



## History and Geography Progression of Learning Map

	Autumn		Spring		Summer	
NURSERY	1	2	1	2	1	2
	All about me	Autumn / Celebrations and Festivals	Winter	Healthy Living	Growing	Minibeasts
NC Objectives	<p>Know that other children don't always enjoy the same things, and are sensitive to this (ELG 13)</p> <p><u>Development Matters</u></p> <p>Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use all their senses in hands-on exploration of natural materials. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,</p>	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions (ELG 13)</p> <p><u>Development Matters</u></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one to another. (ELG 14)</p> <p><u>Development Matters</u></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Know that other children don't always enjoy the same things, and are sensitive to this. (ELG 13)</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG 14)</p> <p><u>Development Matters</u></p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore the natural world around them</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one to another. (ELG 14)</p> <p><u>Development Matters</u></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore the natural world around them.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG 14)</p> <p><u>Development Matters</u></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore the natural world around them.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>

	non-fiction texts and (when appropriate) maps.	Understand some important processes and changes in the natural world around them, including the seasons.				
Skills	<p>Comments and asks questions about aspects of their familiar world, such as where they live or the natural world</p> <p>Talk about features of their own environment and how environments might vary from one another</p> <p>Name and locate different parts of the local community.</p> <p>Use play maps and small world equipment to create own environments</p> <p>Use the local area for exploring both the built and the natural environment.</p> <p>Express their opinions on natural and built environments.</p> <p>Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.</p> <p>Follow simple directions.</p> <p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Look at signs and symbols on different types of maps for example in school, and the local community</p> <p>Use a simple map with symbols to spot features in the school grounds or in the local community.</p>	<p>Record findings using a range of methods, such as drawing, writing, making models, taking photographs.</p> <p>Talk about features of their own environment and how environments might vary from one another</p> <p>Comments and asks questions about aspects of their familiar world, such as where they live or the natural world</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Record findings using a range of methods, such as drawing, writing, making models, taking photographs.</p> <p>Talk about features of their own environment and how environments might vary from one another</p> <p>Comments and asks questions about aspects of their familiar world, such as where they live or the natural world</p> <p>Show care and concern for the environment</p> <p>Provide stories that help children make sense of environments</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Comments and asks questions about aspects of their familiar world, such as where they live or the natural world</p> <p>Express their opinions on natural and built environments.</p>	<p>Use play maps and small world equipment to create own environments</p> <p>Make observations</p> <p>Record findings using a range of methods, such as drawing, writing, making models, taking photographs.</p>	<p>Comments and asks questions about aspects of their familiar world, such as where they live or the natural world</p> <p>Talk about features of their own environment and how environments might vary from one another</p> <p>Use play maps and small world equipment to create own environments</p> <p>Record findings using a range of methods, such as drawing, writing, making models, taking photographs.</p> <p>Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.</p> <p>Express their opinions on natural and built environments.</p>

<b>Knowledge</b>	<p>Know and recognise manmade and natural environments within local area</p> <p>Understand the difference between natural and manmade environments</p> <p>Know the difference between land and water</p> <p>Know that the environment needs to be cared for and show concern for this by modelling (watering flower, tidying outside area, throwing rubbish in the bin)</p> <p>Know that maps and recordings of observations mean something</p> <p>Can use knowledge to design own environments and know how they might care for these</p>	<p>Show care and concern for the environment</p> <p>Use local area for exploring natural and manmade environments</p>	<p>Use local area for exploring natural and manmade environments</p> <p>Know that the environment needs to be cared for and show concern for this by modelling (watering flower, tidying outside area, throwing rubbish in the bin)</p>	<p>Use local area for exploring natural and manmade environments</p> <p>Understand the difference between natural and manmade environments</p>	<p>Can use knowledge to design own environments and know how they might care for these</p> <p>Know that the environment needs to be cared for and show concern for this by modelling (watering flower, tidying outside area, throwing rubbish in the bin)</p>	<p>Use local area for exploring natural and manmade environments</p> <p>Understand the difference between natural and manmade environments</p> <p>Know that maps and recordings of observations mean something</p> <p>Can use knowledge to design own environments and know how they might care for these</p>
<b>Key Vocabulary</b>	Town, soil, here, there, near, far, environment, place, quiet, noisy, same, different, old, ne, home	Weather Hot Cold	Weather Hot Cold	Park, home, visit, school, holiday, safe, rules	Soil, ground, wet, dry, environment	Ground, Soil, Observation , Wet, Dry, Damp, Sun ,Rain ,Quiet ,Noisy, Busy, Environment
<b>RECEPTION</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
	Myself	Celebrations and Festivals	Our Planet	Amazing Animals	Growing	Vehicles
<b>NC Objectives</b>	<p>Know that other children don't always enjoy the same things, and are sensitive to this (ELG 13)</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG 13)</p>	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG 13)</p> <p>Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect (ELG 13 exceeding)</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG 14)</p> <p>Know that the environment and living things are influenced by human activity (ELG 14 exceeding)</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things (ELG 14)</p> <p>They talk about the features of their own immediate environment and how environments might vary from one to another. (ELG 14)</p>	<p>Know that the environment and living things are influenced by human activity (ELG 14 exceeding)</p> <p>They talk about the features of their own immediate environment and how environments might vary from one to another. (ELG 14)</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one to another. (ELG 14)</p> <p>Know that the environment and living things are influenced by human activity (ELG 14 exceeding)</p>

	<p>Knows that's other children have different likes and dislikes and that they may be good at different things (ELG 13 exceeding)</p> <p>They talk about the features of their own immediate environment and how environments might vary from one to another. (ELG 14)</p> <p><b><u>Development Matters</u></b></p> <p>Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use all their senses in hands-on exploration of natural materials. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one to another. (ELG 14)</p> <p><b><u>Development Matters</u></b></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one to another. (ELG 14)</p> <p>Can describe some actions which people in their own community do that help to maintain the area they live in (ELG 14 exceeding)</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG 14)</p> <p><b><u>Development Matters</u></b></p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore the natural world around them</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p><b><u>Development Matters</u></b></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore the natural world around them.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p><b><u>Development Matters</u></b></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore the natural world around them.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>
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## Skills

	<p>Comments and asks questions about aspects of their familiar world, such as where they live or the natural world</p> <p>Talk about features of their own environment and how environments might vary from one another</p> <p>Name and locate different parts of the local community.</p> <p>Use play maps and small world equipment to create own environments</p> <p>Use the local area for exploring both the built and the natural environment.</p> <p>Express their opinions on natural and built environments.</p> <p>Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.</p> <p>Follow simple directions.</p> <p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Look at signs and symbols on different types of maps for example in school, and the local community</p> <p>Use a simple map with symbols to spot features in the school grounds or in the local community.</p>	<p>Record findings using a range of methods, such as drawing, writing, making models, taking photographs.</p> <p>Talk about features of their own environment and how environments might vary from one another</p> <p>Comments and asks questions about aspects of their familiar world, such as where they live or the natural world</p>	<p>Name and locate different parts of the local community.</p> <p>Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.</p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.</p> <p>Find out about the environment by talking to people, examining photographs, simple maps and Observe and describe daily weather patterns.</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds. Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the Observe, record, and name geographical features in their local environments.</p> <p>Observe, record, and explain physical and human features of the environment. Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork</p>	<p>Comments and asks questions about aspects of their familiar world, such as where they live or the natural world</p> <p>Comments and asks questions about aspects of their familiar world, such as where they live or the natural world</p> <p>Use the local area for exploring both the built and the natural environment.</p> <p>Express their opinions on natural and built environments.</p> <p>Make observations and begin to record findings using a range of methods, such as drawing, writing, making models, taking photographs.</p> <p>Show care and concern for the Earth</p>	<p>Talk about features of their own environment and how environments might vary from one another</p> <p>Use the local area for exploring both the built and the natural environment.</p> <p>Express their opinions on natural and built environments.</p>	<p>Use the local area for exploring both the built and the natural environment.</p> <p>Express their opinions on natural and built environments.</p>

			<p>observations, measurements and recordings. visiting local places.</p> <p>Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.</p> <p>Look at signs and symbols on different types of maps for example in school, and the local community.</p> <p>Draw and create their own maps using real objects, and/or pictures and symbols. Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.</p> <p>Use simple geographical words to describe physical features Use simple geographical words to describe human features.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify seasonal and daily weather patterns location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>			
<b>Knowledge</b>	<p>Know and recognise manmade and natural environments within local area</p> <p>Understand the difference between natural and manmade environments</p> <p>Know the difference between land and water</p> <p>Know that the environment needs to be cared for and show concern for this by</p>	<p>Use local area for exploring natural and manmade environments</p> <p>Know that the environment needs to be cared for and show concern for this by modelling (watering flower, tidying outside area, throwing rubbish in the bin)</p>	<p>Know the planet has differences in environments</p> <p>Know and recognise manmade and natural environments within local area</p> <p>Understand the difference between natural and manmade environments</p> <p>Know that the environment needs to be</p>	<p>Know animals change and adapt to their environment</p> <p>Know animals help the planet</p>	<p>Know humans go through changes baby, toddler, child, teenager, adult and old people. Other things can change over time too. For examples plants and flowers can grow, shrink decay and die.</p>	<p>Know that manmade things affect the planet</p> <p>Know that the environment needs to be cared for and show concern for this by modelling (watering flower, tidying outside area, throwing rubbish in the bin)</p>

