

### St Mary's Bespoke Historical Concepts

These substantive concepts are placed at the start of the topic so that teachers can highlight what it is that pupils will be focusing on. By ensuring these concepts are well taught, ideas can be built upon throughout their time at St Mary's, allowing children to leave the school with a well-rounded understanding of history knowledge which can then be applied to grow historical skills.

## **Agriculture**

## **Church**

## **Conflict**

## **Democracy**

## **Empire**

<b>Invasion</b>	<b>King/Queen</b>	<b>Kingdom</b>	<b>Law</b>	<b>Legacy</b>
<b>Monastery</b>	<b>Nation</b>	<b>Parliament</b>	<b>Resistance</b>	<b>Religion</b>
<b>Sacrifice</b>	<b>Settlement</b>	<b>Society</b>	<b>Trade</b>	<b>Tax</b>
<b>Treaty</b>	<b>Conquer</b>	<b>Civilisation</b>	<b>Hierarchy</b>	

### Rolling Programme Overview

Cycle X – 2023/24, 2025/26, 2027/28

	Class 2	Class 3	Class 4
Autumn Term	How have our toy boxes Changed?	What lasting legacy did the Romans leave on Britain?	Why was the change from Stone to Iron so Significant?
Spring Term	What makes a nurturing nurse?	What can we know about World War II from Sources?	Why did the Anglo-Saxons, Scots and Vikings not get on?
Summer Term	Where am I in the World? (local areas of the UK and capital cities)	Why are Rainforests important?	How geographically different are the Americas to the UK?

Cycle Y – 2024/25, 2026/27, 2028/29

	Class 2	Class 3	Class 4
Autumn Term	What can the Great Fire of London tell us about the past?	Can we still see the Ancient Greeks today?	How different was the Early Islamic Civilisation compared to Europeans of the same time?
Spring Term	How do you know where we are? (focus on local Geography)	What did the Egyptians achieve?	Why are primary sources important when learning about the Shang Dynasty?
Summer Term	What makes our world so wonderful? (continents including Europe, climates and aerial views)	Why do we need to know what the world looks like from the sky?	How is our world changing? How has it already changed?

**St Mary's Muckleston – Geography and History Curriculum Map – Cycle X**

	Content	Knowledge	Skills	Vocabulary
<p>EYFS</p> <p><b>A History Focus</b></p> <p>To fit where appropriate in the year.</p>	<p><b>Understanding the World (People and Communities)</b></p> <ul style="list-style-type: none"> <li>• My Family – who is oldest and who is youngest. Small family tree.</li> <li>• Children's own history. What were they doing before Reception at St Marys? What will they do after Reception?</li> <li>• Children know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>Trip Suggestions:</b> Cheswardine – discuss what they played with and what children now play with.</p>	<p>See the Development Matters Document.</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>N/A</p>
<p>EYFS</p> <p><b>A Geography Focus</b></p> <p>To fit where appropriate in the year.</p>	<p><b>Understanding the World (The World)</b></p> <ul style="list-style-type: none"> <li>• My Holidays – where have they been. What was similar what was different.</li> <li>• Where they come from and where school is – how similar is our school compared to where they live? Think about city, town, village, countryside vocabulary.</li> <li>• Links to weather - Was it a warm holiday or cold holiday?</li> <li>• Changing of the seasons – begin to identify a brief chronology.</li> <li>• Links to language – Did you understand everyone? Why not? Verbally introduce some elements of language e.g. help is 3 different languages e.g. French- Bonjour, German- Guten Tag, Spanish- Hola (to vary depending on class)</li> </ul>	<p>See the Development Matters Document.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>N/A</p>

<p>Year 1-2</p> <p>Autumn</p> <p>How Have Our Toyboxes Changed?</p> <p>(Twinkl topic link - Toys)</p>	<p><b>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b></p> <ul style="list-style-type: none"> <li>• Toys of Today - 'I can find out about toys today.'</li> <li>• Family Favourites - 'I can find out about toys in the past using sources. (Sources definition in vocab).</li> <li>• Early 20<sup>th</sup> Century Toys - 'I can compare similar and different toys.'</li> <li>• Victorian Toys- 'I can compare Victorian Toys with modern toys'</li> <li>• Important changes – 'I can recognise how toys have changed overtime'</li> <li>• My Toybox – 'I can use words relating to the passing of time'</li> </ul> <p><b>Trip suggestion:</b> Brampton Museum in Newcastle-under-Lyme. Sudbury Hall National Museum of Childhood.</p> <p>Freshwater theatre – Toys through the Past</p>	<p>Concepts – Kings/Queens, Law</p> <ul style="list-style-type: none"> <li>• To know that toys have changed over time.</li> <li>• To know that the way that toys are made has changed.</li> <li>• To know that the materials used to make toys has changed. We use a lot more plastic now.</li> <li>• To know the definitions of key vocabulary.</li> <li>• To know and name some toys from the past.</li> </ul>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <ul style="list-style-type: none"> <li>• sequence artefacts and events that are close together in time;</li> <li>• order dates from earliest to latest on simple timelines;</li> <li>• sequence pictures from different periods;</li> <li>• describe memories and changes that have happened in their own lives;</li> <li>• use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> <li>• observe and use pictures, photographs and artefacts to find out about the past;</li> <li>• explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• observe or handle evidence to ask simple questions about the past;</li> <li>• observe or handle evidence to find answers to simple questions about the</li> </ul>	<p>Sources</p> <p>Toys</p> <p>Victorian</p> <p>20<sup>th</sup> Century</p> <p>Similar</p> <p>Different</p> <p>Change</p> <p>Past</p> <p>Present</p> <p>Future</p> <p>Oder</p> <p>Pictures</p> <p>Photographs</p>
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			<p>past on the basis of simple observations;</p> <ul style="list-style-type: none"> <li>choose and select evidence and say how it can be used to find out about the past.</li> </ul> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <ul style="list-style-type: none"> <li>recognise some similarities and differences between the past and the present;</li> <li>identify similarities and differences between ways of life in different periods;</li> </ul>	
<p>Year 1-2</p> <p>Spring</p> <p>What Makes a Nurturing Nurse?</p> <p>(Twinkl topic link – nurturing nurses)</p>	<p><b>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</b></p> <ul style="list-style-type: none"> <li>Significant People – ‘I can explain what makes a person significant’</li> <li>Florence Nightingale – ‘I can explain how Florence Nightingale improved nursing’</li> <li>Mary Seacole – ‘I can explain who Mary Seacole was and how she improved nursing’</li> <li>Edith Cavell – ‘I can explain who Edith Cavell was and how she improved nursing’</li> <li>Significant people – ‘I can compare the lives of different nurses’</li> <li>Remembering – ‘I can persuade other to remember Florence Nightingale, Mary Seacole and Edith Cavell.’</li> </ul>	<ul style="list-style-type: none"> <li>To know and define the word significant.</li> <li>To know what a significant person is both past and present (e.g. Nelson Mandela, Queen, Marcus Rashford, David Attenborough, Amelia Earhart)</li> <li>To know that Mary Seacole was a nurse in the Crimean War.</li> <li>To know that Mary Seacole used herbal remedies to look after the soldiers.</li> <li>To know that the way medicine is used to treat and heal has changed from natural remedies to manmade (chemical) medicine.</li> </ul>	<p>Pupils should identify similarities and differences between ways of life in different periods.</p> <ul style="list-style-type: none"> <li>understand that there are reasons why people in the past acted as they did;</li> <li>describe significant individuals from the past.</li> </ul>	<p>Significant Individuals</p> <p>Important</p> <p>Mary Seacole</p> <p>Florence Nightingale</p> <p>Edith Cavell</p> <p>Nurse</p> <p>Similarities</p> <p>Differences</p> <p>Places</p> <p>National</p> <p>International</p> <p>Actions</p> <p>Crimean War</p> <p>Herbal Remedies</p> <p>First World War</p> <p>Medicines</p> <p>Drugs</p> <p>Profession</p> <p>Soldiers</p>

