did his death have?

Y5 Au 1 Who were Nefertiti and Tutankhamun? How did they rule Ancient Egypt and what effect did they have on humanity?

Y5 Sp 1 How did the power of the crown change during the Tudor times? (Henry VII, Henry VIII, Edward VI Mary I, Elizabeth I)

Y5 Sp 1 Who was Henry VIII? How did Henry VIII become ruler?

Y6 Au 2 How did beliefs of Mayan civilisation compare to that of Ancient Egyptians and Greeks? (ruler)

Y6 Au 1 How did World War 2 begin? Who were rulers at this time?

Y5 PHSE Sp 2 I understand there are people who take on the role of leaders or followers in a group and I know the role I take on different situations

Y6 PHSE Au 2 I can explain some of the ways which one person or a group can have power over another

Y6 PHSE Su 1 I recognise when people are trying to take power or control

Y6 PHSE Su 1 I can demonstrate ways I can stand up for myself in situations where others are trying to gain power or control



## Conceptual Route Planner- Farming/Agriculture



Y1 Au 1 Can I identify and name a range of different fruit?

Y1 Au 1 Can I name and describe the basic structure of a flowering plant?

Y1 Au 1 Can I name some trees that are deciduous / evergreen?

Y1 Sp 2 How does the Amazon rainforest compare to a forest in our locality? What is similar / different?

Y3 Au 1 Can I explain how people in Palaeolithic times used to gather food? What is the relationship between farming and the development of communities in settlements?

Y2 Su 2 Can I explore and reflect on how seeds and blubs grow using appropriate vocabulary?

Y2 Su 2 Can I explore and record and reflect on how seeds grow in different environments?

Y2 Su 1 Can I identify and name a variety of plants and animals in their habitat / micro habitat?

Y2 Su 2 What does a plant need to grow and stay healthy?

Y2 Su 2 How are different plants (vegetation) suited to their habitat?

Y3 Au 1 Can I discuss how people worked during the Stone Age?

Y3 Au 1 How did Stone Age hunter gatherers live?

Y3 Su 1 Can I set up some experiments with seeds to find out which things plants need to grow well? Do all plants (vegetation) need the same climate?

Y4 Su 2 How does zonation of plant life show physical geography of the world?

Y3 DT Can I explain what foods are grown, reared or caught? Can I explain what foods are in season or not?

Y3 Su 1 How many different ways can plants disperse their seeds?

Y3 Su 1 Why do plants produce flowers and what are the roles of the different parts of the flower involved in pollination and seed formation?

Y5 Au 1 Can I describe the pattern of land use and settlement in Egypt and compare to the UK?

Y5 Au 1 Why was the River Nile with its fertile land, so important for settlement and farming in Ancient Egypt?

Y5 Su 2 How can new plants be grown from different parts of a parent plants? (Scientific Enquiry)

Y5 DT What are the advantages and disadvantages of fresh, pre-cooked, processed, grown and reared foods?

Y5 Au 1 How significant is the River Nile, how is it used today and how can people navigate it?

Y5 Au 1 Can I explain how climate / weather affects land use and food production in Egypt and the UK?

Y6 Au 2 How do physical and human processes affect the lives of the communities of people living in Mexico (poverty vs. wealth)?

Y6 Au 2 How have climate zones, vegetation belts, rivers and mountains in Central America changed over time and what adaptations have people made?

Y6 Su 2 Can I recall my understanding of food groups; fresh, pre-cooked and processed foods; grown, reared, caught and processed foods?

Y6 Su 2 Where does food come from and can I order and explain the manufacturing process? Can I explain sustainability?