

Geography and History Overview Cycle A

| | History |
|--|---|
| Characteristics of effective learning | <p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things and have a go • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements • Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things (<i>take part in simple pretend play, sort materials, use pretend play to find beyond the ‘here and now’</i>) |
| Educational Programme | <p>Understanding the World – statutory framework</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> |
| Development Matters Reception Statements (<i>Examples of what this could look like</i>) | <p>Talk about members of their immediate family and community Term 1 – connections ‘what makes me, me? Weeks 1-6 (<i>dedicated talk time, sharing information and photographs, use a range of texts to show different families</i>)</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past (<i>present children with pictures, stories, artefacts and accounts from the past drawing upon similarities and differences, offer hands-on experiences that deepen understandings, show images of familiar situations from the past e.g homes, schools, transport, toys etc, offer opportunities for children to begin organising events using basic chronology recognising things that happened before they were born</i>) Term 3 – What was life like Once upon a time? Comparing contrasting ovens, modes of transport, houses.</p> <p>Term 5 – Why is water wonderful? – comparing how clothes were washed before washing machines and electricity were invented – looking at a tin bath, a mangle</p> <p>Compare and contrast characters from stories, including figures from the past Term 2 – What makes me, me?-Diwali and Nativity stories, Guy Fawkes and the Gunpowder Plot, Term 6 – Where can I travel to? – historical images of seaside resorts – discuss changes, bathing costumes.</p> <p>(<i>frequently share texts, images, and tell oral stories that help children to develop and understanding of the past, offer stories, poems, rhymes, puppets, role play and other storytelling methods to expose children to the past</i>)</p> <p>Throughout the year – a class timeline to demonstrate the passing of time throughout the reception year, pictures to demonstrate events that happened in each month.</p> |
| End of Year Expectations: (ELG) | <p>Understanding the World</p> <p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of people around them and their roles within society - Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class - Understand the past through setting characters and events encountered in books read in class and storytelling |
| Vocabulary | <p>Vocabulary – enriching and widening (subject specific relating to overarching topics)</p> <p>Historical vocabulary children will be exposed to:</p> <p>Present, past, now, old, new, materials, then, yesterday, today, time, day, week, month, year, remember, same, different, events, sequence, order, familiar, change, notice, observe,</p> |

| | |
|--|--|
| | Geography |
| Characteristics of effective learning | Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are: <ul style="list-style-type: none">• Playing and exploring – children investigate and experience things and have a go• Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements• Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things |
| Educational Programme | Understanding the World – statutory framework Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. |
| Development Matters Reception Statements (Examples of what this could look like) | Talk about members of their community <i>Term 2 – connections ‘what makes me, me?’ Future aspirations – across this term parents/local people come into school to talk about their careers including our school linked PCSO, a local doctor and the local fire brigade (Dedicated talk time, share information about local community heroes and people who help us, invite local heroes into school)</i> Draw information from a simple map <i>Connections – Term 1 What makes me, me? Children bring in a picture of their home, we use digimaps to look at the area in which we all live, introduction of village, town and city. Use maps to compare these, we looked at a city compared to Bourne and then Edenham compared to both.</i> <i>(look at environment, introduce new vocabulary, familiarise children with road/village the school is located, look at aerial views of school setting and wider areas and recognise feature, compare and contrast similarities and differences of areas)</i> Understand that some places are special to members of their community <i>Term 1 – Term 1- R.E Lincolnshire syllabus – Myself- Children are introduced to people that belong to a religious group and this includes where they go to worship (Name and explain purposes of different buildings, take children on visits of our local area)</i> Recognise some similarities and differences between life in this country and life in different countries <i>Term 5 – Connections why is water wonderful? Look at countries that don’t have running water – we incorporate videos from Lyfta alongside images and nonfiction texts (Teach children about places of the world that contrast with locations they know, use relevant, specific vocabulary to describe contrasting locations, use images/video-clips/shared texts and other resources to bring the wider world into the classroom, dedicated talk time and sharing observations)</i> Explore the natural world around them <i>(provide frequent opportunities for outdoor play and exploration, create opportunities to discuss how we care for our natural world around us, offer opportunities to sing songs and join in with rhymes, draw pictures of the natural world e.g animals and plants)</i> <i>Term 5 – Science growing- planting and observing growth, observational drawings Weekly outdoor education</i> <i>R.E - Term 3 Lincolnshire syllabus - our beautiful world learning about our duty to care for the environment</i> Describe what they see, hear and feel whilst outside <i>(encourage observations of the natural world, listen to children describing things they have seen outside, name and describe different plants and animals that they might see in different areas)</i> Recognise some environments that are different to the one in which they live <i>(teach children about a range of contrasting environments both local or national, model vocabulary needed to name specific features of the natural world and man-made, share non-fiction texts that share an insight into contrasting environments, children communicate their understanding through play, role-play etc)</i> Understand the effect of changing seasons on the natural world around them <i>Science term 4 – What is happening outside my window? Seasonal change, use of weather stations to explore the different aspects of weather D.T - children to make a windmill</i> <i>Throughout the year children are read poems by Shirley Hughes relating to different seasons, non-fiction books about weather.</i> <i>(guide children’s attention to weather and seasonal features, provide opportunities for children to record the weather, select texts to share about changing seasons, throughout the year give children many opportunities to observe these changes first hand)</i> |
| End of year Expectations: (ELG) | Understanding the World ELG: People, Culture and Communities <i>Children at the expected level of development will:</i> <ul style="list-style-type: none">- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on ELG: The Natural World <i>Children at the expected level of development will:</i> <ul style="list-style-type: none">- Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Vocabulary: | Vocabulary – enriching and widening (subject specific relating to overarching topics) Geographical vocabulary children will be exposed to: Village, town, city, country, world, globe, Earth, near, far, map, symbol, key, path, street, road, bridge, field, farm, animals, shops, building, sea, river, lake, stream, forest, woods, weather and seasons, park, beach, jungle, desert, rainforest, polar region, landmark, man-made, natural, aerial, location, area, similarities, differences) |