	<p>modelling (watering flower, tidying outside area, throwing rubbish in the bin)</p> <p>Know that maps and recordings of observations mean something</p> <p>Can use knowledge to design own environments and know how they might care for these</p>		<p>cared for and show concern for this by modelling (watering flower, tidying outside area, throwing rubbish in the bin)</p> <p>Know that maps and recordings of observations mean something</p> <p>Can use knowledge to design own environments and know how they might care for these</p>			
<b>Key Vocabulary</b>	<p>Soil, here, there, near, far, environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, home</p>	<p>World Countries</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather city, town, village, factory</p>	<p>Habitats, environments, hot, cold</p>	<p>Plants, wet, dry, cold, damp, hot, animals</p>	<p>Planet, pollution, fumes, air, cars, manmade</p>
<b>YEAR 1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
	<p>History of Toys (History)</p>	<p>Wonderful Weather How does weather affect us?</p>	<p>My Local Area What is special about where I live?</p>	<p>The Greatest Explorers (History)</p>	<p>Great inventions: Transport (History)</p>	<p>Our Country-UK study Are other places in the UK similar or different to Colindale?</p>
<b>NC Objectives</b>	<p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p><b><u>Human and Physical</u></b></p> <p><b>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</b></p> <p><b>Children can:</b></p> <p><i>a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in</i></p>	<p><b><u>Human and Physical Geography</u></b></p> <p><b>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</b></p> <p><b>Children can:</b></p> <p><i>b use basic geographical vocabulary to refer to key physical features,</i></p>	<p>Understand some of the ways in which they can find out about the past and identify different ways it is represented.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Study knowledge of and can recall key information and characteristic features of historical periods</p> <p>Identify similarities and differences between ways of life in different periods/times.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.</p>	<p><b><u>Locational Knowledge</u></b></p> <p><b>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</b></p> <p><b>Children can:</b></p> <p><i>b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</i></p>

	<p><b>National Curriculum</b> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><i>relation to the Equator and the North and South Poles;</i></p> <p><b>b</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;</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <p><b>d</b> use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p> <p><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p> <p><b>c</b> use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <p><b>c</b> devise a simple map; and use and construct basic symbols in a key;</p> <p><b>d</b> use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p> <p><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To be able to compare aspects of life in different periods.</p> <p><b>National Curriculum</b> Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements [for example Christopher Columbus and Neil Armstrong].</p>	<p>Understand some of the ways in which they can find out about the past and identify different ways it is represented.</p> <p>To understand aspects of change in national life.</p> <p>To understand the importance of events beyond living memory that are significant nationally or globally (e.g. the first aeroplane flight).</p> <p><b>National Curriculum</b> Pupils should be taught about: Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example the first aeroplane flight or events commemorated through festivals or anniversaries.</p>	<p><b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <p><b>Place Knowledge</b></p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <p><b>b</b> compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p><b>c</b> use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <p><b>c</b> devise a simple map; and use and construct basic symbols in a key;</p> <p><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North,</p>
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## Skills

						<i>East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</i>
	<p>To develop an awareness of the past.</p> <p>To use common words and phrases relating to the passing of time.</p> <p>To identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing parts of sources to show that they know and understand key features.</p> <p>To identify different ways in which we represent what we find out about the past.</p> <p>To classify old toys and new toys and describe how they have changed.</p> <p>To be able to give reasons using sources to explain why changes took place.</p>	<p>name 4 types of weather that happen in the UK.</p> <p>begin to understand how our weather changes throughout the year (seasons).</p> <p>begin to observe (look at) the weather.</p> <p>record my observations in a weather diary.</p> <p>use key words to describe the weather.</p> <p>use and explain 5 new key words when talking about the different types of weather.</p> <p>use computing to design a poster campaign to help people look after themselves in very hot weather.</p> <p>explain how countries have different climates which can be hot or cold.</p> <p>To use map skills to locate hot and cold places on a world map</p>	<p>say 3 things I know about our local area.</p> <p>find 3 (or more) places on a street map (using computing) and say where they can be found (located).</p> <p>use compass directions to follow simple instructions on the playground.</p> <p>go on a field trip of our local area following a street map.</p> <p>using my 'looking' and 'listening' skills to record what I can see and hear in our local area.</p> <p>make decisions (choices) about what I like and dislike about our local area.</p> <p>observe what my local area is like.</p> <p>talk about 3 things that I saw (observed) on our local area walk.</p> <p>label places on a map of our local area.</p> <p>describe where things are on a map.</p> <p>show a 'route' on a map of our local area and explain my route to a partner using key words.</p> <p>design and build a</p>	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To identify different ways in which we represent what we find out about the past.</p> <p>Ask and answer questions, choosing and using sources to show that they know and understand the key features of events.</p> <p>To use parts of sources to show that they know and understand key features of events.</p> <p>To use common words and phrases relating to the passing of time.</p> <p>To locate some explorers on a timeline and place in chronological order.</p> <p>To describe what the explorers achieved and why their achievements are important.</p> <p>To recognise the significant individuals who have contributed to national and international achievements.</p> <p>To be able to explain what it means to be a great explorer and provide valid reasons for why I have made my selection.</p>	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features.</p> <p>Use a wide vocabulary of everyday historical terms. Identify similarities and differences between ways of life in different periods.</p> <p>To explain why the Wright brothers may have wanted to fly.</p> <p>To understand how these tasks were carried out before the aeroplane was invented.</p> <p>To use sources to find out information about the Rainhill Trials.</p> <p>To give valid reasons for why the Rainhill Trials was a significant event.</p>	<p>describe some differences between a town and the countryside using key words.</p> <p>use key words about the town and countryside.</p> <p>tell my partner new key words and what they mean.</p> <p>begin to explain some of the pros (good) and cons (bad) for living in these places using key words.</p> <p>locate the UK using a map.</p> <p>use my map skills to locate (find) the four countries of the UK and name their capital cities.</p> <p>explain what a journey line is and describe how features may change throughout a journey.</p> <p>create a journey line for where I live in the UK.</p> <p>observe aerial view photographs and describe 3 things I can see.</p> <p>research 4-5 facts/points about one of the countries of the UK in pairs.</p> <p>observe aerial view photographs.</p> <p>identify (spot) different features (things) on aerial view photographs.</p>

		<p>locate (find) the Arctic on a world map or a globe.</p> <p>begin to locate other places such as the North Pole, South Pole and Antarctic.</p> <p>research the Arctic with my partner and present facts to my class friends.</p>	<p>new home for Travelling Ted working co-operatively in a group.</p> <p>ask questions to find out what local people do in our area.</p> <p>work as a small group to interview a member of the school team to find out about their job.</p> <p>To ask questions.</p> <p>Begin to understand what makes a 'good' question.</p>			<p>explain how an aerial photograph is different to a front facing photograph or a plan.</p> <p>compare two capital cities- Brasilia and London.</p> <p>locate (find) Brasilia and London on a World Map and sort facts about the capital cities accurately</p>
Knowledge	<p>To know where the people and events they study fit within a chronological framework.</p> <p>To understand some of the ways in which we find out about the past.</p> <p>To understand that life was not the same for all children in the past.</p> <p>To understand that every home was not the same.</p> <p>To understand that some toys I play with had not been invented when my grandparents were children.</p>	<p>understand what the weather is like in our country.</p> <p>understand the different seasons in a year.</p> <p>name the 4 seasons.</p> <p>describe some of the changes that take place in these seasons.</p> <p>describe how the weather can affect us.</p> <p>name 3 types of weather than may affect us.</p> <p>explain some ways the weather affects us in the clothes we wear, how we travel and the things we do.</p> <p>understand what weather forecasts show.</p> <p>describe what weather forecasts show.</p>	<p>understand what our local area is like.</p> <p>understand different types of housing in the local area.</p> <p>name 3 different types of housing.</p> <p>explain some differences between these types of houses.</p> <p>name the types of jobs that people do in our local area.</p> <p>suggest 2 ways in which where we live could be improved (made better).</p> <p>begin to say why our local area needs to be improved.</p>	<p>To know where the people and events they study fit within a chronological framework.</p> <p>To understand some of the ways in which we find out about the past.</p> <p>To identify key events in the lives of significant individuals. E.g. Ibn Battuta, Captain Cook.</p> <p>To understand that there are differing views based on achievements.</p> <p>To recognise that other people may have differing and equally valid viewpoints.</p>	<p>To know where the people and events they study fit within a chronological framework.</p> <p>To understand some of the ways in which we find out about the past.</p> <p>To know about some of the sources of evidence we can use to find out about the first flight. To identify similarities and differences between a modern aeroplane and the Flyer.</p> <p>To identify the role that an aeroplane plays today.</p> <p>To understand how significant events can be remembered. E.g. Rainhill Trials.</p>	<p>understand the differences between a 'town' and the 'countryside'.</p> <p>can name 2 features of a town/city and 2 features of the countryside.</p> <p>name the countries of the UK.</p> <p>tell my partner the names of the four countries of the UK.</p> <p>tell my partner the names of the main seas around the UK.</p> <p>understand that the UK is an island.</p> <p>understand a journey line.</p> <p>understand what an 'aerial view' shows.</p> <p>identify key features of the countries of the UK.</p> <p>can name capital cities of the UK.</p> <p>explain what London is like using key words.</p> <p>describe and explain 3</p>

