



Geography and History 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>Development Matters</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>Development Matters</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>Development Matters</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>Development Matters</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>Development Matters</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>Development Matters</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>

Knowledge	<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>
Key Vocabulary	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
RECEPTION	1	2	1	2	1	2
	Myself	Celebrations and Festivals	Our Planet	Amazing Animals	Growing	Vehicles
NC Objectives	<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><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, 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>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><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><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><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>
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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>			
<p>Knowledge</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 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 cared for and show</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>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>			
Key Vocabulary	<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>
YEAR 1	1	2	1	2	1	2
	<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>
NC Objectives	<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>National Curriculum</p>	<p><u>Human and Physical</u></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:</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><u>Human and Physical Geography</u></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:</p> <p><i>b use basic geographical vocabulary to refer to key physical features, including: beach, cliff,</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><u>Locational Knowledge</u></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:</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>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>relation to the Equator and the North and South Poles;</p> <p>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>Geographical Skills and Fieldwork</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>d 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>e 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>Read Princess Olivia Reads the Wrong Weather. Her new home is a place of air pollution, unsafe water and air. The weather is different from when she lived in the castle above the smog, leaping from scorching heat to treacherous storms in the same day. As Olivia makes friends and learns more, she is now aware this weather is not normal, and she wants to know why.</p>	<p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p> <p>c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical Skills and Fieldwork</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>c devise a simple map; and use and construct basic symbols in a key;</p> <p>d 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>e 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>Read Rubbish: Don't Throw it Away and look at the effects of rubbish on your local area.</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>National Curriculum 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>National Curriculum 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>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.</p> <p>Place Knowledge</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 compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>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.</p> <p>Geographical Skills and Fieldwork</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>c devise a simple map; and use and construct basic symbols in a key;</p> <p>e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record,</p>
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Skills

						<p>observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p> <p>Read Wild Cities. Look at the urban wildlife across the UK.</p>
	<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 key features about London</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>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><u>Locational Knowledge</u></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><u>Human and Physical Geography</u></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><u>National Curriculum</u> 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><u>National Curriculum</u> 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><u>Place Knowledge</u></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><u>Geographical Skills and Fieldwork</u></p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p>	<p><u>Human and Physical Geography</u></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>read clem and crab to highlight the importance of keeping uk beaches clean.</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><u>National Curriculum</u> 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; 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></p> <p><u>Geographical Skills and Fieldwork</u></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: <i>a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</i></p> <p><i>c devise a simple map; and use and construct basic symbols in a key;</i></p> <p><i>d 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</i></p> <p>Read Our Planet: the place we call home. Lose yourself in icy landscapes, dense jungles and endless oceans. Learn how our fascinating habitats, and the plants and creatures living there, interconnect to create the one place we all call home – Our Planet.</p>			<p>Children can:</p> <p><i>a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</i></p> <p><i>c devise a simple map; and use and construct basic symbols in a key;</i></p> <p><i>e 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.</i></p> <p>Read Turtle Bay about conservation in Asia</p>		
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Skills

use an atlas to locate the continents and oceans of the world.

label a world map accurately.

confidently locate the 7 continents of the world using a world map.

research and explain my own key facts about continents of the world.

follow a journey line using key words such as continents, oceans and compass directions.

make my own journey line using key words to describe the journey.

locate Europe on a world map or globe.

look at aerial photographs using my observation skills.

find key features in aerial photographs (bridges, roads, coastline, forests, houses) using my observation skills.

use key words to describe the features I see.

To develop an awareness of the past, using common words and phrases relating to the passing of time.

To choose and use parts of stories and other sources that they know and understand key features of events.

To identify different ways in which it is represented. To use a wide vocabulary of everyday historical terms.

To explain the importance of using a range of evidence when studying an event.

To express an opinion about Guy Fawkes' actions in 1605 using different sources to reach a conclusion.

To use sources to reach a conclusion why the fire spread so quickly.

To learn about changes within living memory.

To ask historically valid questions.