KSI

Autumn Term

| Is exploring important? | | | |
|---|--|--|---|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features on a map. - Develop geography vocabulary of physical and human features e.g., hill, mountain, river. | <ul style="list-style-type: none"> - To know the seven continents on our planet are: Africa, Asia, Antarctica, Europe, North America and South America and Oceania/Australia. - To be able to start to recall some of the names of the countries in these continents. - To know the five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. - To be able to re-call names of well-known mountains- Scafell Pike and Mount Everest. - To know the Amazon River is in South America. - To know the United Kingdom is made up of England, Northern Ireland, Scotland and Wales. | <p>Previously in KSI unit, the children have learnt Earth is split up into countries and continents, oceans and seas.</p> <p>They will now continue to develop their understanding of their location, as well as some features that can be found in some of these places.</p> <p>In KS2, children go onto learn more in depth study of countries e.g., Brazil. This provides a great opportunity to develop this sense of place and build on what they have learnt about continents.</p> | <ul style="list-style-type: none"> - country - continent - ocean - mountain - river - United Kingdom - England - Scotland - Wales - Northern Ireland |
| <ul style="list-style-type: none"> - Place events in order on a timeline - Describe significant historic event and people from the past - Make connections between long and short term - Use a source—why, what, who, how, where to ask questions and find answers. - Create an account of a historic event - Use vocabulary such as event and impact. - Ask questions such as what was it like? What happened? How long ago? - Research the life of a significant person from the past using a given source. | <ul style="list-style-type: none"> - To know that Neil Armstrong and Buzz Aldrin were the first humans to land on the Moon and how this was possible - To know that Edmund Hilary and Junko Tabei are famous for reaching the summit of Mount Everest. - To know what Ed Strafford (local person- from Peterborough) was the first person to walk the length of the Amazon River. - To know that Alfred Wainwright was famous for his Pictorial Guides to the Lakeland Fell | <p>We will be looking at the study of modern history within living memory to help to begin to build their understanding of chronology, which they explored in EYFS by looking at their own history with their family tree.</p> <p>We will also build on what we learnt in a previous unit in Key Stage I, when the children learnt about the importance of travel and transportation and how exploring has changed over time.</p> <p>They will now think specifically about what makes someone a significant explorer to be remembered throughout history.</p> | <ul style="list-style-type: none"> - exploring - explorer - historical event - chronology - significant - summit - Neil Armstrong - Ed Strafford - Edmund Hilary - Junko Tabei - Alfred Wainwright |