		<p>look at 3 or more weather symbols and tell my partner what weather they show.</p> <p>understand the dangers of weather.</p> <p>understand some of the things that 'extreme' weather can do to our surroundings.</p> <p>name a hot country and a cold country and explain how they are different.</p> <p>understand what a cold area of the world is like</p>				<p>key features about London using key words.</p> <p>name some of the key landmarks in London.</p> <p>explain 3 ways in which Brasilia is different to London.</p>
Key Vocabulary	<p>artefact, discover, new, old, difference, past, present, similarities, toy, oral history, same, different, compare, before, after, past, now, timeline, 20th century, 21st century, 1950s, 1960s,</p>	<p>L1: Weather, the UK, changes, seasons, daily/ day to day, weather recording, observation (looking), temperature/thermometer, sun, rain, thunder, snow, wind.</p> <p>L2: Seasons, change, months of the year, autumn, winter, spring, summer, affect.</p> <p>L3: Weather, seasons, weather forecast, and weather symbols, the UK, weather forecaster.</p> <p>L4: Dangerous/danger, extreme, flooding, drought, hurricane, blizzards, heatwave, protect.</p> <p>L5: Hot, cold, weather, climate, weather recording instruments, Atlas, Artic, Jamaica, Equator, countries, world map.</p> <p>L6: Cold, Climate, Arctic, North Pole, South Pole, Antarctic, Equator, Inuit.</p>	<p>L1: Local area, school, home, address, compass, NESW,directions, street map, position, (any key words specific to your own locality).</p> <p>L2: Fieldwork, local area, locate (find), street map, observe, record, route, safety.</p> <p>L3: Map symbols, street, house/housing, offices, business, shops, stream, river, forest, map, key, title, route.</p> <p>L4: Houses/housing, detached, semi-detached, terraced, cottage, bungalow, flats, caravan.</p> <p>L5: Job, work, community, pay/wages.</p> <p>L6: Village, town, city, county, country, continent, council, improve.</p>	<p>explorer, map, discover, equipment, adventure, trade, great, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant.</p>	<p>Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery</p>	<p>L1: Town, country, village, city, country, farm, house, pros, cons, different, similar.</p> <p>L2: The UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, country, continent, capital city, map, equator.</p> <p>L3: Aerial view, birds eye view, journey line, landmarks, distance, transport, travel.</p> <p>L4: Castle, harbour, beach, port, housing estate,motorway.</p> <p>L5: Google Earth, London, capital city, landmarks, transport, travel, webcam, route.</p> <p>L6: South America, London, compare, capital city, Northern Hemisphere, Southern Hemisphere, population, tourists, natural, valley.</p>

YEAR 2	1	2	1	2	1	2
	Wonderful World What do I know about the world I live in	Great Fire of London (History)	Kings and Queens (History)	Comparative study non-European country What is it like in China?	Beside the Seaside What makes the seaside special?	Local Heroes (History)
NC Objectives	<p><b><u>Locational Knowledge</u></b></p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can: <i>a name and locate the world's seven continents and five oceans;</i></p> <p><i>c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</i></p> <p><b><u>Human and Physical Geography</u></b></p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can: <i>a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</i></p>	<p>Study knowledge of and can recall key information and characteristic features of historical periods.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.</p> <p>To study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London].</p> <p><b><u>National Curriculum</u></b> Pupils should be taught about: Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London].</p>	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Recognise where the people and events they study fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Use sources to show that they know and understand key features of events.</p> <p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria].</p> <p><b><u>National Curriculum</u></b> Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements and compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria]</p>	<p><b><u>Place Knowledge</u></b></p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can: <i>a compare the UK with a contrasting country in the world;</i> <i>b compare a local city/town in the UK with a contrasting city/town in a different country;</i> <i>c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</i></p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p>	<p><b><u>Human and Physical Geography</u></b></p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can: <i>a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</i> <i>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;</i> <i>c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p>	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Recognise where the people and events they study fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Use sources to show that they know and understand key features of events.</p> <p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To learn about significant historical events, people and places in their own locality.</p> <p><b><u>National Curriculum</u></b> Pupils should be taught about significant historical events, people and places in their own locality.</p>

	<p><i>relation to the Equator and the North and South Poles;</i>  <b>b</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;</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <p><b>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</b></p> <p><b>Children can:</b>  <b>a</b> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</p> <p><b>c</b> devise a simple map; and use and construct basic symbols in a key;</p> <p><b>d</b> use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features. Using a range of methods</p>			<p><b>Children can:</b></p> <p><b>a</b> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</p> <p><b>c</b> devise a simple map; and use and construct basic symbols in a key;</p> <p><b>e</b> use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>		
<b>Skills</b>	<p>use an atlas to locate the continents and oceans of the world.</p> <p>label a world map accurately.</p> <p>confidently locate the 7 continents of the world using a world map.</p> <p>research and explain</p>	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To choose and use parts of stories and other sources that they know and understand key features of events.</p> <p>To identify different ways in which it is represented.</p>	<p>To learn about changes within living memory.</p> <p>To ask historically valid questions.</p> <p>To identify similarities and differences between ways of life in different periods.</p>	<p>can describe where China is located in the world.</p> <p>use an atlas independently to locate China on a world map.</p> <p>draw a freehand map of China.</p> <p>label my map</p>	<p>use key words to describe different places I have visited.</p> <p>talk about the different types of environments that people can visit and describe what they are like (town, village, city, countryside, seaside).</p> <p>use key words to</p>	<p>To learn about changes within living memory.</p> <p>To ask historically valid questions. To identify similarities and differences between ways of life in different periods.</p> <p>To ask and answer questions and identify different ways in which the past is represented.</p>

	<p>my own key facts about continents of the world.</p> <p>follow a journey line using key words such as continents, oceans and compass directions.</p> <p>make my own journey line using key words to describe the journey.</p> <p>locate Europe on a world map or globe.</p> <p>look at aerial photographs using my observation skills.</p> <p>find key features in aerial photographs (bridges, roads, coastline, forests, houses) using my observation skills.</p> <p>use key words to describe the features I see.</p>	<p>To use a wide vocabulary of everyday historical terms.</p> <p>To explain the importance of using a range of evidence when studying an event.</p> <p>To express an opinion about Guy Fawkes' actions in 1605 using different sources to reach a conclusion.</p> <p>To use sources to reach a conclusion why the fire spread so quickly.</p>	<p>To ask and answer questions and identify different ways in which the past is represented.</p> <p>To use a wide range of everyday historical terms use parts of stories and other sources to show they know and understand key features of events.</p> <p>To understand the importance of using more than one source to reach a conclusion.</p>	<p>with main cities, oceans and rivers.</p> <p>make a model of a Chinese landmark, the Great Wall of China.</p> <p>observe what a Chinese city is like through a webcam and answer questions.</p> <p>begin to ask my own questions to find out more about places.</p>	<p>describe what seaside locations are like.</p> <p>locate (find) our nearest seaside resort on a map.</p> <p>find out three facts about our nearest seaside resort.</p> <p>use key words to talk about the key features of the seaside.</p> <p>spot key features of seaside locations using aerial photographs.</p> <p>use my senses to say describing words about what I can see in aerial photographs.</p> <p>use key words to group human and physical features of the seaside.</p> <p>use key words to describe the town of St Ives and some of the man made and natural features that exist there.</p> <p>begin to compare my own local area with St Ives.</p> <p>plan a route for a tour around St Ives using a map and compass directions.</p> <p>use an atlas to name and locate some of the main British islands.</p> <p>look at a map of a seaside place and name 3 features.</p> <p>follow a route around a seaside place using a map and map symbols.</p> <p>use compass directions and key words when describing the route.</p>	<p>To use a wide range of everyday historical terms use parts of stories and other sources to show they know and understand key features of events.</p> <p>To understand the importance of using more than one source to reach a conclusion.</p>
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<p><b>Knowledge</b></p>	<p>name and locate the continents and oceans of the world.</p> <p>say the names of the 7 continents of the world.</p> <p>begin to name 2-3 of the world's oceans.</p> <p>name the major oceans of the world.</p> <p>begin to tell my partner 2-3 facts about some of the continents of the world.</p> <p>explain how a journey can be made around the world.</p> <p>name some of the features that would be passed on a journey around the world.</p> <p>explain where hot and cold countries are located in the world.</p> <p>begin to name climate zones around the world using key words (temperate, cold, warm, tropical)</p> <p>understand how the location of hot and cold countries affects the different animals that live there.</p> <p>beginning to name some countries in Europe.</p> <p>tell my partner 3 key features of a European country.</p>	<p>To understand some of the ways in which we find out about the past.</p> <p>To know where events they study fit within a chronological framework.</p> <p>To describe the main events of the Gunpowder Plot.</p> <p>To describe how Bonfire Night is celebrated today.</p> <p>To explain why Guy Fawkes took the action he did in 1605.</p> <p>To understand that people will have differing opinions about the same event.</p> <p>To examine how Bonfire Night has changed over the years.</p> <p>To recall the events of the Great Fire of London.</p> <p>To understand that people may have differing viewpoints on what is important.</p> <p>To give valid reasons why the fire spread so quickly</p> <p>To understand that there are a range of eyewitness accounts about the fire so accounts may differ.</p>	<p>To understand some of the ways in which we find out about the past.</p> <p>To know where events they study fit within a chronological framework.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To be able to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria.</p>	<p>begin to tell my partner 3 things I know about China.</p> <p>name some major cities in China.</p> <p>tell my partner 3 things I know about Chinese life.</p> <p>explain what a capital city is.</p> <p>tell a partner some simple facts about Beijing.</p> <p>think of some differences and similarities between Beijing and London.</p> <p>describe some of the differences and similarities between schools in China and in the UK.</p> <p>explain the word 'culture' to my partner.</p> <p>describe 3 (or more) things which happen in the Chinese New Year.</p> <p>begin to understand some similarities and differences between Chinese culture and the culture of our own country.</p> <p>describe the different types of farming in China.</p> <p>explain how rice is grown and I can order the steps of rice farming correctly.</p>	<p>begin to say which features are 'human' and which are 'physical'.</p> <p>use my senses to say describing words about what I can see in aerial photographs.</p> <p>name some of these seaside resorts, using a webcam to explore what these places are like.</p> <p>know seaside resorts have changed over time and I can explain some of the features of seaside holidays in the past.</p> <p>begin to compare features of the seaside in the past and today.</p> <p>explain how an island is different from the mainland.</p> <p>name some 'hot' islands of the world.</p> <p>name some 'cold' islands of the world.</p> <p>begin to explain why some islands may be 'hot' and some 'cold'.</p> <p>talk about what I see, hear and smell at the seaside.</p>	<p>To understand some of the ways in which we find out about the past.</p> <p>To know where events they study fit within a chronological framework.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To use sources to show that they know and understand key features of events.</p> <p>To explain how significant individuals have contributed to national and international achievements.</p> <p>To understand about significant people in their own locality.</p>
<p><b>Key Vocabulary</b></p>	<p>L1: World map, continent, ocean, equator, northern hemisphere, southern hemisphere, Asia, Africa, North America, South America, Australia,</p>	<p>Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, Samuel Pepys frightened, burning, wooden, buildings, Lord</p>	<p>Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist,</p>	<p>L1: China, Asia, Beijing, Shanghai, continent, country, oceans/seas, provinces. L2: People's Republic of China, Asia, freehand map,</p>	<p>L1: Visit, locate, resort, holiday, coast, national, international, near, far, village, town, city, countryside, urban, rural, human, physical,</p>	<p>Local, heroes, significant, importance, courage, past, sequence, chronological order, portraits, powerful, strong, bravery, artefacts, oral history, sources, historical questioning</p>