		<ul style="list-style-type: none"> <li>• To know that Mary Seacole was not chosen to be a nurse because she was black.</li> <li>• To know that Florence Nightingale was also a nurse in the Crimean War.</li> <li>• To know that Florence Nightingale changed the way that hospitals are ran and look after their patients (hygiene, personal care, handwashing, food and beds).</li> <li>• To know that hospitals look different then to what they do now.</li> <li>• To know who Edith Cavell was and that she was significant because she wanted to help people and not take sides.</li> <li>• To know that she was caught for helping people escape during the WW1 and that this is the reason that she was killed.</li> <li>• To know the chronological order that these women lived.</li> </ul>		
<p>Year 1-2</p> <p>Summer</p> <p>Where am I in the world?</p>	<ul style="list-style-type: none"> <li>• Town and Country – ‘I can understand and describe the differences and between a ‘town’ and the ‘countryside.’</li> <li>• Welcome to the UK – ‘I can locate and name the countries of the UK using a map.’</li> </ul>	<ul style="list-style-type: none"> <li>• To know what a town is.</li> <li>• To know what the countryside is.</li> <li>• To know what the difference between a</li> </ul>	<p>Locational Knowledge - Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Pupils can:</p>	<p>UK United Kingdom Village Town Country City</p>

<p>(Twinkl topic link - Our country)</p>	<ul style="list-style-type: none"> <li>• Up, Up and Away – ‘I can use and understand aerial views’</li> <li>• Let’s Explore the UK – ‘I can identify key features of the countries of the UK using aerial photographs’</li> <li>• Travelling Ted Tours London – ‘I can name the capital cities of the UK and explain what these are like using key words’</li> <li>• How is Perth (a non-European city) different to a city in the UK (maybe Manchester/Shrewsbury/Stoke-on-Trent/Birmingham) – ‘I can find similarities and differences of a small area of the UK and a small area in a contrasting non-European country.’</li> </ul> <p><b>Trip suggestions:</b> Visit a local city (Stoke-on-Trent), town (Market Drayton/Newcastle-under-Lyme/Shrewsbury) or village (Loggerheads/Madeley/Woore). Countryside walk answering the question ‘what is our part of the UK like.’</p>	<p>town and the countryside is (trees, village, green, rural, urban, busy roads, traffic, noise, houses, shops).</p> <ul style="list-style-type: none"> <li>• To know the difference between a town and a city (tall buildings, flats, sky scrapers, shopping centres, different types of transport).</li> <li>• To know what the UK looks like on a map.</li> <li>• To know and recognise the countries which make up the UK (England, Wales, Scotland, Northern Ireland).</li> <li>• To know and name the capital cities of the UK (London, Edinburgh, Cardiff and Belfast).</li> <li>• To know and define what an aerial view is and how geographers use these.</li> </ul>	<ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• 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.</li> </ul> <p>Place Knowledge - 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. Pupils can:</p> <ul style="list-style-type: none"> <li>• compare a local city/town in the UK with a contrasting city/town in a different country;</li> <li>• 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.</li> </ul> <p>Human and Physical Geography - Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p>	<p>Factory Farm House Office Port Harbour shop Map Aerial Aerial view Capital city London Edinburgh Cardiff Belfast Brasilia Map North South East West</p>
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			<ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> <p>Geographical Skill and Fieldwork - Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Pupils can:</p> <ul style="list-style-type: none"> <li>• devise a simple map; and use and construct basic symbols in a key;</li> <li>• 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.</li> </ul>	
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<p>Year 3/4</p> <p>Autumn</p> <p>What lasting legacy did the Romans leave on Britain?</p> <p>(Twinkl topic link- The Romans)</p> <p><b>Concept:</b> Empire, Invasion, Legacy, religion, society and Transport</p>	<p><b>The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>• Romulus and Remus ‘I can recount the story behind how the city of Rome came to be’</li> <li>• The Invasions ‘I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain’</li> <li>• Roman Roads ‘I can understand why the Romans built new roads in Britain, know where some main roads ran from and to know how roads were made’</li> <li>• Boudicca’s Rebellion ‘I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made’</li> <li>• Hadrian’s Wall ‘I can describe who Emperor Hadrian was and explain when, how and why he built a wall and the key features used.’</li> <li>• Gods and Goddesses – ‘I can understand what religious beliefs the Romans had and know about some gods and goddesses that they worshipped.</li> <li>• The Roman baths ‘I can explain what the Roman baths were and know about the different amenities they contained.’</li> <li>• Conclusion – I can identify the lasting legacy of the Roman Empire on British culture.</li> </ul> <p>You may also wish to focus on: The Roman Army Roman Numerals – maths link Roman infrastructure in Britain Lifestyles Gladiators and Roman Games Buildings and architecture</p> <p><b>Trip suggestions:</b> Chester – Dewa Roman Experience Wroxeter Roman City</p>	<p>Concepts – Empire, legacy, Invasion, Religion, Conflict.</p> <ul style="list-style-type: none"> <li>• To know that BC and AD timeline can be divided.</li> <li>• To know who Romulus and Remus are and their link to how Rome came to be and know that this is a myth/legend.</li> <li>• To know what invasion means.</li> <li>• To know that a successful invasion requires armies and resources.</li> <li>• To know romans built new roads in Britain to make transport quicker and easier for horse and cart.</li> <li>• To know who Emperor Hadrian was and that he built a wall to separate England and Scotland from attackers.</li> <li>• To understand who Boudicca was and that she led a rebellion because her tribe’s treaty was not being respected by the Romans.</li> <li>• To know the names of some Roman Gods and Goddesses.</li> <li>• To know that Roman baths were used because Romans valued cleanliness.</li> <li>• To know what the Roman baths contained.</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> <li>• sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>• understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> <li>• regularly address and sometimes devise own questions to find answers about the past;</li> <li>• begin to undertake their own research.</li> </ul> <p>Children should note connections and contrasts over time.</p> <ul style="list-style-type: none"> <li>• find out about the everyday lives of people in time studied compared with our life today;</li> <li>• explain how people and events in the past have influenced life today;</li> <li>• identify key features, aspects and events of the time studied;</li> </ul>	<p>Romans Empire Invasion Battle Tactics Weapons Territory Celts Rebellion Lifestyles Infrastructure Roads Gladiators Slaves Europe Britain Architecture</p>
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			<p>Pupils should develop the appropriate use of historical terms</p> <ul style="list-style-type: none"> <li>• use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>• start to present ideas based on their own research about a studied period.</li> </ul> <p>Children should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> <li>• note key changes over a period of time and be able to give reasons for those changes;</li> </ul> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	
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<p>Year 3/4</p> <p>Spring</p> <p>What can we know about World War Two from Sources?</p> <p>(Twinkl topic link – WW2)</p> <p><b>Concept:</b> Invasion, Nation and sacrifice</p>	<p><b>A local History Study. A study of an aspect of history dating from 1066 that is significant</b></p> <p>Source based topic- when possible try to use sources e.g. ration books, posters, newspapers etc. for children to understand why the war happened and areas of the war.</p> <ul style="list-style-type: none"> <li>The Outbreak of the War ‘I can explain why World War II began, know the main countries involved and order key events on a timeline.’</li> <li>Propaganda - I can understand what propaganda was used to encourage people to help during the war.</li> <li>Was English and German propaganda the same or different? – I can identify similarities and differences between propaganda in two different countries.</li> <li>The Home Front – ‘I can describe how people on the Home Front contributed to the war effort during WWII’</li> <li>Evacuation – ‘I can understand what life would have been like for an evacuee’</li> <li>The Armed Forces – ‘I can describe the roles and responsibilities of the armed forces during WWII’</li> <li>The Battle of Britain – ‘I can describe events of the battle of Britain and explain why it was a turning point in the war’</li> <li>Entertainment in Wartime Britain – ‘I can describe what people did for entertainment during wartime Britain’</li> <li>Commemorative events – ‘I can describe how and why WWII events are commemorated.</li> </ul> <p>May also wish to focus on: D Day Landings Air raid shelters Life for children in WW2 Hitler Winston Churchill</p>	<ul style="list-style-type: none"> <li>To know that World War II began because Germany invaded Poland.</li> <li>To know that Hitler was the leader of Germany.</li> <li>To know that the Prime Minister of England was Neville Chamberlin when the war was announced but that Winston Churchill took over.</li> <li>To know the importance of propaganda and that it can be used to persuade people.</li> <li>To know that propaganda can be biased.</li> <li>To know that Germany and England had different messages of propaganda because they wanted a different outcome.</li> <li>To know the role of women in the war as members of the land army.</li> <li>To know the different types of armed forces – Navy, RAF and Army – and what responsibilities each have.</li> <li>To know that the battle of Britain was a big turning point in the war</li> </ul>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> <li>use a range of sources to find out about the past;</li> <li>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>regularly address and sometimes devise own questions to find answers about the past;</li> <li>begin to undertake their own research.</li> </ul> <p>Pupils develop appropriate use of historical terms.</p> <ul style="list-style-type: none"> <li>present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> </ul> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Primary Sources Secondary Sources Dictator Government Alliance Treaty Nazis Germany France United States Russia Holland Japan Australia Aircraft Bomb Air Raid Shelter Evacuation Rations Propaganda Invasion Liberation Home front Women’s Land Army Battle of Britain VE day</p>