Spring Term

| How do humans use water? | | | |
|--|--|--|--|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - Understand geographical similarities and differences in terms of human and physical features of a small area of the U.K and a small area in a contrasting non-European country. - Use basic geographical vocabulary to refer to: <p>*Key local physical features, including sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>*Key human features, including city, town, village, factory, farm, house, office, port and harbour and shop.</p> <ul style="list-style-type: none"> - Begin to use technology to communicate and research e.g. voice recorders, cameras and computers - Use simple fieldwork and observational skills to study the geography of their school and its grounds. | <ul style="list-style-type: none"> - To know the importance water plays in our lives- provides us with drinking water, it provides us with water for agriculture and it helps to control global temperatures. - To know named examples of sources of water: bodies of water (such as rivers, streams, lakes and ground water) that provide water to public drinking-water supplies and private wells. - To know that water can create physical features: lakes, rivers and beaches and human features: ports and harbours. - To know that the amount of water can differ in different places and reasons for this: <ul style="list-style-type: none"> *In general, developing countries, such as India, will use most of their water in agriculture (farming). *Developed countries, such as the UK, have a more significant use of water for domestic reasons. | <p>In EYFS children have learnt where water can be found and what we can use it for.</p> <p>They will now learn specific examples of sources and the names and differences of the features it creates. Children will also get the opportunity to use their knowledge of world maps, weather and climates to gather data on the area of Chembakolli in India (a non-European country) and compare it to Edenham and how water is used in both of these areas.</p> <p>As children move into KS2, they will look at farming, and how water sources and climates can affect the type of farming seen. In Upper KS2, they will be looking at further detail at the country of India, learning about land use and economic activity including trade links.</p> | <ul style="list-style-type: none"> - sea - Chembakolli - India - Edenham - developing - developed - England - port - harbour - ocean - rivers - wells - lakes - streams - climate |
| <ul style="list-style-type: none"> - Explain how events have changed things nationally or internationally. - Ask questions such as: What was it like for people? What happened? How long ago? - Understand and use vocabulary such as evidence, historical information, investigate. - Identify similarities and differences between periods. - Sequence a collection of artefacts and describe similarities and differences. | <ul style="list-style-type: none"> - To know that historically we were not able to source water from a tap (and this is still the case in some areas). - To know that way in which water reaches our homes has changed over time- (ancient villages, towns, and cities were located near fresh water sources like rivers and lakes. People often built reservoirs, wells and tanks to collect rainwater.) - To know the importance of key people regarding how water reaches our homes: <i>Edwin L. Drake</i>, who was the first person to use a pipe to separate water from other materials to stop contamination, <i>Appius Claudius Caecus</i>-completed the construction of the first aqueduct in Rome and <i>Thomas Hawksley</i>, who designed the UK's first water system. | <p>In EYFS, children have learnt about why water is so important to humans.</p> <p>They will now learn about how water usage has changed over time and the reasons for this. They will also be building on their knowledge from a previous unit in KS1 (why do people make journeys?), where they develop an awareness of the past, through learning how travel and transport was different in the past.</p> | <ul style="list-style-type: none"> - significant event - chronology - evidence - change - sources - wells - |