To identify similarities and differences between ways of life in different periods.

To ask and answer questions and identify different ways in which the past is represented.

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.

To understand the importance of using more than one source to reach a conclusion.

can describe where China is located in the world.

use an atlas independently to locate China on a world map.

draw a freehand map of China.

label my map with main cities, oceans and rivers.

make a model of a Chinese landmark, the Great Wall of China.

observe what a Chinese city is like through a webcam and answer questions.

begin to ask my own questions to find out more about places.

use key words to describe different places I have visited.

talk about the different types of environments that people can visit and describe what they are like (town, village, city, countryside, seaside).

use key words to describe what seaside locations are like.

locate (find) our nearest seaside resort on a map.

find out three facts about our nearest seaside resort.

use key words to talk about the key features of the seaside.

spot key features of seaside locations using aerial photographs.

use my senses to say describing words about what I can see in aerial photographs.

use key words to group human and physical features of the seaside.

use key words to describe the town of St Ives and some of the man made and natural features that exist there.

begin to compare my own local area with St Ives.

plan a route for a tour around St Ives using a map and compass directions.

use an atlas to name and locate some of the main

To learn about changes within living memory.

To ask historically valid questions. To identify similarities and differences between ways of life in different periods.

To ask and answer questions and identify different ways in which the past is represented.

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.

To understand the importance of using more than one source to reach a conclusion.

					<p>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>	
Knowledge	<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>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</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>

	tell my partner 3 key features of a European country.				some islands may be 'hot' and some 'cold'.	
					talk about what I see, hear and smell at the seaside.	
Key Vocabulary	<p>L1: World map, continent, ocean, equator, northern hemisphere, southern hemisphere, Asia, Africa, North America, South America, Australia, 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>	Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, Samuel Pepys frightened, burning, wooden, buildings, Lord Mayor, River Thames, water squirts. Firehooks. Burned, diary	Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, 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>L1: China, Asia, Beijing, Shanghai, continent, country, oceans/seas, provinces.</p> <p>L2: People's Republic of China, Asia, freehand map, 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>L1: Visit, locate, resort, holiday, coast, national, international, near, far, village, town, city, countryside, urban, rural, human, physical, 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>	Local, heroes, significant, importance, courage, past, sequence, chronological order, portraits, powerful, strong, bravery, artefacts, oral history, sources, historical questioning
KS1 End points	<p align="center"><u>Geography</u></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.</p>			<p align="center"><u>History</u></p>		

Talk about features of the local environment that are liked and disliked

Geographical Skills & Fieldwork

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

Location & Place Knowledge

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.

Human and Physical

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.

Sustainability

Express thoughts and views about a locality.

Talk about how people can affect the environment they live in.

name and locate the world's seven continents and five oceans

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- 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 Human and physical geography
- 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
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- Pupils can use common words and phrases relating to the passing of time.
- Understand where the people events they study fit within a chronological framework.
- Able to identify similarities and differences between ways of life in different periods,
- Use a wide vocabulary of historical terms.
- Use sources to show they understand key features of events and use sources to ask questions.
- Able to identify different ways in which the past is represented.
- Can order historical artefacts and key events chronologically.
- Can illicit information and draw conclusions from primary sources of history.
- Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.
- Can articulate historical understanding verbally and through writing.
- Can compare related historical and modern objects and consider the influence of an historic event or change in history.

	<ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 					
YEAR 3	1 The UK What do I know about the UK? (Geography)	2 The Stone Age to Iron Age (History)	1 The Stone Age to Iron Age (History)	2 Extreme Earth What makes the Earth extreme? (Geography)	1 Ancient Egypt (History)	2 Rainforests Can I describe what the rainforest is? (Geography)
NC Objectives	<p><u>Locational Knowledge</u></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can: <i>b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including 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>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>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>National Curriculum</u> 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>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>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>Human and Physical Geography</u></p> <p>Children can: describe and understand key aspects of: a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p> <p>Read a climate in Chaos to look at the effects of climate change on extreme weather events.</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>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>National Curriculum</u> 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><u>Locational Knowledge</u></p> <p>locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics</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;</p> <p>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><u>Place Knowledge</u> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</p> <p>explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</p> <p>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom</p> <p><u>Human and Physical Geography</u></p>