	<p>Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere.</p> <p>L2: World, continent, ocean, land, population, country, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, globe, world map.</p> <p>L3: Journey line, route, travel, sphere, compass, directions, North, East, South, West, northern hemisphere, southern hemisphere, equator.</p> <p>L4: Northern Hemisphere, Southern Hemisphere, hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats</p> <p>L5: Continent, Europe, European, France, Paris, capital city, region, evaluate, senses, cuisine.</p> <p>L6: Aerial view, bird's eye view, photograph, beach, cliff, coast, forest, hill, mountain, sea, river, valley, vegetation, farm, house, port, shop.</p>	<p>Mayor, River Thames, water squirts. Firehooks. Burned, diary</p>	<p>treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.</p>	<p>currency (yuan), population (people), weather, climate, Mandarin, Chinese New Year, farming, producer, export, landmark.</p> <p>L3: Capital city, Beijing, London, similarities, differences, compare, landmark, traffic/transport, pollution, smog, tourists.</p> <p>L4: Webcam, observe, city, urban, rural, school, timetable, Beijing, similar, different, compare.</p> <p>L5: Culture, traditions, festivals, celebrations, Chinese New Year, dragon, debt, symbol.</p> <p>L6: Farming, crops, materials, goods, foods, produce, producer, consume, agriculture, livestock, export, rural, vegetation.</p>	<p>tourists, local area.</p> <p>L2: Seaside, coast/coastline, beach, human, physical, aerial view, bird's-eye view, observe, sand, sea, promenade, cliffs, coast, pier, vegetation, harbour, shop, sand dunes, bay, lighthouse.</p> <p>L3: Past, present, holiday, town, country, United Kingdom (UK), England, Scotland, Wales, Northern Ireland, compare, tourists.</p> <p>L4: Man-made, natural, St. Ives, Cornwall, South West, town, coast, bay, harbour, headland, attractions, map, route, map symbols, key, compass, compass directions, north, east, south, west.</p> <p>L5: Island(s), United Kingdom (UK), Britain, Northern Ireland, mainland, sea, coast, hot, cold, Equator, weather, climate, water.</p> <p>L6: Fieldwork, resort, map, map symbols, route, observe, compass directions, record, safety.</p>	
<b>KS1 End points</b>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><u>Geographical Enquiry</u> Name and describe physical and human features in the local environment. Use photos and simple street plans to find places in the local environment. Talk about features of the local environment that are liked and disliked</p> <p><u>Geographical Skills &amp; Fieldwork</u> Label photos and pictures of the local environment, e.g. the church, river etc Use simple aerial photos to identify landmarks and basic human and physical features. Carry out a small local survey, e.g. traffic, litter, land use. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Use simple compass directions (North, South, East, and West) to describe the location of features on a map. Use world maps, atlases and globes to identify world countries, continents and oceans</p>			<p style="text-align: center;"><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Pupils can use common words and phrases relating to the passing of time.</li> <li>• Understand where the people events they study fit within a chronological framework.</li> <li>• Able to identify similarities and differences between ways of life in different periods,</li> <li>• Use a wide vocabulary of historical terms.</li> <li>• Use sources to show they understand key features of events and use sources to ask questions.</li> <li>• Able to identify different ways in which the past is represented.</li> </ul>		



	<p><u>Location &amp; Place Knowledge</u> Talk about different ways to travel, e.g. on foot, by car, train, bus etc. Describe and compare features of known localities. Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas Talk about and describe a contrasting locality in the UK. Name and locate the world's seven continents and five oceans.</p> <p><u>Human and Physical</u> Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather Talk about the seasons and the changes in the UK. Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. Talk about and describe features of landmarks within the locality. Identify and describe patterns and changes within the local environment.</p> <p><u>Sustainability</u> Express thoughts and views about a locality. Talk about how people can affect the environment they live in.</p>			<ul style="list-style-type: none"> <li>• Can order historical artefacts and key events chronologically.</li> <li>• Can illicit information and draw conclusions from primary sources of history.</li> <li>• Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.</li> <li>• Can articulate historical understanding verbally and through writing.</li> <li>• Can compare related historical and modern objects and consider the influence of an historic event or change in history.</li> </ul>		
<b>YEAR 3</b>	<b>1</b> The UK What do I know about the UK? (Geography)	<b>2</b> The Stone Age to Iron Age (History)	<b>1</b> The Stone Age to Iron Age (History)	<b>2</b> Extreme Earth What makes the Earth extreme? (Geography)	<b>1</b> Ancient Egypt (History)	<b>2</b> Rainforests Can I describe what the rainforest is? (Geography)
<b>NC Objectives</b>	<p><u>Locational Knowledge</u></p> <p><b>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</b></p> <p><b>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</b></p> <p><b>Children develop their understanding, recognising and identifying key physical and human geographical features.</b></p> <p><b>Children can:</b> <i>b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including</i></p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve</p>	<p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. Establish an understanding of the interaction between physical and human processes. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch</p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>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>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</p>

	<p><i>hills, mountains, rivers and seas, and how a place has changed;</i></p> <p><i>d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</i></p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:  <i>a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</i></p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>National Curriculum</b>  Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age.  This could include:  • Late Neolithic hunter-gatherers and early farmers  • Bronze Age religion, technology and travel, for example, Stonehenge,  • Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>maps, plans and graphs, and digital technologies.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>National Curriculum</b>  Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>countries, continents and oceans studied at this key stage.</p>
<b>Skills</b>	<p>I can name and locate the countries and cities of the UK.</p> <p>I can locate the countries that make up the UK on a map.</p> <p>I can label key cities in the UK on a map.</p>	<p>To use common words and phrases relating to the passing of time.</p> <p>To develop the appropriate use of historical terms, and note connections and contrasts over time.</p> <p>To construct informed responses that involve the selection of relevant historical information.</p>	<p>To use common words and phrases relating to the passing of time.</p> <p>To develop the appropriate use of historical terms, and note connections and contrasts over time.</p> <p>To construct informed responses that involve the</p>	<p>I can create and label a cross-section of the Earth.</p> <p>I can compare the Earth's structure to a familiar object.</p> <p>I can show you how tectonic plates move.</p>	<p>To study the achievements of the earliest civilisations.</p> <p>To note connections, contrasts and trends over time.</p> <p>To develop the use of historical terms.</p> <p>To address and devise historically valid questions about similarity, difference and significance.</p>	<p>I can use maps and atlases to locate rainforests.</p> <p>I can use an atlas to find countries of the world where rainforests are found.</p> <p>I can label a map to show countries where rainforests are found.</p>