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	<b>Visit to Cosford</b> Magic Door Education Ltd – Emma The Secret Bunker, Nantwich Spitfire at Hanley Museum RAF Cosford Cannock Chase War Memorials	as it was the first battle that Germany lost. <ul style="list-style-type: none"> <li>• To know the ways in which entertainment has changed since World War II.</li> <li>• To know what the word commemorative means and how we remember those that fought in wars.</li> <li>• To know what Allies and Axes are.</li> </ul>	<ul style="list-style-type: none"> <li>• look at more than two versions of the same event or story in history and identify differences;</li> <li>• investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	
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<p>Year 3/4</p> <p>Summer</p> <p>Why are rainforests important to us in the UK?</p> <p>(Twinkl topic link – rainforests)</p>	<ul style="list-style-type: none"> <li>• I can use maps and atlases</li> <li>• Where are the Rainforests – ‘I can identify areas of the world containing rainforests using maps and atlases.’</li> <li>• <b>Water Cycle – I can explain the water cycle</b></li> <li>• The Rainforest Climate – ‘I can describe key aspects of a tropical climate and where these climates are in the world.’</li> <li>• Layers of the Rainforest – I can describe and understand the features of the layers of a rainforest.’</li> <li>• Life in the Rainforest – ‘I can describe the animals and plants living in the rainforest’</li> <li>• The Amazon – ‘I can compare the Amazon Rainforest and a local Forest’</li> <li>• Protecting the Rainforests – ‘I can explain the effects humans are having on rainforests.’</li> </ul> <p>Links to Fairtrade. Writing opportunities:  <a href="https://www.youtube.com/watch?v=3Ha6xUVgezQ">https://www.youtube.com/watch?v=3Ha6xUVgezQ</a></p> <p>Trip suggestions: Visit a local forest for comparison – Cannock Chase, Burnt Wood in Loggerheads</p>	<ul style="list-style-type: none"> <li>• To know what a rainforest is (definition: A rain forest is an area of tall, mostly evergreen trees and a high amount of rainfall).</li> <li>• To start to know how to use maps and atlases.</li> <li>• To know temperate and tropical rainforests exist and compare these.</li> <li>• To know where some rainforests exist in the world.</li> <li>• To know the four layers of a rainforest (forest floor, understory, canopy, emergent layer).</li> <li>• To know and name some animals living in a tropical rainforest.</li> <li>• To know the cycle that water takes.</li> <li>• To know the difference between a wood and a forest (a forest has multiple habitats including grassland whereas a wood is a small area of trees).</li> <li>• To know the effects humans are having on the rainforest e.g. deforestation.</li> </ul>	<p>Locational Knowledge - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. 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>Pupils can:</p> <ul style="list-style-type: none"> <li>• locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</li> <li>• 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;</li> <li>• 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.</li> </ul> <p>Place Knowledge - Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a</p>	<p>Rainforests</p> <p>Climate</p> <p>Map</p> <p>Atlas</p> <p>Layers</p> <p>Tropical</p> <p>Temperate</p> <p>Forest</p> <p>Plants</p> <p>Animals</p> <p>Human effects</p> <p>South America</p> <p>Hemisphere</p> <p>Equator</p> <p>Human Geography</p> <p>Physical Geography</p> <p>Physical features</p> <p>Human features</p> <p>Population</p> <p>Land use</p> <p>Climate Zones</p> <p>Biomes</p> <p>Deforestation</p> <p>Settlement</p> <p>Precipitation - (Challenge word).</p>
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			<p>region in a European country and a region within North or South America. Pupils can:</p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</li> <li>• explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</li> <li>• understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</li> <li>• explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</li> </ul> <p>Human and Physical Geography - Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Pupils can describe and understand:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes, volcanoes, tornadoes,</li> </ul>	
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			<p>tsunamis, earthquakes and the water cycle;</p> <ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use;</li> <li>• 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.</li> </ul> <p>Geographical skills and Fieldwork - 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). Pupils can:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	
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<p>Year 5/6</p> <p>Autumn</p> <p>Why was the change from Stone to Iron so significant?</p> <p>(Twinkle topic link - Stone Age to Iron Age)</p> <p><b>Concept:</b> Agriculture, Settlement, Society, Trade civilisation and Transport</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>Surviving the Stone Age 'I can understand what humans needed for survival during the Stone Age'</li> <li>Skara Brae 'I can understand what was found at Skara Brae and why it is important in our understanding of the Stone Age.'</li> <li>Becoming a Copper Child – 'I can understand what copper mining meant to the people of the Bronze Age'</li> <li>Stonehenge – 'I can understand how evidence about Stonehenge can give us different answers about the past'</li> <li>Hillforts – 'I can understand how and why hillforts were developed in the Iron Age'</li> <li>The Druids – 'I can understand how evidence about Druids can give us answers about the past.'</li> </ul> <p>Visit ideas: Stone Age hut – Beeston Castle Tatton Park – Stone, Bronze and Iron Workshop</p>	<ul style="list-style-type: none"> <li>To know what humans needed for survival during the Stone Age.</li> <li>To know that a lot of our knowledge and understanding of the Stone Age comes from archaeological digs such as Skara Brae.</li> <li>To know why people began to use and favour bronze over stone and that this is why the ages are named after the materials.</li> <li>To know that copper comes from mines and the impact this had on people and settlement.</li> <li>To know that no one knows what the original purpose for Stonehenge was but name a few theories.</li> <li>To know and that hillforts were used as early settlements with a defence system.</li> <li>To know that the druids existed during the Stone Age and Iron Age age.</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past;</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>consider different ways of checking the accuracy of interpretations of the past;</li> <li>start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>begin to evaluate the usefulness of different sources.</li> </ul> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> <li>recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> </ul>	<p>Stone Age Skara Brae Mining Stone Copper Stonehenge Hillforts Defence Iron Age Metals Druids Religion</p>
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			<ul style="list-style-type: none"> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand and describe in some detail the main changes to an aspect in a period in history;</li> </ul> <p>Pupils should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>examine causes and results of great events and the impact these had on people;</li> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul> <p>Pupils should develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> <li>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> </ul>	
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			<ul style="list-style-type: none"> <li>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>plan and present a self-directed project or research about the studied period.</li> </ul>	
<p>Year 5/6</p> <p>Spring</p> <p>Why did the Viking, Scots and Anglo-Saxons not just get along?</p> <p>(Twinkl topic link - Vikings, Scots and Anglo Saxons)</p> <p><b>Concept:</b> Conflict, Invasion, Law, King/Queen, Migration, Religion, Society, Tax and Conquer</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots and The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <ul style="list-style-type: none"> <li>Viking Raiders and Invaders – I can explain when and where the Vikings came from and why they raided Britain.</li> <li>Anglo Saxon Kings – I can compare the significance of Anglo-Saxon kings during the Viking period</li> <li>Anglo Saxon Crime and Punishment – I can compare the Anglo Saxon's methods of crime and punishment with our own system today.</li> <li>Danegeld – I can explain who King Ethelred II was and say why Danegeld was introduced.</li> <li>Viking Life – I can identify and explain key aspects of Viking Life.</li> <li>Laws and Justice – I can explain how the legal system worked in Anglo-Saxon Britain.</li> </ul>	<ul style="list-style-type: none"> <li>To know where the Vikings came from in relation to why they invaded from the east.</li> <li>To know that the Vikings chose Britain because there was no strong leadership and plenty of land.</li> <li>To know that the Anglo Saxon kings existed at the same time as the Viking invasion and explain some responses that they took to the invasions.</li> <li>To know that Anglo-Saxon punishment was harsh and know some of these (e.g. breaking teeth, chipping off limbs and digits).</li> <li>To know that there are some similarities between the legal system then and now e.g. courts, experts in the law, fines).</li> <li>To know that Danegeld was introduced to deter Viking invasion and protect the people.</li> <li>To know how Vikings lived including their homes, diet and lifestyle.</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past;</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>consider different ways of checking the accuracy of interpretations of the past;</li> <li>start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>begin to evaluate the usefulness of different sources.</li> </ul> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> <li>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> </ul>	<p>Characteristics</p> <p>Interpretations</p> <p>Societies</p> <p>Periods</p> <p>Increments</p> <p>Anglo Saxons</p> <p>Vikings</p> <p>Invaders</p> <p>Settlers and settlements</p> <p>Raided</p> <p>Celts</p> <p>Danegeld</p> <p>King Ethelred</p> <p>Legal system</p> <p>Crime and Punishment</p> <p>King Canute</p> <p>Viking settlements</p> <p>Alfred the Great</p> <p>Daily Saxon life</p> <p>Culture</p> <p>Religious</p> <p>Social</p> <p>Economic</p> <p>Political</p> <p>Attitudes</p> <p>Beliefs</p> <p>Everyday lives</p> <p>Democracy</p> <p>Civilisation</p>