	<p><u>Geographical Skills and Fieldwork</u></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>Read What a Waste. How does our waste in the UK affect the rest of the planet?</p>					<p>physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>human geography, including: types of settlement and land use;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p> <p><u>Geographical Skills and Fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>read wild wild wood to learn about the effects of deforestation</p>
Skills	<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>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</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 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 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 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</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>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>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 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>

	<p>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>I can find the height of a peak on a map.</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>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 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>	
Knowledge	<p>I can name the capital cities of the countries of the UK.</p>	<p>To develop a chronologically secure knowledge and understanding of British history.</p> <p>To understand how our knowledge of the past is</p>	<p>To develop a chronologically secure knowledge and understanding of British history.</p>	<p>To describe what you find underground.</p> <p>I can recognise that there is rock under all surfaces.</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</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 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 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>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 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>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>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>constructed from a range of sources.</p> <p>To explain why the Nile was so important to the Egyptians.</p> <p>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 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 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>
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	<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 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>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, carnivorous.</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)	All Around the World What is special about the Earth? (Geography)	Ancient Greece/Roman Britain (History)	Roman Britain (History)	Settlements and Land Use Can I create my own settlement? (Geography)
NC Objectives	<p>Locational Knowledge</p> <p>Children can: a locate the world's countries, using maps to focus on South America,</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Locational Knowledge</p> <p>locate the world's countries, using maps to focus on South America, concentrating on</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Human and Physical Geography</p> <p>human geography, including: types of settlement and land use</p>

	<p>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><u>Place Knowledge</u> <u>Children can:</u> 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><u>Geographical Skills and Fieldwork</u> <u>Children can:</u> use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies</p> <p>Look at the work of the Whitby Rotary Club to help protect the coast from rubbish</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><u>National Curriculum</u> <u>Pupils should be taught about:</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>environmental regions and key physical and human characteristics</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;</p> <p>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><u>Geographical Skills and Fieldwork</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p> <p>Read What a Wonderful World to encourage the children to recognise what it is that makes the Earth special, why we should try</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><u>National Curriculum</u> <u>Pupils should be taught about:</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>Pupils should be taught about:</u> 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,</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><u>National Curriculum</u> <u>Pupils should be taught about:</u> 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>Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p> <p>Geographical Skills and Fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world</p>
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			<p>to preserve it nd what might happen if we don't.</p> <p>What a Wonderful World by Leisa Stewart-Sharpe and Lydia Hill</p>	<p>culture and beliefs, including early Christianity</p>		
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>I can find information about tourist destinations 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>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>I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.</p> <p>I can locate the Equator on a map and globe.</p> <p>I can locate the Northern and Southern Hemisphere on a map.</p> <p>I can name some of the countries on the Equator.</p> <p>I can identify lines of latitude and longitude</p> <p>I can use longitude and latitude to find places on maps, atlases and globes.</p> <p>I can identify a location on a map when the latitude and longitude are provided.</p> <p>I can find the North and South Poles on a globe or map.</p> <p>I can identify the Arctic and Antarctic Circle on a globe or map.</p> <p>I can identify the location of the Prime Meridian.</p> <p>I can find the local time in another city using time differences.</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>Reach valid conclusions using a range of sources.</p> <p>Make links between the importance of religion in</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>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>	<p>I can identify important features of a settlement site</p> <p>I can sort settlers needs by importance</p> <p>I can list the things settlers need from a settlement site</p> <p>I can use maps to identify sites built by invaders</p> <p>I can tell you that settlements have been built at different times in history</p> <p>I can identify patterns of historical settlement using maps</p> <p>I can list different land uses</p> <p>I can identify land use using a digital map</p> <p>I can use maps to identify links between settlements</p> <p>I can use a key to identify transport links on maps</p> <p>I can use an atlas to find a route between two places</p> <p>I can describe the direction of travel using the 8 compass points</p> <p>I can create a map of a settlement</p> <p>I can draw a map of a settlement</p> <p>I can create a key for my map</p>