Summer Term

| Do inventions make the world better? | | | |
|---|--|---|--|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - Describe and understand key aspects of physical and human geography. - Using observations to respond to questions. - Using technology to communicate and research e.g., voice recorders, cameras and computers. - Use simple fieldwork and observational skills to study the geography of their school and its grounds. | <ul style="list-style-type: none"> - To know that machinery has been invented to help with agriculture e.g., combine harvester and tractor. - To know that physical features are natural. They would be here even if there were no people around. - Human features are things like houses, roads, and tractors. They have been built by people. - To know the difference between arable and pastoral farming. Arable farms are those which produce crops (e.g., wheat or vegetables), while pastoral farms are those where animals are raised for meat, wool or dairy products. - To know that some inventions can have a negative effect on our environment e.g., excessive use of pesticides result in contamination of surrounding soil and water sources and destroying beneficial insect populations that act as natural enemies of pests. | <p>In EYFS children have learnt about the importance agriculture plays within our community.</p> <p>They will now be looking at how agriculture occurs and the relationships between physical and human geography. Children will be continuing to develop their simple techniques to record field data to answer geographical question, by making digital audio recordings when interviewing someone about their job in agriculture.</p> <p>In KS2, children learn about how the topography of an area can affect the farming seen. This provides a great opportunity to begin these discussions.</p> | <ul style="list-style-type: none"> - agriculture - physical features - human features - pastoral and arable farming - inventions - environment - observations - combine harvester. - tractors - pesticides |
| <ul style="list-style-type: none"> - Use vocabulary such as lifetime, decades and centuries - Explain how events from the past impact the way we live today - Use and understand vocabulary such as artefact, impact and affected - Sequence a collection of artefacts and describe similarities and differences. - Identifying simple reasons for changes | <ul style="list-style-type: none"> - To know that tractors were invented to replace animals. - To know that the telephone was invented to speed up communication. - To give named examples of inventors and inventions – i.e., John Deere (steel plow), Alexander Bell (telephone) and Mary Walton (created a method for reducing the environmental hazards of the smoke). - To know that objects that we see today have evolved over time. | <p>In EYFS they learn about how objects we have today have not always looked like this and to know differences and similarities between old and new items.</p> <p>Now the children will learn about how items have been created over time and the impact that this has led to. We are also looking at agricultural inventions as it is a significant part of our local area.</p> <p>In Upper KS2, children learn about key people who have had an influence on our world. This is the start of children developing their opinions on who/what has been influential in the world we live in today.</p> | <ul style="list-style-type: none"> - inventions - duration - Artefacts - John Deere - Alexander Bell - Mary Walton - society - evolved - evidence - research - historians |

Lower Key Stage 2

Autumn Term 1

| What natural resources did humans use in Stone Age Britain? | | | |
|---|--|---|--|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - Describe and understand key aspects of natural resources - Consider and explain own and others' views about topical issues. - Ask questions to enable opinion to be voiced such as 'What do I think about it?' - Use a range of methods to collect and present information. - 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. | <ul style="list-style-type: none"> - To know that natural resources are materials or substances that are produced by the environment. - To know that humans use natural resources to survive for example, they use soil and water to grow food and wood to burn to provide heat or to build shelters. - To know that the UK has natural resources, including fossil fuels for energy, crops for food, and livestock for food as well as clothes. They are not as plentiful as they need to be. This is why we import gas from several countries. - To compare the natural resources the UK has with another country (Brazil): Brazil is rich in a variety of natural resources and is the world's leading producer of tin and iron ore. However, the country has no significant oil reserves. | <p>In Key Stage 1, children have learnt about the natural resources of water and how it is used by humans.</p> <p>They will now be expanding this knowledge to understand how a variety of natural resources are still used by humans.</p> <p>This links closely to developing children sense of time and understanding how things have changed over time which started to be taught in EYFS.</p> | <ul style="list-style-type: none"> - natural resources - fossil fuels - energy - land use - country - economy |
| <ul style="list-style-type: none"> - Explain how events from the past have helped shape our lives today - Suggest causes and consequences of changes in history - To be able to identify the achievements of civilisations and start to explain why these achievements were so important. - To be able to understand more complex terms for chronology e.g., BC/BCE (Before Christ) AD (Anno Domini). - To be able to use evidence to build up a picture of a past event. - To be able to understand the importance of archaeological discoveries in helping us to understand prehistorical civilizations. - | <ul style="list-style-type: none"> - To know prehistory is generally divided into Stone Age, Bronze Age and Iron Age. The Stone Age was broken down into: <i>Paleolithic Period (Early Stone Age)</i>, <i>Mesolithic Age (Middle Stone Age)</i> and <i>Neolithic Age (New Stone Age)</i>. - To know the key characteristics of each period of The Stone Age and how people lived and survived differently in the periods, making different uses of natural resources. - In the <i>Paleolithic Period (12,000 BC- 10,000 BC)</i>, they were nomadic. This means they were always moving with their families. They gathered food, firewood, and materials for tools, clothes and shelter, all from their surroundings. - In the <i>Mesolithic period (10,000 BC- 5,000BC)</i>, they moved around the | <p>In Key Stage 1, children have learned that the world looked differently to how it does now, and inventions have changed the way we live our lives.</p> <p>Now the children will now focus on a specific period within Britain and build on their understanding of the past beyond living memory by studying the earliest civilisations. The children will investigate what impact prehistoric people had on the early development of civilisation.</p> <p>The children will also begin to broaden their understanding of chronology from Key Stage 1 to begin to use and understand the terms BC and AD.</p> | <ul style="list-style-type: none"> - Stone Age - Bronze Age - Iron Age - Mesolithic - Neolithic - Flag Fen - Paleolithic - Skara Brae - Stonehenge - Flag Fen - BC - AD - archaeologist - hunter-gatherer - migration, - prehistoric - settlement - tribe. |

