

## Long Term Map – Breadth of Study for History and Geography

	Autumn	Spring	Summer
Year 1	<b>The World in Your Pocket: Changes in Living Memory</b>	<b>Our Classroom / Our School</b>	<b>Paddington Bear: Maps and The United Kingdom</b>
NC Links	<i>Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life</i>	<p><b>Geographical Skills and Fieldwork:</b> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>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.</p>	<p><b>Locational knowledge:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Geographical Skills and Fieldwork:</b></p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom</p> <p>use basic geographical vocabulary to refer to: use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
TC and MS 1	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past</li> <li>Ask questions such as: what was it like for people? What happened? How long ago?</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>Describe historical events</li> <li>Describe significant people of the past</li> <li>Recognise that there are reasons why people in the past acted as they did</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline</li> <li>Label timelines with words such as: past, present, older and newer</li> <li>Use dates where appropriate</li> <li>Recount changes that have occurred in their</li> </ul>	<p><b>Investigate places</b></p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul> <p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>Identify land use around the school.</li> </ul> <p><b>Communicate geographically</b></p>	<p><b>Investigate places</b></p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>

	<p>own lives.</p> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>Use words and phrases such as: a longtime ago, recently, when my parents/carers were children, years, decades and centuries</li> </ul>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<p><b>Communicate geographically</b></p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>Use compass directions (north, south, east and west)</li> </ul>
KO	<p><b>Significant People</b></p> <p>→ Tim Berners-Lee</p> <p><b>Significant Events</b></p> <p>→ The Invention of the Radio</p>	<p>→ Draw a simple Map</p> <p>→ Use plan perspective</p> <p>→ Use aerial photographs</p> <p>→ Devise a simple map</p> <p>→ Use simple field work and observational skills to find human and physical features of the school</p>	<p><b>Mapping the World</b></p> <p>→ Describing Maps of the World 1</p> <p>→ Describing Maps of the World 2</p> <p><b>The United Kingdom</b></p> <p>→ The United Kingdom: England</p> <p>→ Scotland</p> <p>→ Wales</p> <p>→ Northern Ireland</p> <p>→ London</p> <p>→ Edinburgh</p>
KC	<p><i>Main Events – Advancing Society – Basic</i></p> <p><i>Culture and Pastimes – Basic</i></p> <p><i>Artefacts - Advancing</i></p>	<p><i>Human Features – Basic</i></p> <p><i>Location – Basic</i></p> <p><i>Techniques - Basic</i></p>	<p><i>Location – Advancing</i></p> <p><i>Human Features – Advancing</i></p> <p><i>Diversity – Basic</i></p> <p><i>Physical Features – Basic</i></p> <p><i>Techniques - Basic</i></p>
Vocab			

Year 2	<b>Samuel Pepys, the Great Fire of London and the Plague: Significant Events</b>	<b>East Africa</b> The UK and contrasting Non- European Locality	<b>Important People in History: Significant People</b>
NC Links	<p><b>Events beyond living memory that are significant nationally or globally</b> [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Significant historical events, people and places in their own locality.</p>	<p><b>Locational knowledge:</b> name and locate the world's seven continents and five oceans</p> <p><b>Place knowledge:</b> 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 <b>non-European country</b></p> <p><b>Geographical Skills and Fieldwork:</b> use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p> <p><b>Human and physical geography:</b> identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p><b>The lives of significant individuals</b> in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>
TC and MS 1	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past</li> <li>• Ask questions such as: what was it like for people? What happened? How long ago?</li> <li>• Identify some of the different ways the past has been represented</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>• Describe historical events</li> <li>• Describe significant people of the past</li> <li>• Recognise that there are reasons why people in the past acted as they did</li> </ul> <p><b>Understand chronology</b></p>	<p><b>Investigate places</b></p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the countries, continents and oceans studied.</li> <li>• Name and locate the world's continents and oceans.</li> </ul> <p><b>Investigate patterns</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a</p>	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past</li> <li>• Ask questions such as: what was it like for people? What happened? How long ago?</li> <li>• Identify some of the different ways the past has been represented</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>• Describe historical events</li> <li>• Describe significant people of the past</li> <li>• Recognise that there are reasons why</li> </ul>