				Greek society with that of other societies studied.		
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>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>	<p>I can describe the key features of the polar regions and compare them to the UK.</p> <p>I can compare the climate of the tropics with the UK climate</p> <p>I can identify the location of the Tropics of Cancer and Capricorn.</p> <p>I can identify differences between the UK and the tropics</p> <p>I can compare daylight hours in the UK and polar regions.</p> <p>I can identify similarities between the UK and the tropics.</p> <p>I can describe the climate in the tropics.</p> <p>I can explain the position and significance of the Prime Meridian.</p> <p>I can tell you why the Prime Meridian's location was chosen.</p> <p>I can tell you more about one country on the Prime Meridian.</p> <p>I can explain the position and significance of time zones.</p> <p>can tell you why day and night occur.</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>I can explain why settlements develop in certain locations</p> <p>I can explain what a settlement is</p> <p>I can identify reasons settlers have chosen a site</p> <p>I can identify the features of a good settlement site</p> <p>I can give reasons why a settlement site might be good or unsuitable</p> <p>I can identify who built a settlement by clues in the name</p> <p>I can compare land use of different settlements</p> <p>I can identify similarities and differences between land use in different places</p> <p>I can list important features of a settlement site</p>

			I can tell you why we need to have time zones.			
Key Vocabulary	<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>Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Latitude, longitude, co-ordinates.</p> <p>Polar region, North Pole, South Pole, Arctic Circle, Antarctic Circle, Antarctica.</p> <p>Tropic of Cancer, Tropic of Capricorn, the tropics, tropical, climate.</p> <p>Prime Meridian, Greenwich Meridian, Greenwich Mean Time.</p> <p>Greenwich Mean Time, GMT, International Date Line, time zone.</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>Settlement, settler, site, need, shelter, food, defence, water, fuel, building materials, agriculture, transport.</p> <p>Settlement, invader, origin, suffix, pattern</p> <p>Settlement, village, town, city, land use, retail, leisure, housing, business, industrial, agricultural.</p> <p>Transport, link, journey, route, plan.</p> <p>Settlement, settler, site, need, shelter, food, defence, water, fuel, building materials, agriculture, transport, retail, leisure, housing, business, industrial, agricultural, key, symbol.</p>
YEAR 5	<p>Eastern Europe</p> <p>What is it like to live in Eastern Europe? (Geography)</p>	<p>Anglo Saxons to Vikings (History)</p>	<p>Anglo Saxons to Vikings (History)</p>	<p>Magnificent Mountains</p> <p>How are mountains formed? (Geography)</p>	<p>Enough for everyone</p> <p>What do we need? (Geography)</p>	<p>Ancient Benin (History)</p>
NC Objectives	<p><u>Locational Knowledge</u></p> <p>Children can: 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>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>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><u>Locational Knowledge</u></p> <p>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>use key vocabulary to demonstrate knowledge</p>	<p><u>Locational Knowledge</u></p> <p>name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates,</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>Children can: a understand geographical similarities and differences through the study of 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><u>Human and Physical Geography</u> Children can 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</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><u>National Curriculum</u> 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: • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066</p>	<p>To develop the appropriate use of historical terms. 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>and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p><u>Human and Physical Geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle</p> <p>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><u>Geographical Skills and Fieldwork</u></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph</p> <p>Read Mountains of the World to see the effects of climate change on mountains across the world</p>	<p>latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p><u>Human and Physical Geography</u></p> <p>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 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>Read Everything Sustainable Energy by National Geographic Kids to learn about sustainable energy</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><u>National Curriculum</u> 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>mountain, tourism, positive, negative, economic, social, environmental.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Children can:</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>I can use a map to find countries and their key features.</p> <p>I can use a legend to find areas of higher ground on a map.</p> <p>I can locate key mountain ranges of the world.</p> <p>I can use the index in an atlas to find mountains.</p> <p>I can find the height of a peak on a map.</p> <p>I can use a map to find and describe key features of the mountains.</p> <p>can draw contour lines to show higher ground</p> <p>can draw a mountain range including the key features I have identified</p>	<p>I can find a place on a blank map by comparing it to an atlas.</p> <p>I can use an atlas to locate a given place.</p> <p>I can label a map using a key. I can use digital maps to calculate food miles.</p> <p>I can use digital maps to calculate the distance between 2 places</p> <p>I can reflect on my own role in reducing resource shortages around the world.</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>

