

**SVP Whole School Expeditionary Curriculum – Summary Overview**

EYFS	<p align="center"><b>Myself and Belonging</b> Autumn Winter Christmas <b>Light and Dark / Space</b></p>	<p align="center"><b>Superheroes and real-life heroes</b> <b>Right and Wrong – choices - power</b> <b>Chinese New Year / Spring</b> <b>Easter – Growth and Change</b></p>	<p align="center"><b>Sea creatures – water</b> <b>Animals - land</b> <b>Summer - climate</b> <b>Journey's and Change</b></p>
YEAR 1	<p align="center"><b>Where does my Home End?</b> <b>My Map Book</b></p> <p><b>History and Geography</b> <b>Science</b> - seasonal change / habitats <b>Local history</b> Changes within living memory – <i>how Stockbridge Village has changed over time.</i> <b>Geography</b> – locality, human and physical features Global goals – 9 &amp; 11</p>	<p align="center"><b>Life below Water:</b> <b>Life on Land</b></p> <p><b>Human impact / Recycling / Plastics</b> <b>Science</b> – Materials and Ecology <b>Geography</b> Continents Animals Global goals 12, 13 &amp; 14</p>	<p align="center"><b>How Big Can Anything Grow?</b></p> <p><b>Science</b> – animals including humans and plants / trees <b>Life cycles</b> <b>History:</b> Changes beyond living memory – village, town, city (<i>build on local history from My Map Book</i>) Continents &amp; animals Global goals 3, 13 &amp; 15</p>
YEAR 2	<p align="center"><b>What a Wonderful World</b></p> <p><b>Geography with Science</b> Antartica and 7 Continents (animals) 5 Oceans Equator Hot and Cold zones <b>Geography</b> : comparing continents and an area in another country similar to Liverpool (non-European – link to Sedibeng, South Africa.</p>	<p align="center"><b>What does it mean to be Human?</b></p> <p><b>Science with History</b> <b>Part 1: Science</b> - Materials Global goals – 9 &amp; 12 <b>History of Health &amp; Aviation over time</b> <b>Science:</b> our bodies / health History <b>Health</b> : <u>Changes beyond living memory</u> &amp; significant individuals - Compare Mary Seacole with Florence Nightingale (Victorian Era) <b>Aviation</b> - Lord Egerton; Wright Brothers; Ameila Earhart</p>	<p align="center"><b>How Important is a Home?</b></p> <p><b>Local Area – History and Geography</b> Historical changes in own locality (<u>Liverpool – building on from Y1</u>) History and locality of Houses &amp; Homes <b>Science</b> – life cycles – metamorphoses / homes of animals / habitats <b>Geography</b> : village, town, city</p>
Year 3	<p align="center"><b>Rainforest Rules</b></p> <p><b>Science &amp; Geography (Rivers and land forms)</b> Study of South America – Brazil Rainforest and Amazon River / Ecology</p>	<p align="center"><b>Hard Rock History</b></p> <p><b>History &amp; Science</b> Prehistoric - Stone Age (<i>in depth</i>) running through to Bronze age and iron age (timeline overview and main impact / outcomes, not in depth)</p>	<p align="center"><b>Land of the Pharaohs</b></p> <p><b>History and Geography</b> Ancient Egypt study River Nile study (compare with Amazon - Rainforest Rules)</p>

	<p><b>History</b> – revisit Victorian Era overview via Jemmy Button Anchor Text 22/23 Sustainable Development Goal Life on Land and Climate Action, 13 &amp; 15</p>	<p><b>Science</b> -Rocks and Minerals</p>	
YEAR 4	<p><b>When a Force Roars</b></p> <p><b>Geography and History with Science</b> Natural disasters <b>Science</b> - Water cycle Solids liquids and gases Volcanoes – Pompeii history <b>Romans in Chester</b> (same time as Pompeii erupts)</p>	<p><b>Walking in the Footsteps of Strangers (Vikings, Normans and Anglo-Saxons)</b></p> <p><b>History and Geography</b> Vikings (main study), Normans &amp; Anglo-Saxons as <i>case study</i> – overview of history as ‘settlement’ <b>Geography</b> – settlement of people through study of the above, Irish and Chinese settlement in <b>Liverpool</b> - <b>local history</b> connect from KS1 <u>Cantrill Farm resettlement and refugees – Immigration</u> Global goal 4 &amp; 9</p>	<p><b>The Victorian Innovators</b></p> <p><b>Geography / History /Science Science.</b> – Electricity / Sound <b>Geography</b> – Rivers &amp; Rail and link to settlement <b>Victorians in Liverpool</b> Chartism, Victorian industrialisation Engineering - John Alexander Brodie, Victorian – Mersey Tunnel Liverpool and Manchester Railway</p>
YEAR 5	<p><b>The Golden Oldies</b></p> <p><b>History</b> Mayans (2000BC to 9<sup>th</sup> century) and Ancient Bagdad (AD900) Two-part comparison study of civilisations who developed many world ‘firsts’. Civilisations – similar / different / identical concepts <b>Science</b> – reversible and irreversible change</p>	<p><b>Climate Control</b></p> <p><b>Science &amp; Geography</b> <b>Part 1: Science - Adaptation</b> – revisit Rainforest Rules Y3 <b>Climate zones</b> / Biomes / Tropics / Artic and Antarctic Sustainability and ecology and activism <u>Link to South Africa joint project; British Council - Sedibeng Primary school</u> Global goal 13 <b>Part 2 Science: Earth and Space</b></p>	<p><b>The Legacy of the Ancient Greeks</b></p> <p><b>History / Geography</b></p> <p><b>Science</b> - levers and pulleys <b>History:</b> Greek legacy - Democracy / Olympics / Architecture / Language / Ptolemy (Greco-Roman) Global goals 4 &amp; 16</p>
YEAR 6	<p><b>Roots: Belonging &amp; Slavery</b></p> <p><b>History / Science / Geography</b> Slavery / human rights <b>Science:</b> <u>Inheritance and Evolution</u> - <i>diaspora from Africa / human migration; Documentary</i></p>	<p><b>Acts of Courage: Friend or Foe? WW2</b></p> <p><b>History and Geography</b> <b>Part of Geography</b> (Europe with capital cities) Chronology of WW2; internment camp Huyton – <b>Local History study</b></p>	<p><b>Change Agents</b></p> <p><b>PSHE/RHE and Science and History D&amp;T</b> <b>Science</b> – Light / Electricity / Sound <b>Science / RHE:</b> Health and Drugs <b>PSHE &amp; History:</b> overarching historical theme of Crime and Punishment – legal ages and role as</p>

	<i>The Origins of Us Anchor Text</i> Global goals 8 & 1	Global goals 4 & 16	responsible citizens for transition work Global goals 7,8 11,& 12
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