	<p>I can use the eight compass points to describe the location of the countries and cities of the UK.</p> <p>I can use the 8 compass points to describe a location on a map.</p> <p>I can use a compass direction to find a location on a map.</p> <p>I can use the 8 compass points to describe a location relative to another place.</p> <p>I can identify rivers and seas using an atlas or map.</p> <p>I can find the names of seas on a map.</p> <p>I can find the names of rivers on a map.</p> <p>I can follow a river on a map to find where it starts and ends.</p> <p>I can name and locate some of the counties of the UK.</p> <p>I can find London on world and UK maps.</p> <p>I can use a map to locate some of the counties of the UK.</p> <p>I can find my county on a map.</p> <p>I can identify some counties local to my area on a map.</p> <p>I can name and locate areas of high ground in the UK.</p> <p>I can find areas of high ground on a map on the UK.</p>	<p>To address historically valid questions about trends and significance.</p> <p>To locate the long period of time of the Stone Age, the Bronze Age and the Iron Age and where they fit within the wider historical context.</p> <p>To explain how these periods impacted people's lives.</p> <p>To use sources to organise and present information.</p> <p>To describe some differences and similarities in people's lives in the Old and Middle Stone Ages.</p> <p>To use sources to reach conclusions about life in this period.</p> <p>To describe some of the key features of significant monuments.</p> <p>To find similarities and differences between Bronze Age and Iron Age houses and home life.</p> <p>To explain why there are differing viewpoints about the Iron Age and to support my opinions with accurate information.</p>	<p>selection of relevant historical information.</p> <p>To address historically valid questions about trends and significance.</p> <p>To locate the long period of time of the Stone Age, the Bronze Age and the Iron Age and where they fit within the wider historical context.</p> <p>To explain how these periods impacted people's lives.</p> <p>To use sources to organise and present information.</p> <p>To describe some differences and similarities in people's lives in the Old and Middle Stone Ages.</p> <p>To use sources to reach conclusions about life in this period.</p> <p>To describe some of the key features of significant monuments.</p> <p>To find similarities and differences between Bronze Age and Iron Age houses and home life.</p> <p>To explain why there are differing viewpoints about the Iron Age and to support my opinions with accurate information.</p>		<p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To use a timeline to locate Ancient Egypt and other ancient civilisations.</p> <p>To explain why the Egyptians did certain things as part of their religion.</p> <p>To use artefacts and images to find out about Egyptian religion. To describe achievements made by the Ancient Egyptians.</p> <p>To argue why one achievement may be greater than another using sources.</p> <p>To compare the achievements made by the Ancient Egyptians with those of other societies.</p>	<p>I can identify areas of the world containing rainforests.</p> <p>I can find the Equator on a map.</p> <p>I can find the tropics of Cancer and Capricorn on a map.</p>
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	I can find the height of a peak on a map.					
Knowledge	<p>I can name the capital cities of the countries of the UK.</p> <p>I can name and locate the main rivers and seas of the UK.</p> <p>I can name the seas surrounding the UK.</p> <p>I can name some of the UK's main rivers.</p> <p>I can name the seas some rivers flow into.</p> <p>I can explain what a county is.</p> <p>I can name some counties local to my area.</p> <p>I can tell you the names of some areas of high ground in the UK.</p> <p>I can identify ways that London has changed over time.</p> <p>I can tell you who first settled in London.</p> <p>I can describe some ways that London has changed since AD43 and explain why.</p> <p>I can identify the location of the Prime Meridian and explain the importance of the Prime Meridian to London's history.</p> <p>I can tell you why London was chosen to be the</p>	<p>To develop a chronologically secure knowledge and understanding of British history.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To reach a valid conclusion on the quality of life at this time.</p> <p>To distinguish between features of the different periods of each Age.</p> <p>To produce valid conclusions using evidence from sources.</p> <p>Show an understanding of how archaeologists and historians use remaining evidence to interpret the past.</p> <p>To make comparisons between family life in Neolithic times and today.</p>	<p>To develop a chronologically secure knowledge and understanding of British history.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To reach a valid conclusion on the quality of life at this time.</p> <p>To distinguish between features of the different periods of each Age.</p> <p>To produce valid conclusions using evidence from sources.</p> <p>Show an understanding of how archaeologists and historians use remaining evidence to interpret the past.</p> <p>To make comparisons between family life in Neolithic times and today.</p>	<p>To describe what you find underground.</p> <p>I can recognise that there is rock under all surfaces.</p> <p>I can list the layers that make up the Earth.</p> <p>To explain how volcanoes are formed.</p> <p>I can tell you how a volcano is formed.</p> <p>I can name some of the parts of a volcano.</p> <p>I can tell you what happens when a volcano erupts.</p> <p>I can tell you where volcanoes are found.</p> <p>I can use extinct, dormant and active when describing volcanoes.</p> <p>I can list the risks and benefits of living near to a volcano.</p> <p>I can tell you where earthquakes happen.</p> <p>I can tell you why earthquakes happen.</p> <p>I can tell you how to keep safe in an earthquake.</p> <p>I can compare the strength of earthquakes.</p> <p>I can tell you where tsunamis happen.</p>	<p>To develop a chronologically secure knowledge and understand of British, local and world history.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To explain why the Nile was so important to the Egyptians. To provide some reasons why the Ancient Egyptians were successful.</p> <p>To identify some of the main sources of evidence about Ancient Egyptian life.</p> <p>To reach some conclusions about Ancient Egyptian life from looking at the evidence.</p> <p>To understand why some of this evidence can be found in Britain and other countries.</p> <p>To place the different roles in a hierarchy of importance.</p> <p>To describe a range of different roles and jobs carried out by the Egyptians.</p> <p>To explain how one of the different groups contributed to significant achievements</p> <p>To identify and explain reasons why the Egyptians built the pyramids.</p> <p>To make suggestions about how the pyramids were built.</p> <p>To reach some conclusions about the Ancient Egyptian people through studying the pyramids</p> <p>To know important details about Egyptian religion</p>	<p>I can identify areas of the world containing rainforests.</p> <p>I can name some countries where rainforests are found.</p> <p>I can tell you more about one country where rainforests are found.</p> <p>I can tell you that rainforests are found near the equator.</p> <p>I can tell you that rainforests are found between the tropics of Cancer and Capricorn.</p> <p>I can explain the key aspects of a rainforest climate.</p> <p>I can tell you the difference between weather and climate.</p> <p>I can describe what the weather is usually like in a tropical climate.</p> <p>I can describe and understand the features of the layers of a rainforest.</p> <p>I can name the four layers of a rainforest.</p> <p>I can tell you about the climate in each layer.</p> <p>I can tell you about the plants found in each layer.</p> <p>I can tell you some animals that live in each layer.</p> <p>I can describe the animals living in the rainforest.</p> <p>I can name some animals</p>

	<p>location of the Prime Meridian.</p> <p>I can describe and understand how the UK has changed over time.</p> <p>I can explain some reasons a place may change.</p> <p>I can describe how the UK population has changed over time.</p> <p>I can tell you where some immigrants to the UK came from.</p> <p>I can identify similarities and differences between my daily routine and that of a child from another historical period.</p>			<p>I can explain what causes a tsunami.</p> <p>I can describe the damage caused by a tsunami.</p> <p>I can tell you how to keep safe in a tsunami.</p> <p>I can tell you how tornadoes form.</p> <p>I can explain how scientists collect data about storms.</p> <p>I can explain how scientists compare tornadoes.</p> <p>I can tell you where tornadoes happen.</p>		<p>that live in each layer of the rainforest.</p> <p>I can explain why different animals live in different layers.</p> <p>I can tell you more about one animal living in a rainforest.</p> <p>I can tell you some similarities between the Amazon Rainforest and Sherwood Forest.</p> <p>I can tell you what deforestation means.</p> <p>I can tell you why deforestation is happening.</p> <p>I can identify positive effects of deforestation.</p> <p>I can identify negative effects of deforestation.</p> <p>I can tell you some things I can do to help limit the impact of deforestation.</p>
Key Vocabulary	<p>L1: United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital, north, east, west, south, north-east, north-west, south-east, south-west.</p> <p>L2: River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann.</p> <p>L3: County, country town.</p> <p>L4: Mountain, hill, range, peak, height, legend.</p> <p>L5: City of London, Greater London, population, growth, immigration, trading, finance, suburbs, Prime Meridian.</p> <p>L6: Population, immigration, migrants.</p>	<p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction, evidence, settlement, community, grave goods, aerial photograph, social, agriculture, revolution tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.</p>	<p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction, evidence, settlement, community, grave goods, aerial photograph, social, agriculture, revolution tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.</p>	<p>L1: Topsoil, subsoil, bedrock, crust, mantle, outer core, inner core, magma.</p> <p>L2: Volcano, eruption, magma, main vent, crater, magma chamber.</p> <p>L3: Active, dormant, extinct.</p> <p>L4: Epicentre, shock wave, magnitude (power/strength), Richter, Mercalli.</p> <p>L5: Tsunami.</p> <p>L6: Tornado.</p>	<p>Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule</p>	<p>L1: Rainforest, temperate, tropical, boreal, deciduous, carniferous.</p> <p>L2: Climate, tropics, tropical, forecast.</p> <p>L3: Forest floor, understory layer, canopy layer, emergent layer.</p> <p>L4: Forest floor, understory layer, canopy layer, emergent layer, habitat, diet.</p> <p>L5: Amazon rainforest, Sherwood Forest, Amazon river, species, natives, tribes, woodland, heathland, 'thyng' site.</p> <p>L6: Deforestation, soil erosion, impact.</p>