			Set this period into the wider context of British and world history.			
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 between human geography and physical geography.</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 Bede's <i>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>I can tell you the country a mountain range is found in.</p> <p>I can locate key areas of higher ground in the UK.</p> <p>I can tell you the county an area of higher ground is found in.</p> <p>I can tell you different ways areas of higher ground are shown on a map.</p> <p>I can tell you what a hill might look like based on its contours</p> <p>can describe the key features of a mountain range.</p> <p>can tell you that not all mountains look the same</p> <p>can identify a valley and the summit, foot and slope of a mountain.</p> <p>can identify an outcrop, a ridge, the tree line and the snow line.</p> <p>can identify a plateau.</p> <p>can explain how different types of mountains are formed.</p> <p>I can tell you that mountains formed a very long time ago</p>	<p>I can explain what settlers need.</p> <p>I can explain how electricity is generated and distributed.</p> <p>I can explain renewable sources of electricity.</p> <p>I can explain where our food comes from.</p> <p>I understand the importance of conserving food, water and energy supplies.</p> <p>I can explain that access to natural resources varies in different countries.</p> <p>I can identify important features of a settlement site.</p> <p>I can tell you the main stages of electricity distribution.</p> <p>I can identify what makes an energy source renewable.</p> <p>I can find the country or town of origin on a food label.</p> <p>I can explain the terms efficiency and conservation.</p> <p>I can tell you that food shortages are a global problem.</p> <p>I can list the resources a settlement needs to thrive.</p> <p>I can name some of the methods of power generation used in the UK.</p> <p>I can list some foods that are produced in the UK.</p> <p>I can identify ways to reduce</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>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>can describe how tectonic plates move together to create fold mountains</p> <p>can describe how lava flow creates volcanic mountains.</p> <p>can describe how fault lines in the Earth's crust move to create mountains.</p> <p>I can describe how pressure from magma under the Earth's surface creates dome mountains</p> <p>I can describe how erosion creates plateau mountains</p> <p>I can describe a mountainous climate.</p> <p>can tell you what the weather is usually like on a mountain.</p> <p>can tell you the differences between a weather forecast and climate.</p> <p>I can compare mountain climates.</p> <p>I can describe how tourism affects mountain regions.</p> <p>I can tell you why people might visit mountains.</p> <p>I can describe some of the effects of tourism on an area</p> <p>can identify ways to limit the damage tourism causes to an area.</p>	<p>food wastage.</p> <p>I can name areas of the world most affected by food shortages.</p> <p>I can rank human needs by importance to me.</p> <p>I can explain where electricity is generated in the UK.</p> <p>I can explain some renewable methods of power generation.</p> <p>I can explain why foods are imported and exported.</p> <p>I can identify ways to reduce water wastage.</p> <p>I can explain how CO2 levels impact global access to resources.</p> <p>I can describe how human needs have changed over time.</p> <p>I can describe the impact renewable sources have on UK electricity production.</p> <p>I can identify some benefits of importing food.</p> <p>I can identify ways to reduce energy usage.</p> <p>I can tell you about the causes of food shortages in a foreign country.</p> <p>I can explain how small changes can lead to a big impact.</p> <p>I can tell you what food miles are.</p> <p>I can identify some issues related to importing food.</p> <p>I can identify ways to reduce my carbon footprint.</p>	