| | | | |
|--|--|--|--|
| | <p>countryside following animal herds and found the best flint which could be used for tool making. They travelled in groups and hunted animals in woodlands.</p> <ul style="list-style-type: none">- In the <i>Neolithic Age (5,000BC- 2,500 BC)</i>, people started to settle in communities and farm the land.- To know about the importance and significance of Stone Age art and Stonehenge (a prehistoric monument)- To learn about the transition to the Bronze Age (3000 BC - 1200 BC). <i>Discovery of bronze meant tools and weapons were stronger and more effective and their daily life (first writing system and the wheel -pot making) and Flag Fen could be used to show this in context (local Bronze Age site).</i> | | |
|--|--|--|--|

Autumn 2

| How did Ancient Egyptians use rivers? | | | |
|--|---|---|--|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - Locate world's countries and seas. - Identify physical and human characteristics. - Describe and explain key aspects of human geography – land use. - Describe key aspects of physical aspects of human geography e.g., rivers. | <ul style="list-style-type: none"> - To know the location of Egypt. - To know the location of the Mediterranean Sea, Red Sea, and the Nile - To know the importance rivers play in relation to settlements (provides rich soil for farming and transportation) - To know named examples of river uses-transport. water supplies for homes and industries, conservation, e.g., wildlife protection, creating electricity using hydroelectric power and sport and recreation activities. | <p>In Key Stage 1, children have learnt about sources of water including rivers.</p> <p>They will now look at how they are important in relation to a given civilisation, considering the impact physical geography can have on human geography.</p> <p>In Upper KS2 children learn in depth about why people in history settled where they did, this provides the opportunity to initially introduce this concept.</p> | <ul style="list-style-type: none"> - River Nile - country - physical feature - human feature - settlement |
| <ul style="list-style-type: none"> - To understand what is meant by ancient. - To develop their understanding of what a civilisation is. - Use evidence to ask questions and find answers about the past. - Use more than one source of evidence for historical enquiry. - To be aware of the achievements of the civilizations. - To be able to understand more complex terms for chronology e.g., BC/BCE, AD. - | <ul style="list-style-type: none"> - To know Egypt was home to a very developed civilisation 3,000 years before the birth of Christ. - To know most ancient Egyptians worked as field hands, farmers, craftsmen and scribes. - To know the ancient Egyptians believed in many different gods and goddesses. - To know the most powerful person in ancient Egypt was the pharaoh and to be able to name some of the key Egyptian rulers: Tutankhamun, Rameses II and Cleopatra. - To know ancient Egyptians built pyramids as tombs and the beliefs behind burial rituals. - To know the most famous of all ancient Egyptian scripts is hieroglyphics, | <p>In the previous unit of the Stone Age, the children have learnt that historic civilisations live their lives differently and the impact they had on early development of Britain.</p> <p>They will now learn about a non-British civilisation of the Ancient Egyptians and study their beliefs, achievements, and way of life and consider how these contrasts from another historical period.</p> | <ul style="list-style-type: none"> - ancient - civilization - Tutankhamun - Cleopatra - pyramids - hieroglyphics - sphinx - pharaoh - archaeologist - Valley of the Kings - papyrus |