	<ul style="list-style-type: none"> <li>Anglo-Saxon and Viking Crime and Punishment – I can compare the Anglo Saxon’s and Vikings methods of crime and punishment with our own system today.</li> <li>The last Anglo-Saxon Kings – I can explain how the last Anglo-Saxon kings shaped Britain.</li> </ul> <p>You may also wish to focus on:          Battles between Anglo Saxons and Vikings for the throne of England to the time of Edward the Confessor          King Canute          Viking settlements          Alfred the Great          Daily Saxon life</p> <p><b>Trip suggestions:</b> See the Staffordshire Hoard at The Potteries Museum and Art Gallery          Tatton Park – Anglo Saxons and Vikings Workshop          Magic Door LTD</p>	<ul style="list-style-type: none"> <li>To know that the death of Harold II led to the succession of William the Conqueror who united Britain and began the current reigning monarchs.</li> </ul>	<ul style="list-style-type: none"> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul> <p>Pupils should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul> <p>Pupils should develop the appropriate use of historical terms.</p>	Cultural Religious
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			<ul style="list-style-type: none"> <li>• know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>• present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>• plan and present a self-directed project or research about the studied period.</li> </ul>	
<p>Year 5/6</p> <p>Summer</p> <p>Just how geographically different are the Americas?</p> <p>(Twinkl topic link- The Amazing Americas)</p>	<ul style="list-style-type: none"> <li>• Continents, Countries and Cities – ‘I can identify the countries of North and South America and identify some capital cities.’</li> <li>• Location. Location – ‘I can use Geographical terminology to describe the location and characteristics of a range of places across the Americas.’</li> <li>• Weather and Climate – ‘I can describe the climates and biomes of different regions across the Americas.’</li> <li>• Comparing Places, UK Fieldwork – ‘I can identify physical and human geographical features of my local area.’</li> <li>• Comparing Places, North America – ‘I can identify similarities and differences in the human and physical geography of my local area and a region of North America.’</li> </ul>	<ul style="list-style-type: none"> <li>• To know the different continents of North and South America.</li> <li>• To name and locate countries (USA, Canada, Mexico, Brazil, Peru and Caribbean).</li> <li>• To know the capital cities of Mexico (Mexico City), USA (Washington DC) and Ottawa (Canada).</li> <li>• To know how to use and read co-ordinates on a map.</li> <li>• To know and locate the lines of latitude and longitude</li> <li>• To know that different countries use different time zones due to their size.</li> <li>• To know that climates and biomes are different for different countries and reason around why this is.</li> <li>• To know that the Amazon Rainforest is a significant feature of South America.</li> </ul>	<p>Locational Knowledge - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Pupils can:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this</li> </ul>	<p>North America</p> <p>South America</p> <p>Continent</p> <p>Country</p> <p>City</p> <p>Weather</p> <p>Climate</p> <p>Physical Geography</p> <p>Human Geography</p> <p>Wonders of the World</p> <p>Mountains</p> <p>Rivers</p> <p>Land use patterns</p> <p>Latitude</p> <p>Longitude</p> <p>Equator</p> <p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>Atlas</p> <p>Index</p> <p>Co-ordinates</p> <p>Contour</p> <p>Altitude</p> <p>Peaks</p> <p>Slopes</p>