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<p>Key Vocabulary</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>Itinerary, passport, visa, tourist attractions</p> <p>Nuclear power, radioactive waste, environmental disaster</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, cataloguing, strata, shard, site, trench.</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>Mountain, range, height, peak.</p> <p>Contour, altitude, peaks, slopes</p> <p>Valley, foot, slope, summit, snow line, tree line, outcrop, face, ridge, peak, plateau.</p> <p>Fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain.</p> <p>Climate, forecast, average.</p> <p>tourism, positive, negative, economic, social, environmental .</p>	<p>Settlement, resources, services, goods</p> <p>electricity, supply, generation, power, Gigawatt (GW), coal, nuclear, CCGT, pumped storage.</p> <p>Renewable, non-renewable, solar power, wind power, biomass.</p> <p>Origin, import, export, food miles, as the crow flies.</p> <p>Efficiency, conservation, carbon footprint.</p> <p>Carbon footprint, global warming, poverty, food security, famine.</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>YEAR 6</p>	<p>WWII (History)</p>	<p>Crime and Punishment/WWII (Local Study) (History)</p>	<p>The Americas What is it like in the Americas? (Geography)</p>	<p>Crime and Punishment (Changes over time period already studied) (History)</p>	<p>Raging Rivers What makes rivers so important? (Geography)</p>	<p>Our Changing World What will our world be like in the future? (Geography)</p>
<p>NC Objectives</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>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><u>Locational Knowledge</u></p> <p>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>identify the position and significance of latitude, longitude, Equator,</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><u>Locational Knowledge</u></p> <p>name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p><u>Human and Physical Geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p>	<p><u>Locational Knowledge</u></p> <p>characteristics, countries, and major cities;</p> <p>name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, co-ordinates, latitude, longitude,</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>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 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>National Curriculum Pupils should be taught about: a local history study This could include:</p> <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	<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>Place Knowledge</p> <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>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;</p> <p>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>Human and Physical Geography</p> <p>physical geography, including: climate zones,</p>	<p>Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p>Place Knowledge</p> <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>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;</p> <p>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>Human and Physical Geography</p> <p>physical geography, including: climate zones,</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>National Curriculum Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This could include:</p> <ul style="list-style-type: none"> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present 	<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;</p> <p>Read The Journey Home: A Journey Through Oceans and Rivers</p> <p>The ice is melting so Polar Bear sets off in search of a new home. Join him on his adventures across the seas and discover the many friends he meets along the way. This beautifully illustrated story has a powerful message of conservation and is perfect for parents and teachers to gently introduce children to global warming and environmental issues.</p>	<p>contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p>Human and Physical Geography</p> <p>physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p> <p>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 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>Geographical Skills and fieldwork</p> <p>use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, co-ordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass,</p>
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biomes and vegetation belts,
mountains and the water cycle;