Spring I

| How do humans use rivers? | | | |
|---|---|--|--|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - Describe and understand key aspects for physical geography e.g., erosion. - To be able to describe key physical features e.g. rivers, mountain etc and key human features. - Understand geographical similarities and differences between places. - Continue to develop geographical vocabulary e.g., meander, oxbow lake. - Use fieldwork to measure the width and depth across East Glen River and record their findings. | <ul style="list-style-type: none"> - To be able to know how rivers are formed. Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. - To be able to know the journey of a typical river from source to mouth. They flow and bend (meander) as they cross the land, until they reach another body of water. - To know that as rivers flow, they erode the land. - To know what an oxbow lake is and how it is formed by the river finding a different, shorter, course. The meander becomes an oxbow lake along the side of the river. - To know similarities and differences of the Lake District and the Fens e.g., topography, tourism, and land use. | <p>In Key Stage I, children have learnt what a river is and know they are going to be learning in greater detail how rivers are formed and how they are used in different parts of England, including the Lake District and the Fens and how the topography of these areas plays into this. They will now look at this in depth and will have the opportunity to enhance and enrich pupils' knowledge and understanding of rivers through taking part in a river study of the East Glen River.</p> | <ul style="list-style-type: none"> - erosion - estuary - meander - tributary - width and depth - bank - oxbow lake - deposition, - source |
| <ul style="list-style-type: none"> - Explain how past events have shaped our lives today. - Comparing and contrasting different historical sources. - Describing past events orally or in writing, recognising similarities and differences with today. - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. - To be able to the importance of our local history in understanding how things are today. | <ul style="list-style-type: none"> - To understand the way of life for people historically living in the Fens and how they relied on the wild fen for hunting and fishing and rebelled against the loss of their livelihoods. They smashed dams and destroyed dykes and became known as the 'Fen Tigers'. - To able to know about some drainage efforts during the Roman period, including the Car Dyke along the western edge of the Fenland between Peterborough and Lincolnshire and how some canals were constructed for transportation. | <p>In Key Stage I, children have learnt about water and why it has always been so important to humans and extreme weather and the difficulties that this can cause. They have previously studied how ancient civilizations utilised the rivers.</p> <p>They will now focus on the local history of how people have adapted their lives to use rivers.</p> | <ul style="list-style-type: none"> - The Fens - development - local history - agriculture - Fen Tigers - King James I |

Spring 2

| What natural resources do humans use? | | | |
|--|--|--|---|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - Describe and understand key aspects of physical human geography- natural resources. - Use fieldwork to measure and record physical features in the local area. - Use simple equipment and instruments to measure and record e.g., weather equipment- dataloggers, mini wind turbines and solar panels. - Use sketch maps to record. | <ul style="list-style-type: none"> - To know and explain the natural resources used in different areas of the U.K. <i>Oil is concentrated in the North Sea and to the east of the Shetland Islands. Gas reserves are in the North Sea but further south off the coast of Lincolnshire and East Anglia. Coal can be found in areas of the UK including Northumberland and Durham and North and South Wales.</i> - To know natural resources within our local environment and identify the impact of these e.g., <i>hydrocarbon (oil and gas) deposits, sand, limestone, and clay.</i> - To know where eco-power generated resource is situated and why e.g., <i>Flat landscape in our local area (Lincolnshire) suitable for solar panels so they can catch the sun's rays. Wind turbines are located on hills, open plains and out at sea, so they can funnel and intensify wind.</i> - To be able to know how renewable energy is being used today through speaking to renewable energy representatives from Equinor. | <p>Previously in Lower Key Stage 2, children have learnt about human and physical geography and how one can affect the other and about being eco-friendly through using some natural resources.</p> <p>They will now learn about real case studies and what is going on in this current time to help live greener lives.</p> <p>As children move into Upper KS2, they will carry out studies into what cities are doing to become more environmentally friendly.</p> | <ul style="list-style-type: none"> - energy - natural resources - observe - measure /record - compass points - Ordnance Survey - map/ scale - renewable energy - wind turbines - solar panels |
| <ul style="list-style-type: none"> - Use research skills to learn about everyday lives of people in time studied and compare with our life today. - Extracting the appropriate information from a historical source. - To start to explain about why changes have been made in history. - To learn and bout everyday lives of people in time studied. | <ul style="list-style-type: none"> - To know that local industry has adapted over time due to changes in technology. <i>In the beginning, mining shafts were dug out by hand or using stone tools. In the Late Middle Ages (AD 1300 to 1500) miners started using explosives to break up large rocks. Advances in technology have allowed miners to excavate with more accuracy and less harm to the surrounding environment.</i> - To know the changes that have occurred with coal mining and reasons for these e.g., <i>use of coal for energy generation is a major source of air pollution, causing illness and death.</i> - To be able to gain knowledge of the type of work children did in Victorian coal mines e.g. <i>The Trapper, The Getter and The Hurrier.</i> | <p>Children have previously learnt about technology has changed becoming more/less eco-friendly. The children have also learnt in Lower Key Stage 2 about the Victorian era and 'Poor Law', so they will build on their understanding of what society was like during this era by looking at coal mining.</p> <p>They will also learn how to use research skills to identify the specific impact these resources have had on given places and people</p> | <ul style="list-style-type: none"> - Coal mining - Industrial Revolution - Mines - Wagons - The Trapper - The Getter - The Hurrier |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none">- To be able to understand of what it was like for children living at the time and how children's lives have changed e.g., <i>1842, a law was passed that stopped children under ten years from working underground in mines in Britain.</i>- To understand how energy sources have changed over time e.g., <i>1750s- The Industrial Revolution is powered by coal. Now we are trying to emit fewer fossil fuels and turning to more renewable energy sources.</i> | | |
|--|---|--|--|