YEAR 4	What's it like in Whitby? (Geography)	Ancient Greece (History)	The Americas (Geography)	Ancient Greece/Roman Britain (History)	Roman Britain (History)	Rivers and the Water Cycle (Geography)
NC Objectives	<p><b>Locational Knowledge</b></p> <p><b>Children can:</b> a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p><b>Place Knowledge</b></p> <p><b>Children can:</b> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom</p> <p><b>Geographical Skills and Fieldwork</b></p> <p><b>Children can:</b></p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>National Curriculum</b> Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>National Curriculum</b> Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Pupils should be taught about: the Roman Empire and its impact on Britain. This could include:</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>National Curriculum</b> Pupils should be taught about: the Roman Empire and its impact on Britain. This could include: • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Name and locate 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.</p>



	use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies		of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• The Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, for example, Boudica</li> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>		
Skills	<p>I can locate Whitby and my school on a map.</p> <p>I can identify physical features of Whitby using a map.</p> <p>I can identify human features of Whitby using a map.</p> <p>I can identify similarities and differences in locations of Whitby and my school.</p> <p>I can describe the landscape of Whitby town centre</p> <p>I can describe the landscape around Whitby</p> <p>I can name different types of land use.</p> <p>I can identify the way land is used from a digital map.</p> <p>I can use a key to record types of land use.</p> <p>I can tell you what planning is needed for a trip in the UK.</p> <p>I can find information about travel options using a given website.</p>	<p>Develop the use of historical terms.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Consistently answer and ask historically valid questions about similarity and difference.</p> <p>Recognise where Ancient Greece falls on a timeline, and compare that period with other civilisations studied.</p> <p>Develop the use of historical terms.</p> <p>Address and devise historically valid questions.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Make valid comparisons between the lives of Spartans and Athenians.</p> <p>Make several comparisons to show both change and continuity.</p>	<p>enhance their locational and place knowledge</p> <p>begin to associate weather/climate with landscape and environment</p> <p>use maps, atlases, globes and digital/ computer mapping</p> <p>learn to use the eight points of a compass</p> <p>use a map to identify states in North America relate 'continent', 'country', 'state' and 'city' in the context of the Americas</p> <p>locate the city of Denver in the state of Colorado, in the country of the USA, on the continent of North America, using a map, an atlas index or Google Earth</p> <p>find the names of cities that are located approximately N, NE, E, SE, S, SW, W and NW of Denver</p> <p>find, and record (some) countries, states and cities in North and South America</p> <p>identify some similarities and differences between North and South American cities</p>	<p>Develop the use of historical terms.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Consistently answer and ask historically valid questions about similarity and difference.</p> <p>Recognise where Ancient Greece falls on a timeline, and compare that period with other civilisations studied.</p> <p>Develop the use of historical terms.</p> <p>Address and devise historically valid questions.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Make valid comparisons between the lives of Spartans and Athenians.</p>	<p>Develop a chronologically secure knowledge and understanding of British history.</p> <p>Address historically valid questions about change, cause and significance.</p> <p>Construct informed responses that involve the thoughtful selection and organisation of historical information.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and devise historically valid questions about similarity and difference.</p> <p>Describe some of the details about the Roman invasion. Provide some valid reasons why the Romans wanted to invade Britain.</p> <p>Explain when and how the Romans conquered Britain. Describe what life was like for a Roman soldier on Hadrian's Wall.</p> <p>Use evidence to present a valid argument on whether life was hard for a soldier on the wall.</p> <p>Explain the consequences of building the roads for different groups of people.</p>	<p>name and locate some of the UK's and the world's most significant rivers and mountain environments</p> <p>learn about the features of a named river (the River Thames) in the UK, from source to mouth</p> <p>learn how rivers and mountains are formed</p> <p>follow the River Thames on a map from source to mouth</p> <p>identify a range of rural river features, including settlements</p> <p>identify a range of urban river features, including settlements</p> <p>name some of the world's main mountain ranges</p> <p>locate some of the world's main mountain ranges on a map</p> <p>name and locate the UK's most significant river and mountain environments</p>

	I can find information about tourist destinations using a given website.	<p>Reach valid conclusions using a range of sources.</p> <p>Make links between the importance of religion in Greek society with that of other societies studied.</p>		<p>Make several comparisons to show both change and continuity.</p> <p>Reach valid conclusions using a range of sources.</p> <p>Make links between the importance of religion in Greek society with that of other societies studied.</p>	<p>Explain what the Romans did which is still of significance today.</p> <p>Use a variety of resources to obtain information about the achievements of the Romans.</p>	
Knowledge	<p>I can tell you some similarities and differences between the landscape near Whitby and where I live.</p> <p>I can explain the difference between human geography and physical geography.</p> <p>I can tell you about the human geography of Whitby.</p> <p>I can give ideas about how life is similar for people living in Whitby and where I live.</p>	<p>Continue to develop a chronologically secure knowledge and understanding of world history.</p> <p>Give some reasons why Ancient Greece became so powerful.</p> <p>Identify what Greece is like now, and identify some links between the modern world and Ancient Greece.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Acquire knowledge related to the study of the Spartans and Athenians using a variety of sources of evidence.</p> <p>Understand what is meant by 'democracy', and can make links to government in the 21st century.</p> <p>Continue to develop a chronologically secure knowledge and understanding of world history and make connections between periods studied.</p> <p>Use sources to extend my knowledge and make valid conclusions.</p>	<p>focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities</p> <p>understand geographical similarities and differences through looking at regions in North and South America</p> <p>describe settlement and road patterns of some North and South American cities from satellite images and photographs</p> <p>describe some regions in North and South America</p>		<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand that there were differing viewpoints about invading Britain</p> <p>Aware of the range of evidence available to find out about how the Celts were defeated.</p> <p>Understand why there are differing interpretations of the invasion and resistance.</p> <p>Understand why the Vindolanda tablets are such an important piece of evidence.</p> <p>Know where and why the Romans built their roads.</p> <p>Understand how Roman roads were built.</p> <p>Understand that some Roman developments are of more importance now than others.</p> <p>Know information about the Roman army.</p> <p>Understand the limitations of a re-enactment as a representation of the past</p>	<p>describe and name the key landscape features of river and mountain environments</p> <p>explain the water cycle in appropriate geographical language</p> <p>know (some of) the processes associated with rivers and mountains</p> <p>describe where rainfall goes when it falls to Earth</p> <p>know that rainwater forms streams and rivers</p> <p>know that water evaporates from oceans, seas, lakes and the ground</p> <p>understand that water condenses as clouds</p> <p>describe and explain some ways people use rivers</p> <p>describe and explain some ways people change rivers</p>



		<p>Understand why we have different interpretations of stories from the past.</p> <p>Explain why the Ancient Greeks fought so many wars, and why they were successful.</p>				
<b>Key Vocabulary</b>	<p>Whitby, town, Yorkshire, coast, physical features, human features.</p> <p>Landscape, feature</p> <p>Land use, retail, leisure, housing, business, industrial, agricultural.</p> <p>Physical geography, human geography, cultural.</p> <p>Itinerary, travel guide, attraction, tourist, activities.</p> <p>Physical geography, human geography</p>	<p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact</p>	<p>City, state, country, continent, North America, South America, northern hemisphere, compass points (8), types of buildings (e.g. skyscrapers, public buildings, religious buildings), routeways, city networks, road lay-out patterns, surrounding landscape (e.g. mountains, plains),</p>	<p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact</p>	<p>Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment</p>	<p>River, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, evaporation, condensation, clouds, transpiration, sun, heat, sea, evaporate, evaporation, water vapour, droplets, (dark) clouds, rain, land, precipitation – rain, snow and hail, hydrological cycle, source, mouth, estuary, valley, (Thames) basin, urban, rural, village, town, city, capital city, gradient, meander</p>
<b>YEAR 5</b>	Eastern Europe (Geography)	Anglo Saxons to Vikings (History)	Anglo Saxons to Vikings (History)	Journey: Trade (Geography)	Changes in our Local Environment (Geography)	Ancient Benin (History)
<b>NC Objectives</b>	<p><u>Locational Knowledge</u></p> <p><u>Children can:</u> a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Place Knowledge</u></p> <p><u>Children can:</u> a understand geographical similarities and differences through the study of</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Name and locate 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. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Use the eight points of a compass, four/six-figure grid</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>