Geographical Skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features;

use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Read City of Rust; A Futuristic Look at the World

I

Skills

Skills	Address historically valid questions about continuity, and change and cause.	Address historically valid questions about continuity, and change and cause.		Address historically valid questions about continuity, and change and cause.	I can locate the key rivers of the world. I can use the index of an atlas to find rivers. I can locate the key rivers of the UK. I can tell you the place in which the source of a river is found. I can tell you some features of a river's lower course. I can tell you how meanders form. I can list some advantages for different uses of a river. I can tell you the location of one major dam.	I can identify similarities in photographs of a landscape taken at different times. I can give reasons why the UK's borders have changed. I can identify ways a landscape has changed over time.
	Address and devise historically valid questions about continuity and change, similarity and difference, and significance.	Address and devise historically valid questions about continuity and change, similarity and difference, and significance.	I can use an atlas to locate the wonders of the world.	Address and devise historically valid questions about continuity and change, similarity and difference, and significance.	I can tell you the place in which the source of a river is found. I can tell you some features of a river's lower course. I can tell you how meanders form. I can list some advantages for different uses of a river. I can tell you the location of one major dam.	I can give reasons why a landscape might have changed over time.
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	I can plan and undertake fieldwork in my local area.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	I can tell you how meanders form. I can list some advantages for different uses of a river. I can tell you the location of one major dam.	I can predict how human factors might change the landscape in the future.
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	I can identify similarities and differences between the human and physical geography of Death Valley, California and where I live.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	I can tell you the location of one major dam.	I can describe how erosion changes rocks.
	Explain how laws and punishments change over time in the local area.	Explain how laws and punishments change over time in the local area.	I can create a map and key showing the ancient and new wonders of the world.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	I can use the index in an atlas to find rivers.	I can identify coastal features of the UK.
	Give valid reasons why some laws change and some remain the same.	Give valid reasons why some laws change and some remain the same.	I can identify the capital city of a country.	Explain how laws and punishments change over time.	I can identify the sea a river flows into.	I can identify how the borders of Europe have changed over time.
	Use a variety of sources to obtain evidence to support my views.	Use a variety of sources to obtain evidence to support my views.	I can use maps and atlases to locate countries and regions of the Americas.	Establish clear narratives over periods of study.	I can compare the features of a river at different points along its course.	I can describe how human activity has changed the Earth since 1800.
	Note connections, contrasts and trends over time and develop the use of historical terms.	Note connections, contrasts and trends over time and develop the use of historical terms.	I can present my learning in creative ways. I can read and write coordinates.	Note connections, contrasts and trends over time and develop the use of historical terms.	I can tell you how oxbow lakes form.	I can name some famous UK coastal features.
	Understand that views on what is a major crime have changed over time.	Understand that views on what is a major crime have changed over time.	I can use an atlas to find the names of countries and cities.	Understand that views on what is a major crime have changed over time.	I can list some disadvantages for different uses of a river.	I can name an area of the UK which has been affected by coastal erosion.
	Explain why views on crime have changed.	Explain why views on crime have changed.	I can tell you the geographical location and key characteristics of different places across the Americas.	Explain why views on crime have changed.	I can identify the advantages and benefits of building a dam.	I can give reasons why the borders of Europe have changed.
	Know when and why the police force was introduced and understand that there have been various types of law enforcer over time.	Know when and why the police force was introduced and understand that there have been various types of law enforcer over time.	I can identify other areas around the world with similar climates.	Understand why different groups may have differing views.	I can use a legend to find rivers on a map.	I can tell you some human activity changes to the Earth predicted to occur by 2050.
	Understand that there are differing views at different times on what is a suitable punishment.	Understand that there are differing views at different times on what is a suitable punishment.		Know when and why the police force was introduced and understand that there have been various types of law enforcer over time.	I can identify key locations along a river.	I can identify the location of some famous UK coastal features.
	To note key individuals within the local area.	To note key individuals within the local area.		Understand that there are differing views at different	I can identify meanders on a map and photograph.	
					I can identify key locations along a river.	
					I can identify oxbow lakes on a map and photograph.	