	<ul style="list-style-type: none"> <li>Wonders – ‘I can name and locate the ancient and new wonders of the world whilst also describing the significance of a natural wonder in the Americas’.</li> <li>Six Figure Grid References – ‘I can use six figure grid references’.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Amazon basin provides important drainage for the rainforest.</li> <li>To know that different countries have different Geographical features and explain why.</li> <li>To know and name the seven wonders of the old world.</li> <li>To know and name the seven wonders of the new world.</li> </ul>	<p>strand: atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p>Place Knowledge - Children can 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. Pupils can:</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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.</li> </ul> <p>Human and Physical Geography - Children will locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation</p>	
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			<p>and use of landscapes and environments. Pupils can understand and describe:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle.</li> </ul> <p>Geographical Skills and Fieldwork - Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Pupils can:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li>• 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.</li> </ul>	
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**St Mary's Mucklestone – Geography and History Curriculum Map – Cycle Y**

	Content	Knowledge	Skills	Vocabulary
<p>EYFS</p> <p><b>A History Focus</b></p> <p>To fit where appropriate in the year.</p>	<p><b>Understanding the World (People and Communities)</b></p> <ul style="list-style-type: none"> <li>• My Family – who is oldest and who is youngest. Small family tree.</li> <li>• Children's own history. What were they doing before Reception at St Marys? What will they do after Reception?</li> <li>• Children know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>Trip Suggestions:</b> Cheswardine – discuss what they played with and what children now play with.</p>	See Development Matters statement.	Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.	N/A
<p>EYFS</p> <p><b>A Geography Focus</b></p> <p>To fit where appropriate in the year.</p>	<p><b>Understanding the World (The World)</b></p> <ul style="list-style-type: none"> <li>• My Holidays – where have they been. What was similar what was different.</li> <li>• Where they come from and where school is – how similar is our school compared to where they live? Think about city, town, village, countryside vocabulary.</li> <li>• Links to weather - Was it a warm holiday or cold holiday?</li> </ul>	See Development Matters statement.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	N/A

	<ul style="list-style-type: none"> <li>Changing of the seasons – begin to identify a brief chronology.</li> <li>Links to language – Did you understand everyone? Why not? Verbally introduce some elements of language e.g. help is 3 different languages e.g. French- Bonjour, German- Guten Tag, Spanish- Hola (to vary depending on class)</li> </ul>			
<p>Year 1-2</p> <p>Autumn</p> <p><b>What can the Great Fire of London tell us about the past?</b></p>	<p><b>Pupils should be taught about events beyond living memory that are significant nationally or globally</b></p> <ul style="list-style-type: none"> <li><b>London: Past and Present</b> To develop an awareness of the past. To compare past and present London.</li> <li><b>Life in the 17<sup>th</sup> Century</b> To identify differences and similarities between ways of life in different periods. To explain how people live now is different to how people lived in 1666.</li> <li><b>The Events of the Great Fire</b> To know and understand key features of an event beyond living memory that are nationally significant. To order the events of the Great Fire of London.</li> <li><b>How Do We Know About the Great Fire?</b> To understand some of the</li> </ul>	<ul style="list-style-type: none"> <li>To know that London looks very different in 1666 compared to now.</li> <li>To know that life was very different in 1666 compared to now (e.g. no firefighters etc)</li> <li>To know that the Great Fire of London changed the way people lived and is a significant event in British history.</li> <li>To know the order of events which led up to the Great Fire of London.</li> <li>To know that the fire started in a bakery owned by baker, Thomas Farriner.</li> <li>To know that Samuel Peyps wrote a diary and that we know so much about this event because of this.</li> <li>To know that we can use things from the time to find out about the past.</li> <li>To know some of the changes that happened (e.g. brick buildings) to prevent such a great fire again.</li> </ul>	<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <ul style="list-style-type: none"> <li>show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>talk, write and draw about things from the past;</li> <li>use historical vocabulary to retell simple stories about the past;</li> <li>use drama/role play to communicate their knowledge about the past.</li> </ul> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> <li>know and recount episodes from stories and significant events in history;</li> <li>understand that there are reasons why people in the past acted as they did;</li> <li>describe significant individuals from the past.</li> </ul> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Bakery</p> <p>Fire</p> <p>Great Fire of London</p> <p>Samuel Pepys</p> <p>Thomas Farriner</p> <p>Pudding Lane</p> <p>Thames</p> <p>Buildings</p> <p>Stone</p> <p>Brick</p> <p>Thatched roof</p> <p>Wooden timber</p> <p>Diary</p> <p>Change</p> <p>Significant</p> <p>Firefighter</p> <p>Differences</p> <p>Order</p>