	<p>human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p> <p><b><u>Human and Physical Geography</u></b> <b>Children can</b></p> <p>b human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p>	<p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>National Curriculum</b> Pupils should be taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include:  <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul> </p>	<p>historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>National Curriculum</b> Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots. This could include:  <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> </p>	<p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p>	<p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>National Curriculum</b> Pupils should be taught about: a non-European society that provides contrasts with British history – one study chosen from: Benin (West Africa) c. AD 900-1300</p>
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	<p><b><u>Geographical Skills and Fieldwork</u></b></p> <p><b>Children can:</b></p> <p>a use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>					
Skills	<p>I can identify the countries of Europe</p> <p>I can identify some countries in Europe.</p> <p>I can use an atlas to find the names of countries.</p> <p>I can identify the capital city of a country.</p> <p>I can use an atlas to find names of cities.</p> <p>I can present information about one area of eastern Europe.</p> <p>I can find information about tourist destinations using the Internet.</p> <p>I can identify the countries affected by the Chernobyl nuclear disaster.</p>	<p>Develop a chronologically secure knowledge and understanding of British history.</p> <p>Establish clear narratives within and across the periods.</p> <p>Develop the appropriate use of historical terms.</p> <p>Explain who the Anglo-Saxons were and give valid reasons for why they settled in England.</p> <p>Reach conclusions about the Anglo-Saxons from using archaeological evidence.</p> <p>Explain why the discovery of the Staffordshire Hoard was so significant.</p> <p>Address historically valid questions about cause and significance.</p> <p>Construct informed responses that involve the thoughtful selection and organisation of relevant historical information.</p> <p>Note contrasts and connections over time using sources.</p> <p>Reach valid judgements and offer opinions using sources as evidence to justify reasoning.</p>	<p>Develop a chronologically secure knowledge and understanding of British history.</p> <p>Establish clear narratives within and across the periods.</p> <p>Develop the appropriate use of historical terms.</p> <p>Give valid reasons for why the Vikings invaded and settled in England.</p> <p>Reach conclusions using archaeological evidence.</p> <p>Address historically valid questions about cause and significance.</p> <p>Construct informed responses that involve the thoughtful selection and organisation of relevant historical information.</p> <p>Note contrasts and connections over time using sources.</p> <p>Reach valid judgements and offer opinions using sources as evidence to justify reasoning.</p> <p>Understand the importance of Viking settlements on modern day life.</p> <p>Set this period into the wider context of British and world history.</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>explain the views of different groups of people on a geographical issue</p> <p>explain that each type of fruit grows in particular climatic conditions</p> <p>know how to use an atlas to accurately locate countries</p> <p>name and locate several countries where my clothes and food originate</p> <p>explain where in the world several different fruits originate</p> <p>explain what 'fair trade' means</p> <p>pose my own enquiry questions</p> <p>plan and use a range of methods to collect evidence in answer to my geographical questions</p> <p>explain the views of different groups of people on a geographical issue</p> <p>understand that our shopping choice have an effect on the lives of others</p>	<p>name and locate counties and cities of the UK, geographical regions</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</p> <p>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.</p> <p>describe what their local area was like in the past</p> <p>offer opinions on their local area at present and the changes underway</p> <p>use appropriate geographical vocabulary to describe change</p> <p>know where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland</p> <p>name and locate some key topographical features of the UK</p> <p>explain some ways in which development can be sustainable</p> <p>describe the changes that have happened in my local area</p> <p>offer my opinions on what my local area is like now and the changes that are happening</p>	<p>Develop the use of historical terms.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Consistently answer and ask historically valid questions about similarity and difference.</p> <p>Recognise where Ancient Benin falls on a timeline, and compare that period with other civilisations studied.</p> <p>Develop the use of historical terms.</p> <p>Address and devise historically valid questions.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Make several comparisons to show both change and continuity.</p> <p>Reach valid conclusions using a range of sources about how the Benin Kingdom to thrived.</p> <p>Understand where the Kingdom of Benin used to be located.</p> <p>Set this period into the wider context of British and world history.</p>

					<p>share my hopes for the future of my area</p> <p>use a range of sources to identify change</p> <p>use appropriate geographical vocabulary to describe change</p>	
Knowledge	<p>I can tell you that a continent is a large land mass</p> <p>I can tell you that continents are groups of countries</p> <p>I can compare features of eastern European landscapes with my own area.</p> <p>I can describe how latitude can influence the landscape of an area.</p> <p>I can tell you about important physical features of an area of eastern Europe.</p> <p>I can identify differences between a place in eastern Europe and where I live</p> <p>I can identify similarities between a place in eastern Europe and where I live</p> <p>I can explain the difference between climate and weather</p> <p>I can tell you about the climate of an area of eastern Europe.</p> <p>I can identify differences between the climate of a place in eastern Europe and where I live.</p> <p>can explain the difference</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand the limitations of the evidence available regarding the raid on Lindisfarne.</p> <p>To know what the way of life was like for Anglo-Saxons at home</p> <p>Understand what archaeological evidence can tell us about the Anglo-Saxons.</p> <p>Understand the limitations of using archaeological evidence.</p> <p>Understand why the discovery of the Sutton Hoo ship burial was so important.</p> <p>Understand the importance of the <i>Lindisfarne Gospels</i>, <i>Beowulf</i> and <i>Bede's History</i></p> <p>To be able to explain some of the limitations of evidence.</p> <p>Understand the importance of archaeological evidence in our study of history.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand that the Vikings were traders as well as raiders despite common perception.</p> <p>To know where the Vikings settled in Britain and what Viking settlements were like.</p> <p>To know the key events in Alfred's life</p> <p>To know that the Vikings themselves left very little written evidence so it is very difficult to form a definitive picture of the Vikings</p> <p>To understand that the majority of the written evidence about the Vikings is biased.</p> <p>To be able to explain some of the limitations of evidence.</p> <p>Understand the importance of archaeological evidence in our study of history.</p>	<p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>understand that there are advantages and disadvantages to imported and locally produced products</p> <p>understand that there are various outcomes for items of clothing that are no longer wanted</p> <p>explain how cotton clothing is produced</p> <p>understand that there are various outcomes for items of clothing that are no longer wanted</p> <p>understand that it is sometimes difficult to ascertain where raw materials and ingredients originate</p> <p>know that plants grow in particular climatic conditions</p> <p>understand that each type of fruit grows in a particular season</p> <p>know that there is no right or wrong regarding the issue of choosing imported or locally produced food</p>	<p>know 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 understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p>describe how another region of the UK has changed over time</p> <p>understand that change is continual</p> <p>understand that their local area will continue to change</p> <p>understand where I live within the UK</p> <p>understand that people hold differing views about change in their region</p> <p>know that the Second World War changed the West Midlands region- link to local area and RAF museum</p> <p>understand that change is continual</p> <p>know that change is happening in my local area</p> <p>understand that there will be continual change in my local area</p> <p>understand how my local area might change in the future</p> <p>know what my local area was like in the past</p>	<p>Understand that differing interpretations of the past may be reached based on the evidence found.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To be able to explain some of the limitations of evidence.</p> <p>To understand how the early kingdom protected itself</p> <p>To recognise the importance of storytelling in Benin culture and what can be learnt.</p> <p>To recognise the impact of ordinary people in the Kingdom of Benin and how they helped the Benin Kingdom to thrive.</p> <p>To understand that historians classify Benin's history into three main periods.</p> <p>Understand the importance of archaeological evidence in our study of history.</p>

	<p>between human geography and physical geography.</p> <p>can tell you about the human geography of an area of eastern Europe</p> <p>can identify differences between the human geography of a place in eastern Europe and where I live.</p> <p>can identify similarities between the human geography of a place in eastern Europe and where I live.</p> <p>I can tell you what planning is needed for a trip abroad.</p> <p>I can explain the impact of the Chernobyl nuclear disaster.</p> <p>I can explain how nuclear power is used to generate electricity.</p> <p>I can explain why the Chernobyl nuclear disaster happened.</p> <p>I can explain some of the aftereffects of the Chernobyl nuclear disaster</p>			<p>know the journey of how at least one product gets to my home in detail</p> <p>understand that there are many routes that products can take before arriving in my home</p>		
<p><b>Key Vocabulary</b></p>	<p>Europe, continent, country, capital city.</p> <p>Latitude, Arctic Circle, physical features</p> <p>Latitude, Arctic Circle, climate.</p> <p>Human geography, land use, residential, industrial, business, retail, leisure.</p>	<p>Invasion, settle, reconstruction, Dark Ages, pagan, plunder, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification,</p>	<p>Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga Scandinavia.</p>	<p>Names of continents and relevant countries and regions</p> <p>Import: to bring goods into a country for sale</p> <p>Export: to send goods to another country for sale</p> <p>Trade: buying or selling goods or services</p> <p>man-made</p> <p>Native, season, biome, climate Recycle, reuse, fair trade, import, export, raw</p>		<p>Benin, rainforest, kingdom, storytelling, mythologies, creation, Ogiso king, Oba, Ogiso, Edo, Yoruba, West Africa, atreifacts, animists, trade, merchants, looting,empire, guild, cowrie shells, civil war, colonisation</p>