				times on what is a suitable punishment.	I can compare the length of rivers.	
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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 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>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>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>I can identify the countries of North and South America.</p> <p>I can use geographical terminology to describe the location and characteristics of a range of places across the Americas.</p> <p>I can describe the climates and biomes of different regions across the Americas.</p> <p>I can identify physical and human geographical features of my local area.</p> <p>I can identify similarities and differences in the human and physical geography of my local area and a region of North America.</p> <p>I can tell you the names and locations of the ancient and new wonders of the world.</p> <p>I can tell you that a continent is a large landmass usually made up of a number of countries.</p> <p>I can explain the meaning of key vocabulary relating to geographical location.</p> <p>I can describe how latitude influences the climate of an area.</p> <p>I can explain the difference between human geography and physical geography.</p> <p>I can explain the difference between human geography and physical geography.</p> <p>I can identify some countries in North and</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 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>I can describe the key features of a river system.</p> <p>I can describe the key features of a river system.</p> <p>I can explain the ways rivers can be used.</p> <p>I can explain the impact of damming rivers.</p> <p>I can explain that the water cycle keeps going.</p> <p>I can explain the water cycle.</p> <p>I can tell you some of the features of a river's upper course.</p> <p>I can describe how water erodes a river bank.</p> <p>I can list some ways that rivers are used. I can tell you what a dam is.</p> <p>I can explain why the water cycle is a closed cycle.</p> <p>I can use a legend to find rivers on a map.</p> <p>I can tell you some of the features of a river's middle course.</p> <p>I can describe how deposition changes the shape of a river.</p> <p>I can sort the ways rivers are used into categories.</p> <p>I can give you at least two reasons why dams are built.</p> <p>I can describe how waterfalls are formed.</p> <p>I can identify possible future</p>	<p>I can explain how erosion and weathering can change the landscape.</p> <p>I understand how coastal features are formed.</p> <p>I can explain how water and weather can change coastlines.</p> <p>I can explain how the make-up of the United Kingdom has changed over time.</p> <p>I can explain how and why landscapes change over time.</p> <p>I can predict how physical factors might change the landscape in the future.</p> <p>I can tell you what weathering and erosion mean. I can name some features of a coastline.</p> <p>I can tell you how erosion and deposition change the look of a coastline.</p> <p>I can identify how the UK's borders have changed over time.</p> <p>I can describe how physical changes have affected Earth since 1800.</p> <p>I can name different types of weathering.</p> <p>I can explain how some coastal features are formed.</p> <p>I can describe how a coastline might have looked in the past.</p> <p>I can tell you some physical changes to the Earth predicted to occur by 2050.</p> <p>I can describe how different</p>

			<p>South America. I can explain how latitude affects the physical features of a geographical region. I can explain the difference between climate and weather.</p> <p>I can tell you about the climate, biome and likely weather conditions of an area of the Americas.</p> <p>I can describe the characteristics and significance of a natural wonder of the Americas.</p> <p>I can compare the climate of a region of the Americas with where I live.</p> <p>I can describe a natural wonder of the Americas in detail</p>		<p>impacts of river use.</p> <p>I can identify the disadvantages and risks of building a dam.</p> <p>I can tell you the place in which the source of a river is found.</p> <p>I can identify the sea a river flows into.</p> <p>I can compare the discharge of rivers.</p>	<p>types of weathering change rocks.</p> <p>I can explain how erosion and deposition form coastal features.</p> <p>I can describe how a coastline might look in the future.</p> <p>I can explain how the international borders of Europe have changed over time.</p> <p>I can explain how water and weather have changed the coastline of the UK over time.</p> <p>I can tell you how the shape of Spurn Head has changed over time</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, city, North America, South America.</p> <p>Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone.</p> <p>Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude, Koppen system.</p> <p>Physical geography, human geography, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record,</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>Water cycle, evaporation, condensation, precipitation, closed cycle, source, mouth</p> <p>Tributary, discharge</p> <p>Upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary.</p> <p>Erosion, transportation, deposition, meander, oxbow lake, waterfall, overhang, load.</p> <p>Leisure, industry, conservation, pollution.</p> <p>Dam, reservoir, hydroelectric power, renewable energy.</p>	<p>Weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion</p> <p>Coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, erosion, deposition.</p> <p>Physical weathering, chemical weathering, biological weathering, erosion</p> <p>Border, invasion, empire, union, political, colony</p> <p>Development, regeneration, protection</p> <p>Physical changes, human changes.</p>

			<p>map, sketch, graph.</p> <p>Physical geography, human geography, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph</p> <p>Wonders of the world, ancient, The Great Pyramid of Giza, The Hanging Gardens of Babylon, Temple of Artemis at Ephesus, Statue of Zeus at Olympia, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria, The Great Wall of China, Petra, The Colosseum, Chichen Itza, Machu Picchu, Taj Mahal, Christ the Redeemer Statue</p>			
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End of KS2 Geography Expectations

Locational knowledge:

- 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.
- 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.
- 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)

Place knowledge:

- 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.

Human and physical geography:

- Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