	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline</li> <li>Label timelines with words such as: past, present, older and newer</li> <li>Use dates where appropriate</li> <li>Recount changes that have occurred in their own lives.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>Use words and phrases such as: a longtime ago, recently, when my parents/carers were children, years, decades and centuries</li> <li>Show an understanding of concepts such as: monarchy and peasantry</li> </ul>	<p>small area of the United Kingdom and of a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</li> </ul> <p><b>Communicate geographically</b></p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>	<p>people in the past acted as they did</p> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline</li> <li>Label timelines with words such as: past, present, older and newer</li> <li>Use dates where appropriate</li> <li>Recount changes that have occurred in their own lives.</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>Use words and phrases such as: a longtime ago, recently, when my parents/carers were children, years, decades and centuries</li> <li>Show an understanding of concepts such as: monarchy, war and peace, democracy, parliament, civilisation and peasantry</li> </ul>
KO	<p><b>Significant Events</b></p> <ul style="list-style-type: none"> <li>→ The Plague</li> <li>→ The Great Fire of London</li> </ul>	<p><b>Continents and Oceans</b></p> <ul style="list-style-type: none"> <li>→ The Pacific Ocean</li> <li>→ The Atlantic Ocean</li> <li>→ The Arctic Ocean</li> </ul> <p><b>Climate and Weather</b></p>	<p><b>Significant People</b></p> <ul style="list-style-type: none"> <li>→ Marie Curie (Con, S)</li> <li>→ Christopher Columbus (T&amp;L)</li> <li>→ William Shakespeare (C+P &amp; B)</li> <li>→ Alexander the Great</li> <li>→ JFK (Con, L&amp;S)</li> <li>→ Rosa Parks &amp; Martin Luther King (B, &amp;S)</li> <li>→ Emily Davison (S)</li> </ul>
KC	<p><b>Main Events - Deep</b></p> <p><b>Location – Advancing</b></p> <p><b>Settlements – Advancing</b></p> <p><b>Artefacts - Advancing</b></p>	<p><b>Human Features – Deep</b></p> <p><b>Physical Features – Advancing</b></p> <p><b>Human Processes – Advancing</b></p> <p><b>Physical processes – Basic</b></p> <p><b>Location – Basic</b></p>	<p><b>Society – Deep</b></p> <p><b>Beliefs - Advancing</b></p> <p><b>Conflict – Advancing</b></p> <p><b>Travel and Exploration – Basic</b></p> <p><b>Culture and Pastimes – Basic</b></p> <p><b>Artefacts - Deep</b></p>
Vocab			

Year 3	<b>Britain: Stone Age to Iron Age</b>	<b>A South East region and the River Thames: Region of the UK – Not a focus on London, but surrounding regions</b>	<b>The Roman Empire and its impact on Britain</b>
NC Links	<b>Changes in Britain from the Stone Age to the Iron Age</b>	<p><b>Locational knowledge:</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><b>Physical geography:</b> describe and understand key aspects of: physical geography, including: rivers, mountains and the water cycle</p> <p><b>Human geography:</b> types of settlement and land use, and the distribution of water</p> <p><b>Geographical skills and fieldwork:</b> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b>The Roman Empire and its impact on Britain</b></p> <p><b>Physical geography:</b> describe and understand key aspects of: volcanoes and earthquakes</p>
TC and MS 2	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past</li> <li>• Suggest suitable sources of evidence for historical enquiries</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient to medieval times</li> </ul>	<p><b>Investigate places</b></p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul>	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past</li> <li>• Suggest suitable sources of evidence for historical enquiries</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient to medieval times</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of the past society</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline using dates</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline</li> <li>Use dates and terms to describe events</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>Describe how the locality of the school has changed over time.</li> </ul> <p><b>Communicate geographically</b></p> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains and the water cycle.</li> <li>human geography, including: settlements and land use.</li> </ul>	<ul style="list-style-type: none"> <li>Compare some of the times studied with those of other areas of interest around the world</li> <li>Describe the social, ethnic, cultural or religious diversity of the past society</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline using dates</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline</li> <li>Use dates and terms to describe events</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology</li> </ul> <p><b>Investigate places</b></p> <p>Ask and answer geographical questions about the physical and human characteristics of a location..</p> <p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul> <p><b>Communicate geographically</b></p> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: volcanoes and earthquakes</li> </ul>
KO	<p><b>The Stone Age</b></p> <ul style="list-style-type: none"> <li>→ Stone Age tools and Weapons</li> <li>→ Stone Age hunter-gatherers</li> <li>→ Stone Age - Clues from the past</li> </ul> <p><b>The Bronze Age</b></p> <ul style="list-style-type: none"> <li>→ The Bronze Age around the world</li> <li>→ Bronze Age - clues from the past</li> </ul> <p><b>The Iron Age</b></p> <ul style="list-style-type: none"> <li>→ Iron Age tools and weapons</li> <li>→ Iron Age forts and farming</li> </ul>	<p><b>Water-cycle: The cycle</b></p> <p>Water-cycle: clouds and precipitation</p> <p><b>Landscapes: Weathering</b></p> <ul style="list-style-type: none"> <li>→ Landscapes: Rivers</li> <li>→ Landscapes: Mountains</li> </ul> <p><b>Erosion and Deposition: Rivers</b></p> <ul style="list-style-type: none"> <li>→ Erosion and Deposition: Coasts</li> <li>→ Erosion and Deposition: Management</li> </ul>	<p><b>The Roman Empire</b></p> <ul style="list-style-type: none"> <li>→ Romans Around the world</li> <li>→ Roman Britain</li> <li>→ Roman- Clues from the Past</li> </ul> <p><b>Earthquakes and Volcanoes: Plate tectonics</b></p> <ul style="list-style-type: none"> <li>→ Earthquakes and volcanoes: the Pacific Ring of Fire</li> <li>→ Earthquakes and volcanoes: impact</li> </ul>