	<p>Itinerary, passport, visa, tourist attractions</p> <p>Nuclear power, radioactive waste, environmental disaster</p>	<p>cataloguing, strata, shard, site, trench.</p>		<p>material, country of origin, producer, retailer, consumer, trade, sustainability</p>		
<b>YEAR 6</b>	<b>WWII (History)</b>	<b>Crime and Punishment/WWII (Local Study) (History)</b>	<b>The Amazon (Geography)</b>	<b>Crime and Punishment (Changes over time period already studied) (History)</b>	<b>Protecting the Environment (Geography)</b>	<b>Our world in the future (Geography)</b>
<b>NC Objectives</b>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>National Curriculum</b> Pupils should be taught about: a local history study This could include:</p> <ul style="list-style-type: none"> <li>a study over time</li> </ul> <p>tracing how several aspects of national history are reflected in</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To notice connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>National Curriculum</b></p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in</p>	<p>Name and locate 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.</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p>



	<p>To be able to explain some of the limitations of evidence.</p> <p>Understand the importance of archaeological evidence in our study of history.</p>	<p>the locality (this can go beyond 1066)</p> <ul style="list-style-type: none"> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>	<p>earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p>	<p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</li> </ul>	<p>the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
Skills	<p>Address historically valid questions about continuity, and change and cause.</p> <p>Address and devise historically valid questions about continuity and change, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To explain the importance of key individuals and the impact they had on the war.</p> <p>To use sources and artefacts to discover how</p>	<p>Address historically valid questions about continuity, and change and cause.</p> <p>Address and devise historically valid questions about continuity and change, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Explain how laws and punishments change over time in the local area.</p> <p>Give valid reasons why some laws change and some remain the same.</p> <p>Use a variety of sources to obtain evidence to support my views.</p>	<p>locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.</p> <p>choose and use appropriate sources for geographical research</p> <p>correctly use some of the key vocabulary</p> <p>locate the Amazon basin and Amazon River on a map of South America</p> <p>understand how to research a distant city</p> <p>communicate my geographical ideas in an animation</p> <p>explain how I can help to protect the Amazon rainforest</p> <p>explain the value of the Amazon rainforest</p>	<p>Address historically valid questions about continuity, and change and cause.</p> <p>Address and devise historically valid questions about continuity and change, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Explain how laws and punishments change over time.</p> <p>Establish clear narratives over periods of study.</p>	<p>describe and understand key aspects of the distribution of natural resources including energy, minerals and water</p> <p>use maps, atlases and globes to locate countries and describe features studied</p> <p>use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world</p> <p>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</p> <p>plan and carry out an enquiry into sustainability in school</p> <p>explain several threats to wildlife/habitats</p> <p>explain where minerals are found around the world</p> <p>describe some threats to our oceans</p> <p>explain where minerals can be found around the world</p> <p>explain the carbon cycle</p> <p>describe some of the threats to our oceans</p> <p>pose an enquiry question</p>	<p>describe and understand key aspects of: – physical geography – human geography</p> <p>learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK</p> <p>use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>explain how local industry has changed over time</p> <p>understand that future needs of the community may affect local industry</p> <p>choose an appropriate format to present their geographical learning</p> <p>plan and carry out fieldwork, using appropriate techniques</p> <p>generate ideas and designs that will meet the needs of the community</p> <p>explain how the types of industry and employment in the area have changed over time</p> <p>use a map to locate local amenities and public services</p> <p>describe some activities or facilities that support the development of community spirit</p>

	<p>Churchill influenced public opinion.</p> <p>To use sources to learn about key events during the war, e.g. The Blitz</p> <p>Establish clear narratives over periods of study.</p>	<p>Note connections, contrasts and trends over time and develop the use of historical terms.</p> <p>Understand that views on what is a major crime have changed over time.</p> <p>Explain why views on crime have changed.</p> <p>Know when and why the police force was introduced and understand that there have been various types of law enforcer over time.</p> <p>Understand that there are differing views at different times on what is a suitable punishment.</p> <p>To note key individuals within the local area.</p>	<p>explain some of the reasons why deforestation is occurring in the Amazon</p> <p>explain the value of the Amazon rainforest and some ways in which it can be protected</p> <p>describe some of the ways in which Manaus differs from where I live</p> <p>explain 'shifting cultivation'</p> <p>describe how the climate in the Amazon is different to the climate in the UK</p>	<p>Note connections, contrasts and trends over time and develop the use of historical terms.</p> <p>Understand that views on what is a major crime have changed over time.</p> <p>Explain why views on crime have changed.</p> <p>Understand why different groups may have differing views.</p> <p>Know when and why the police force was introduced and understand that there have been various types of law enforcer over time.</p> <p>Understand that there are differing views at different times on what is a suitable punishment.</p>	<p>plan and carry out an enquiry into sustainability in school</p> <p>identify an important environmental issue</p> <p>know how this environmental issue has been caused</p> <p>suggest some possible solutions to this issue</p>	
Knowledge	<p>Know about, and can compare, the numbers of deaths in our locality in both World Wars.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand that the experiences of children in the locality were varied.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand the limitations of the evidence available and know that sources can be biased.</p> <p>To recognise that people had different opinions on what is a suitable punishment.</p> <p>To be able to explain some of the limitations of evidence.</p> <p>Understand the importance of archaeological evidence in our study of history.</p> <p>To recognise how Crime and Punishment were dealt with by local communities.</p>	<p>extend their knowledge and understanding beyond their local area to include South America</p> <p>develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region in South America</p> <p>Describe and understand key aspects of physical and human geography</p> <p>identify and name some of the countries in which the Amazon is located</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand the limitations of the evidence available and know that sources can be biased.</p> <p>To recognise that people had different opinions on what is a suitable punishment.</p> <p>To be able to explain some of the limitations of evidence.</p> <p>Understand the importance of</p>	<p>understand ways to improve the health of our planet</p> <p>explain the carbon cycle</p> <p>understand some advantages of marine protected areas</p> <p>know that there are threats to the health of our planet</p> <p>explain several threats to wildlife and/or habitats</p> <p>understand that there are ways to help improve the health of our planet</p> <p>know the sources of several important minerals used in everyday life</p> <p>understand some of the ways in which minerals can be used sustainably</p> <p>know that there are both renewable and non-renewable energy sources available</p>	<p>understand how developments can be sustainable</p> <p>understand how to take the needs and views of others into account</p> <p>know why my local area is special</p> <p>know the range of housing available in the local area</p> <p>understand how to make my designs sustainable</p> <p>know the different types of industry and employment currently available in the local area</p> <p>know that community needs may change in future, and that this will affect local industry and employment opportunities</p> <p>know what amenities and public services are available locally</p> <p>understand that the location of amenities and public services in communities is important</p>



	<p>Understand that the impact of the wars varied by region and between families.</p> <p>Use a variety of sources to obtain evidence about daily life during the wars.</p> <p>Know what steps were taken locally and nationally to lessen the impact of attack in both World Wars.</p> <p>Understand that the advances in warfare made the civilian population more vulnerable to attack in the Second World War.</p> <p>Understand that the degree of danger in each of the wars varied by region and between families.</p> <p>Can reach a conclusion of the overall impact of the wars on the local community.</p>	<p>To investigate local case studies and form conclusions using evidence from sources.</p> <p>To recognise how national history is reflected in the locality.</p> <p>To understand the importance of a specific aspect of history in the locality.</p>	<p>describe some similarities and differences between their local area and a region in South America</p> <p>describe what the climate is like in Amazonas</p> <p>know the nine countries that the Amazon region spans</p> <p>understand that 'The Amazon' may refer to a river, a river basin or a rainforest region</p> <p>know that the Amazon has a wet and a dry season</p> <p>understand that animals are adapted to their habitat and can give at least one example of an animal from the Amazon rainforest</p> <p>know the key human and physical features of Manaus</p> <p>know that communities can change over time</p> <p>understand that there are differing communities, both urban and rural in the Amazon basin</p> <p>know why the Amazon is important</p> <p>understand how the Amazon is being protected and can suggest what else might be done to protect it</p>	<p>archaeological evidence in our study of history.</p> <p>To recognise crime and punishment had changed or continued over a variety of time periods.</p> <p>To understand why social history has developed over time.</p> <p>To make links to time periods studied in previous years to show a chronological understanding.</p> <p>To recognise how Crime and Punishment were dealt with by local communities.</p> <p>To recognise the importance of modern technology and the impact that this can have on modern crimes</p>	<p>understand that no one type of energy production is the solution providing the world's energy</p> <p>know how humans rely on the oceans</p> <p>understand some of the ways in which I could make my school more sustainable</p>	<p>understand that the design of communities can help or hinder relations</p> <p>understand how developments can be sustainable</p>
Key Vocabulary	<p>Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, patriotism, mourning.</p>	<p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values</p>	<p>Continent, country, region, river, river basin, source, mouth, names of continents and relevant South American countries and regions, locational vocabulary: longitude, latitude, north, south, east, west, primary and secondary source, human and physical features, city, state, rainforest, Settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic, rainforest, deforestation</p>	<p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament,</p>	<p>Sustainability, habitat destruction, endangered, extinction, conservation, mineral, Renewable and non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels (oil, gas, coal) enquiry, biodiversity, recycle, waste</p>	<p>Human/physical features, topographical features, region, enquiry, future Housing: detached, semi-detached, terraced housing, flats/apartments, bungalow Industry, employment, primary, secondary, tertiary or quaternary, community spirit, public spaces, sustainable development, physical and human features, housing, industry, public services, community spirit</p>

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