	<p>ways in which we find out about the past and identify different ways in which it is represented. To explain how we know about the Great Fire of London.</p> <ul style="list-style-type: none"> <li>• <b>What Happened After the Great Fire?</b> To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To explain how London changed after the Great Fire.</li> <li>• <b>What Have We Learnt about the Great Fire?</b> To understand key features of events, choosing and using parts of stories and asking and answering questions. To describe London before, during and after the Great Fire.</li> </ul>		<ul style="list-style-type: none"> <li>• start to compare two versions of a past event.</li> </ul>	
<p>Year 1-2</p> <p>Spring</p> <p>How do you know where we are?</p> <p>(Twinkl topic link – Our School)</p>	<ul style="list-style-type: none"> <li>• Where Do I Live? – ‘I can understand where I live in the local area.’</li> <li>• Our Classroom – ‘I can understand what our classroom looks like and use aerial photographs.’</li> <li>• Where is Our School? – ‘I can locate our school in our local area.’</li> <li>• Fieldwork Around Our School – ‘I can observe the school environment and draw a simple map.’</li> </ul>	<ul style="list-style-type: none"> <li>• To know that they live in England and England is a county in the United Kingdom.</li> <li>• To know that the school is in Muckleston.</li> <li>• To know their nearest town is a Market Drayton.</li> <li>• To know that their nearest cities are Shrewsbury or Stoke-on-Trent.</li> </ul>	<p>Geography Skills and Fieldwork - Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Pupils can:</p> <ul style="list-style-type: none"> <li>• use simple compass directions and locational and directional to describe the location of features and routes on a map;</li> <li>• devise a simple map; and use and construct basic symbols in a key;</li> <li>• 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;</li> </ul>	<p>Local Aerial Environment Map</p> <p>Route Compass</p> <p>North South East West Key Symbols</p>

	<ul style="list-style-type: none"> <li>How do you get to School? – ‘I can understand the route I take to school’</li> <li>Marvellous Map Symbols – ‘I can name the four points of a simple compass and begin to recognise map symbols.’</li> </ul> <p>Trip suggestions: local walks around Mucklestone.</p>	<ul style="list-style-type: none"> <li>To know that they live locally to school.</li> <li>To know the names for different places that people can live.</li> <li>To understand the measurement of travel in miles (use the Daily Mile) and to know that they can walk to Loggerheads from school but not to Scotland.</li> <li>To know that an aerial photo shows a birds eye view and define what is a bird’s eye view.</li> <li>To know the directions North, South, East and West and recognise basic map symbols (e.g. school, church, hospital, fire station, places to eat, garages)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	
<p>Year 1-2</p> <p>Summer</p> <p>What makes our world so wonderful?</p> <p>(Twinkl topic link - What a Wonderful World)</p>	<ul style="list-style-type: none"> <li>Round and Round – ‘I can name and locate the continents and oceans of the world.’</li> <li>Around our Continents – ‘I can locate continents, countries and oceans of the world accurately and understand the key features of these.’</li> <li>It’s a Small World – ‘I can understand how a journey can be made around the</li> </ul>	<ul style="list-style-type: none"> <li>To know the names of the seven continents.</li> <li>To know the names of the oceans.</li> <li>To know where to locate these on a world map.</li> <li>To know what types of journey require walking, driving, train, plane or boat.</li> <li>To know the difference between hot and cold countries and that some countries are hotter than</li> </ul>	<p>Locational Knowledge - Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Pupils can:</p> <ul style="list-style-type: none"> <li>name and locate the world’s seven continents and five oceans;</li> <li>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,</li> </ul>	<p>Continents</p> <p>Oceans</p> <p>Countries</p> <p>Features</p> <p>Journey</p> <p>Climates</p> <p>Europe</p> <p>Aerial photos</p> <p>United Kingdom</p> <p>England</p> <p>Scotland</p> <p>Wales</p> <p>Northern Ireland</p> <p>Town</p>