KC	<b>Food and Farming – Basic and Advancing</b> <b>Settlements – Basic and Advancing</b> <b>Society - Basic</b> <b>Artefacts - Basic</b>	<b>Physical Processes – Deep</b> <b>Physical Features – Deep</b> <b>Human Features - Advancing</b> <b>Location – Basic</b> <b>Techniques - Basic</b>	<b>Society – Basic and Advancing</b> <b>Conflict – Basic and Advancing</b> <b>Main Events – Basic</b> <b>Artefacts – Basic and Advancing</b>
			<b>Physical Features – Advancing</b> <b>Physical Processes – Advancing</b> <b>Location – Basic</b>
Vocab			

Year 4	<b>France:</b> European region comparison to UK	<b>Ancient Egypt</b>	<b>Settlements and Conflicts:</b> The Anglo-Saxons and Vikings
NC links	<p><b>Locational knowledge:</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p><b>Geographical skills and fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four 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</p>	<p><b>The achievements of the earliest civilizations</b> – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>The Viking and Anglo-Saxon struggle</b> for the Kingdom of England to the time of Edward the Confessor</p>
TC and MC 2	<p><b>Investigate places</b> Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><b>Investigate patterns</b></p> <p>Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul>	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> <li>• Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of the past society</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline using dates</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline</li> <li>• Use dates and terms to describe events</li> </ul>	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> <li>• Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient to medieval times</li> <li>• Describe the social, ethnic, cultural or religious diversity of the past society</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline using dates</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a</li> </ul>

	<p><b>Communicate geographically</b> Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers and mountains</li> <li>• human geography, including: settlements and land use.</li> <li>• Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology</li> </ul>	<p>timeline</p> <ul style="list-style-type: none"> <li>• Use dates and terms to describe events</li> </ul> <p><b>Communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology</li> </ul>
KO	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>→ Europe: Population</li> <li>→ Europe: Rivers</li> <li>→ Europe: Mountains</li> </ul> <p><b>Describing Maps of the World 1</b> <b>Describing Maps of the World 2</b> <b>Describing Maps of the World 3</b></p> <p><b>International Trade</b></p> <ul style="list-style-type: none"> <li>→ Tourism</li> </ul> <p>Using Maps: Features ( Milestone 3) Using Maps: four-figure grid references Using Maps: Six figure grid references</p>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>→ Egyptian Clues from the past</li> <li>→ Egyptian pyramids and obelisks</li> <li>→ Egyptian beliefs and burials</li> </ul>	<p><b>The Anglo Saxons</b></p> <ul style="list-style-type: none"> <li>→ Anglo-Saxon kingdoms and conquests</li> <li>→ Anglo-Saxon beliefs and burials</li> </ul> <p><b>The Vikings</b></p> <ul style="list-style-type: none"> <li>→ Viking Sailors and Raiders</li> <li>→ Viking kingdoms and conquests</li> </ul>
KC	<p><b>Location – Deep</b> <b>Human Features - Deep</b> <b>Human Processes - Advancing</b> <b>Physical Features – Advancing</b> <b>Techniques - Advancing</b></p>	<p><b>Food and Farming – Deep</b> <b>Beliefs – Advancing</b> <b>Main Events – Basic</b> <b>Artefacts - Advancing</b></p>	<p><b>Conflict – Deep</b> <b>Main Events - Advancing</b> <b>Travel and Exploration –Advancing</b></p>
Vocab			

Year 5	<b>Victorian London: Local History Study</b>	<b>South America</b>	<b>The Second World War and its impact on the UK</b>
NC Links	<i>a local history study</i>	<p><b>Locational knowledge:</b> locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p><b>Human geography:</b> economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<i>a study of an <b>aspect or theme in British history</b> that extends pupils' chronological knowledge beyond 1066</i>
TC and MC 3	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>Identify continuity and change in the history of the school</li> <li>Give a broad overview of life in Britain and some major events from the rest of the world</li> <li>Describe the characteristic features of the</li> </ul>	<p><b>Investigate places</b></p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>Give a broad overview of life in Britain and some major events from the rest of the world</li> <li>Describe the characteristic features of the past, including ideas beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>Describe main changes in a period of history</li> </ul>