	<p>world and know what a journey line is.'</p> <ul style="list-style-type: none"> <li>• Hot and Cold Climates – 'I can understand the location of hot and cold countries around the world.'</li> <li>• Ted Tours Europe – 'I can locate the continent we live in and describe some of the key features.'</li> <li>• Amazing Aerial Views – 'I can observe aerial photographs.'</li> </ul>	<p>others because they are in different places in the world.</p> <ul style="list-style-type: none"> <li>• To know that the continent that we live in is Europe.</li> <li>• To know where the UK is on a map of Europe.</li> <li>• To know that there are lots of countries in Europe and locate some (France, Germany, Spain and Italy).</li> <li>• To know and name some key landmarks from different countries in Europe.</li> <li>• To know that aerial views are views from above.</li> </ul>	<p>continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <p>Geographical Skills and Fieldwork - Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Pupils can:</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</li> </ul> <p>Human and Physical Geography - Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Pupils can:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> </ul>	<p>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>
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<p>Year 3/4</p> <p>Autumn</p> <p>Can we still see the Ancient Greeks today?</p> <p>(Twinkl topic link – Ancient Greeks)</p> <p><b>Concepts:</b> Democracy, Empire, Invasion, Conquer, civilization, Legacy and religion</p>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world including their legacy on Britain’s present day (democracy, literature, foods, maths etc).</b></p> <ul style="list-style-type: none"> <li>• Who were the Ancient Greeks – ‘I can explain how and why empires grow and show chronology on a timeline’</li> <li>• Ancient Greek – ‘I can describe and understand key aspects of the Ancient Greek’s daily lives.’</li> <li>• Ancient Greek Food ‘I can use food tasting to identify what an Ancient Greek diet consisted of’</li> <li>• Ancient Greek Democracy – ‘I can explain how the political system in Ancient Greek works compared with today’s British political system’</li> <li>• Ancient Greek Gods and Goddesses – ‘I can find out about the Ancient Greek Gods and Goddesses and use this information to create top trumps for key figures’</li> <li>• Myths and Legends – ‘I can understand how myths were used to entertain people and create my own comic strip for a myth of my own creation.</li> <li>• Conclusion – I can identify the lasting legacy of the Ancient Greeks on British culture.</li> </ul>	<p>Concepts – Democracy, Agriculture, Empire, Legacy, Invasion, Law, Religion, Democracy.</p> <ul style="list-style-type: none"> <li>• To know what legacy means.</li> <li>• To know that the Ancient Greeks lived before the Roman Empire.</li> <li>• To know how to organise a BC timeline.</li> <li>• To know that Alexander the Great conquered much of the Greek Empire in 13 years.</li> <li>• To know that the Ancient Greeks had and owned slaves and this was part of their culture.</li> <li>• To know some facts about how the Ancient Greeks lived their daily lives.</li> <li>• To know that men had many options and women had very little.</li> <li>• To know that Athens and Sparta were very different places to live.</li> <li>• To know that democracy comes from the Ancient Greeks.</li> <li>• To know that Ancient Greek democracy was different to democracy as we know it today.</li> <li>• To know that the first Olympic games was held during the Ancient Greek time.</li> <li>• To know and name some Ancient Greek Gods and Goddesses.</li> <li>• To know and recall one Ancient Greek myth.</li> <li>• To know that myths and legends were created to entertain.</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>• find and analyse a wide range of evidence about the past;</li> <li>• use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>• consider different ways of checking the accuracy of interpretations of the past;</li> <li>• start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>• begin to evaluate the usefulness of different sources.</li> </ul> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> <li>• recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>• select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> </ul>	<p>Fact Opinion Olympic games Marathon Athens Religion Worship Sacrifice Hierarchy time period era, chronology, continuity century legacy culture influence architecture alphabet</p>
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			<ul style="list-style-type: none"><li>• present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li></ul> <p>plan and present a self-directed project or research about the studied period</p>	
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<p>Year 3/4</p> <p>Spring</p> <p>What did the Egyptians achieve?</p> <p>(Twinkl topic link – The Egyptians)</p> <p><b>Concepts:</b> King/Queen, Religion, Society and civilisation.</p>	<p><b>The achievements of the earliest civilisations; an in-depth study of the Ancient Egyptians.</b></p> <ul style="list-style-type: none"> <li>Who were the Ancient Egyptians? ‘I can find out about the ancient Egyptian life by looking at artefacts’</li> <li>What was life like in Ancient Egypt? ‘I can understand what was important to people during Ancient Egyptian times’</li> <li>Mummies ‘I can understand and explain the ancient Egyptian ritual of mummification’</li> <li>Tutankhamun ‘I can understand how evidence can give us different answers about the past’</li> <li>Write like an Egyptian ‘I can compare and contrast the Egyptian writing with my own’</li> <li>Egyptian Gods ‘I can compare and contrast the powers of different Egyptian Gods’</li> </ul> <p>You may also wish to focus on: The uses of the River Nile over time Egyptian farming The Egyptian creation story Ancient Egyptian Number System Ancient Egyptian Life Life for Egyptian children The purpose of the Pyramids Building the pyramids</p> <p><b>Trip Suggestions:</b> Ancient Egyptians exhibition at National Museums Liverpool</p>	<ul style="list-style-type: none"> <li>To know what an artefact is and how it is helpful to us to understand life back then.</li> <li>To know what a primary source is.</li> <li>To know that Howard Carter discovered the tomb of Tutankhamun.</li> <li>To know and describe what ancient Egyptian life would have been like.</li> <li>To know that the Nile runs through Egypt and that people settle near water for food and transport.</li> <li>To know why the Egyptians mummified their dead and to explain the processes involved in preparing for the afterlife.</li> <li>To know that Tutankhamun was a young Pharaoh and what a Pharaoh.</li> <li>To know that the Egyptians used hieroglyphics as writing and to know that this was based from pictures and not letters as we use.</li> <li>To know and name some Egyptian gods.</li> </ul>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> <li>use a range of sources to find out about the past;</li> <li>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>regularly address and sometimes devise own questions to find answers about the past;</li> <li>begin to undertake their own research.</li> </ul> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> <li>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p>Children should note connections, contrasts and trends over time.</p>	<p>pyramid mummification irrigation flooding religion worship Pharaoh hieroglyphics decade century Artefacts Ritual Tutankhamun River Nile</p>
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<p>Year 3/4</p> <p>Summer</p> <p>Why do we need to know what the world looks like from the sky?</p> <p>(Twinkl topic link - Maps and Land Use in the UK)</p>	<ul style="list-style-type: none"> <li>• Sketch Maps – ‘I can use and create simple sketch maps that show how land is used.’</li> <li>• Using a key – ‘I can use a key on a map to show how land is used.’ – Look at an Ordnance Survey map here in addition to atlases and digimaps.</li> <li>• Four figure grid references – ‘I can read a map using four figure grid references’.</li> <li>• Surveying the Land P1 – ‘I can create a simple sketch map to show how land is used.’</li> <li>• Surveying the Land – ‘I can create a simple map to show how the land is used.’</li> <li>• How Land is Used – ‘I can describe land use is urban and rural areas of the UK.’</li> <li>• How Land is Used for Farming – ‘I can explain how land is used for different types of farming’.</li> </ul> <p>Trip suggestion: Visit a farm.</p>	<ul style="list-style-type: none"> <li>• To know how to use maps and create our own of the school.</li> <li>• To know why different land is used for different reasons (e.g. flatter land for building houses).</li> <li>• To know that a lot of our local school area is used for farming because the land is good for crops and livestock.</li> <li>• To know how to create a map using fieldwork that you have conducted yourself.</li> <li>• To know why land is used differently in urban areas and rural area and describe how it is different.</li> <li>• To know the different types of buildings that people live in.</li> <li>• To know why different types of land is used crops or livestock.</li> </ul>	<p>Geographical Skills and Fieldwork - 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). Pupils can:</p> <ul style="list-style-type: none"> <li>• use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>• use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> <li>• 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.</li> </ul> <p>Locational Knowledge - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Map Atlas Globe Symbol Key Ordnance Survey Digital technology sketch map aerial view feature annotation landmark distance land use urban rural farming population coordinates hills mountains rivers seas</p>