	<p>past, including ideas beliefs, attitudes and experiences of men women and children.</p> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>Describe main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline</li> <li>Use dates and terms accurately when describing events</li> </ul> <p><b>Communicate historically</b> Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology, continuity, century, decade and legacy</p>	<ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p><b>Investigate patterns</b> Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>Communicate geographically</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: rivers and mountains</li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including food and minerals</li> <li>Create maps of locations identifying patterns (such as: land use, population densities, height of land).</li> </ul> </li> </ul>	<p>(using terms such as: social, religious, political, technological and cultural)</p> <ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with time of relatively little change</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline</li> <li>Use dates and terms accurately when describing events</li> </ul> <p><b>Communicate historically</b> Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology, continuity, century, decade and legacy</p>
KO	<p><b>The Victorian Era</b></p> <ul style="list-style-type: none"> <li>→ The Victorians - Innovation and Industry (The Great Western Railway)</li> <li>→ The Victorians - exploration and empire</li> <li>→ <b>The Victorians – the Ragged School</b></li> </ul>	<p><b>North America</b> North America: Population</p> <p><b>South America</b> South America: Population South America: Rivers South America: Mountains</p> <p><b>Biomes and Climate Zones:</b> Tropical Rainforest Biome <b>Climate Change (Milestone 2)</b> <b>International Trade: Food (Milestone 2)</b> <b>International Trade: Natural Resources (Milestone 2)</b></p>	<p><b>The Second World War</b></p> <ul style="list-style-type: none"> <li>→ The Second World War – weapons</li> <li>→ The Second World War - impact</li> </ul>
KC	<p><b>Settlements – Advancing</b> <b>Location – Basic</b> <b>Society – Basic</b> <b>Artefacts - Advancing</b></p>	<p><b>Location - Deep</b> <b>Physical Features - Advancing</b> <b>Human Features - Basic</b> <b>Human Processes - Basic</b> <b>Techniques - Advancing</b></p>	<p><b>Conflict – Deep</b> <b>Main Events – Advancing</b> <b>Location – Deep</b> <b>Travel and Exploration - Advancing</b></p>
Vocab			

Year 6	<b>The Legacy of the Ancient Greeks</b>	<b>Early Islamic Civilisation :Baghdad 900AD</b>	<b>Biomes and Climate Zones</b> (Linked with Evolution in Science)
NC Links	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>A non-European society that provides contrasts with British history – one study chosen from: <b>early Islamic civilization, including a study of Baghdad c. AD 900;</b> Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>	<b>Physical geography:</b> climate zones, biomes and vegetation belts
TC and MS 3	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past</li> <li>• Refine lines of enquiry as appropriate</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of the past society.</li> <li>• Describe the characteristic features of the past, including ideas beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline</li> <li>• Use dates and terms accurately when describing events</li> </ul> <p><b>Communicate historically</b></p>	<p><b>Investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>• Refine lines of enquiry as appropriate</li> </ul> <p><b>Build and overview of world history</b></p> <ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of the past society.</li> <li>• Describe the characteristic features of the past, including ideas beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>Understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> <li>• Identify periods of rapid change in history and contrast them with time of relatively little change</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline</li> <li>• Use dates and terms accurately when describing events</li> </ul> <p><b>Communicate historically</b></p> <p>Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology, continuity, century, decade and legacy</p>	<p><b>Investigate places</b></p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>Communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts</li> <li>• Create maps of locations identifying patterns (such as: climate zones)</li> </ul> </li> </ul>

	Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology, continuity, century, decade and legacy		
KO	<b>The Ancient Greeks</b> → The Ancient Greeks - influence → The Ancient Greeks - myths and legends → The Ancient Greeks - clues from the past	<b>Early Islamic Civilisation</b> → Early Islamic civilisation - Baghdad → Early Islamic civilisation – traders → <b>The House of Wisdom</b> → <b>Inventions and discoveries : Engineering, Maths, Medicine, Astroblabe and Light</b> → <b>Significant personalities: Al Jazari, Ibn Al Haytham, Al Kwarizmi, Al Zahrawi, Maryam Al Astrulabi</b> → <b>Comparison with British History</b>	<b>Biomes and Climate Zones</b> → Biomes and Climate Zones: Temperate deciduous forest biome → Savannah biome → Marine Biome → Ice Biome
KC	<i>Society - Deep</i> <i>Culture and Pastimes - Advancing</i> <i>Beliefs - Advancing</i> <i>Location - Basic</i> <i>Artefacts - Deep</i>	<i>Settlements – Deep</i> <i>Culture and Pastimes – Deep</i> <i>Location – Advancing</i>	<i>Human Processes - Deep</i> <i>Diversity - Advancing</i> <i>Physical Features – Basic</i>
Vocab			

TS = Threshold Concepts  
MS = Milestones  
KO = Knowledge Organiser  
KC = Knowledge Concept