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<p>Year 5/6</p> <p>Autumn</p> <p>Early Islamic Civilisation</p> <p><b>Concepts: Trade, Power, Civilisation, Religion</b></p>	<p><b>National Curriculum:</b> A non-European society that provides contrasts with British history – one study chosen. Early Islamic Civilisation including a study of Baghdad</p> <ul style="list-style-type: none"> <li>• Baghdad – I can know what Baghdad's role was in the Early Islamic Civilisation and explain its importance.</li> <li>• House of Wisdom – I can explain why the House of Wisdom is significant and that it is unlike any other buildings of the time.</li> <li>• Discoveries – I can explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made on the wider world.</li> <li>• Medicine -</li> <li>• Caliphs – I can describe who Muhammad is, explain how the first caliphate came to be formed and explain the roles and responsibilities of a caliphate.</li> <li>• Islamic Art – I can identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques.</li> <li>• Trade and Power – I can identify reasons why the Early Islamic Civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by Early Islamic chemists when making perfume.</li> </ul>	<ul style="list-style-type: none"> <li>• To know where Baghdad is</li> <li>• To know what Baghdad looked like at the time and why this was important to the land use of people.</li> <li>• To know that the House of Wisdom was a place of learning and contained huge amounts of books including many that had been translated from other languages.</li> <li>• To know how much the Early Islamic Civilisation valued knowledge.</li> <li>• To know that many discoveries came from the Early Islamic Empire and that many we still use today.</li> <li>• To know that medicinal practises in the Early Islamic Civilisation are more like what we would expect today compared to medieval Europe.</li> <li>• To know what a Caliph is and to know their roles and responsibilities.</li> <li>• To know that choosing a Caliph after Muhammad was difficult due to the Sunni and Shia divide between Muslims of the time.</li> <li>• To know that geometric art was popular.</li> <li>• To know what things were traded during this time.</li> <li>• To know how things were traded.</li> <li>• To know about the importance of the Silk Road</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> <li>• sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>• understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> <li>• regularly address and sometimes devise own questions to find answers about the past;</li> <li>• begin to undertake their own research.</li> </ul> <p>Children should note connections and contrasts over time.</p> <ul style="list-style-type: none"> <li>• find out about the everyday lives of people in time studied compared with our life today;</li> <li>• explain how people and events in the past have influenced life today;</li> </ul>	<p>Caliph Caliphate Silk Road Baghdad House of Wisdom Trade Power Leader Medicine Geometric Islam Sunni Shia</p>
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		<p>and to know where this covered in reference to modern geography.</p> <ul style="list-style-type: none"> <li>• To know that perfume was used as part of the Islamic religion and that this contrasted Europeans at the time who were a bit stinky!</li> </ul>	<ul style="list-style-type: none"> <li>• identify key features, aspects and events of the time studied;</li> </ul> <p>Pupils should develop the appropriate use of historical terms</p> <ul style="list-style-type: none"> <li>• use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>• start to present ideas based on their own research about a studied period.</li> </ul> <p>Children should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> <li>• note key changes over a period of time and be able to give reasons for those changes;</li> </ul> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	
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<p>Year 5/6 Spring</p> <p>Why are primary sources so important when studying the Shang Dynasty?</p> <p>(Twinkl topic link - the Shang Dynasty of Ancient China)</p> <p><b>Concepts:</b> King/Queen, Law, Religion, Settlement, Civilisation, Hierarchy</p>	<p><b>The achievements of the earliest civilisation – an in-depth study of The Shang Dynasty of Ancient China</b></p> <ul style="list-style-type: none"> <li>• A place in time – I can explain when and where the Shang Dynasty was in existence and use archaeological evidence to draw conclusions about what life was like.</li> <li>• Celebrating Chinese New Year then and Now – I can understand the Shang story behind Chinese new year and recognise what traditions we still follow today.</li> <li>• Living in the Shang Dynasty – I can describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people.</li> <li>• Gods and Kings - I can explain some of the religious beliefs and practices of the people from the Shang dynasty</li> <li>• Dragon Bones - I can explain about the discovery, purpose and significance of oracle bones.</li> <li>• Shang Artefacts – I can examine a range of artefacts to find out about life in the Shang dynasty.</li> <li>• Fu Hao - I can explain who Fu Hao was and why the discovery of her tomb was significant.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the Shang Dynasty was during the Bronze Age.</li> <li>• To know the importance of the Yellow River in Ancient China.</li> <li>• To know that the Shang Dynasty did not rule the whole of Ancient China.</li> <li>• To know that the Shang Dynasty was first discovered through the finding of the Xiaotun Dig.</li> <li>• To know the hierarchy of the Shang Dynasty begins with the King and goes down to the slaves.</li> <li>• To know that a hierarchy has less people at the top than it does at the bottom.</li> <li>• To know that a lot of people were either peasant farmers or slaves.</li> <li>• To know that religion was a big part of life in the Shang Dynasty.</li> <li>• To know that oracle bones tell us a lot about the Shang Dynasty because they were written on.</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>• find and analyse a wide range of evidence about the past;</li> <li>• use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>• consider different ways of checking the accuracy of interpretations of the past;</li> <li>• start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>• begin to evaluate the usefulness of different sources.</li> <li>• start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> </ul> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> <li>• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>• select relevant sections of information to address historically</li> </ul>	<p>China Location Civilisation Society Artefacts Oracle bones/Dragon bones Achievements Archaeology Fu Hao Wu Ding Shang Di Primary Sources Hierarchy Tomb</p>
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			<ul style="list-style-type: none"> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</li> </ul> <p>Pupils should develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> <li>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>plan and present a self-directed project or research about the studied period</li> </ul>	
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<p>Year 5/6</p> <p>Summer</p> <p>How is our world changing? How has it already changed?</p> <p>(Twinkl topic link- Our Changing World)</p>	<ul style="list-style-type: none"> <li>• Weathering and Erosion – ‘I can explain how water and weather can change the landscape.’</li> <li>• Costal Features – ‘I can understand how costal feature are formed and identify costal features of the UK.’</li> <li>• Changing Coastlines – ‘I can understand how costal features are formed and identify costal features of the UK.’</li> <li>• Changing Boundaries – ‘I can explain how the make-up of the UK has changed and think about this in relation to the international borders of Europe.’</li> <li>• Weathering and Erosion – ‘I can explain how and why landscapes change overtime.’</li> <li>• Natural Disasters – ‘I can explain how volcanos, Earthquakes and other natural disasters effect land use’</li> <li>• San Francisco Fault Line vs Hawaii’s Volcanic Islands – ‘I can understand how people adapt to life in difficult places to live.’</li> <li>• What does the future hold? – ‘I can predict how physical factors might change the landscape in the future.’</li> </ul> <p><b>Trip suggestions:</b> Visit a beach or costal town (Llandudno or Formby).</p>	<ul style="list-style-type: none"> <li>• To know what effect weather can have on the landscape.</li> <li>• To know that volcanos can create islands.</li> <li>• To know what problems arise for people who live near volcanos/earthquakes and how they are managed.</li> <li>• To know what tectonic plates cause some adverse geographical conditions.</li> <li>• To know why erosion affects the landscape</li> <li>• To know what effect erosion has on people</li> <li>• To know why and how flooding happens and the impact on humans.</li> <li>• To know parts of the coastline (river mouth, beach, cliffs, stacks and caves).</li> <li>• To know how places change overtime because of weather and erosion.</li> <li>• To know the world wide effects of temperature and rainfall.</li> <li>• To know the effects of rising sea levels and explain why these are rising.</li> </ul>	<p>Locational Knowledge - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Pupils can:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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</li> </ul>	<p>Weathering Erosion Landscape Atlas Index Co-ordinates Latitude Longitude Contour Peaks Slopes Continent Country City Climate Zone Biomes Vegetation belts Mountains Water Cycle Types of settlement Land use Economic activity Trade links Distribution of resources Environmental disaster settlement, resources services goods electricity supply generation renewable non-renewable Solar power wind power biomass origin import export trade efficiency</p>
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			<p>positive, negative, economic, social, environmental.</p> <p>Geographical Skills and Fieldwork - Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Pupils can:</p> <ul style="list-style-type: none"> <li>• use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> <li>• 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.</li> </ul>	
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NB – weave local studies throughout the year and through history and geography as well as including a local history week.