Summer I

| Do humans damage the earth? How and Why? | | | |
|---|---|--|---|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - Understand geographical similarities and differences throughout North and South America. - Use maps and atlases to identify similarities and differences between places. - Describe and understand key aspects of human geography – human and physical resources. - Use a range of methods to collect and present information. | <ul style="list-style-type: none"> - To know that The Americas comprise of the continents of North and South America - To have a brief understanding that climate and landscape across North and South America is diverse. <i>South America is known for its high mountains and wide rainforests, while North America is known for its varied landscapes, including forests, grasslands, and deserts.</i> - To know the largest rainforest area in the world is found in the Amazon basin. - To investigate Amazon rainforest's weather and climate (humid tropical (Af) with warm temperatures and rain falling year-round). - To know the cause and effects of deforestation. <i>Some causes include space for housing, useful/valuable resource for building, farming, energy, and palm oil. Some effects are climate change, desertification, soil erosion, fewer crops, flooding and increased greenhouse gases.</i> - To know the location of Alaska. - To know how human-caused global warming is affecting Alaska's climate. <i>Arctic sea ice is retreating, shores are eroding, glaciers are shrinking, and permafrost is thawing.</i> - To know how we can live in a more sustainable way and to know that people around the world are campaigning for change. e.g., WWF, Greta Thunberg, Greenpeace and Coalition for the rainforest nations. | <p>In KSI, children have learnt that the world is split into continents and the geography of different countries varies.</p> <p>They will now be learning about how we are affected these climates and what we can do to change these patterns. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways.</p> <p>In being taught how to communicate this in different ways, it will prepare them well for Upper KS2, where they will have to present their own findings in the clearest way when carrying out case studies.</p> | <ul style="list-style-type: none"> - North America - South America - Alaska - Amazon rainforest - Deforestation - Continent - Climate - Sustainable |

| | | | |
|--|--|---|--|
| <ul style="list-style-type: none"> - Describe the past experiences of different groups - Use a range of methods to collect and present information. - To find out about everyday life for people in the time studied. - Look for links and effects between different groups of people in society. - | <ul style="list-style-type: none"> - To know that indigenous peoples are the earliest known inhabitants of an area and their descendants. - To know that different tribes have lived in the Amazon Rainforest for many years and understand how they have lived e.g., Yanomami Tribe, The Tupi, The Kayapo and The Awá. - To know that the area in which tribes have lived in has changed over time e.g., indigenous people losing their lands. | <p>In Key stage 1 during our Explorers and Journey unit and during their units this year on ancient civilizations, children have learnt that people settle all over the world and live in a vast array of conditions which affects how they lived. They will now learn about the Amazon Rainforest and how people's lives have changed here over time and the reasons for this.</p> | <ul style="list-style-type: none"> - indigenous people - Yanomamo - Kayapo - The Tupi, - The Awá. - social - tribes - cause - consequence - continuity |
|--|--|---|--|

Summer 2

| Can the earth have negative effects on humans? | | | |
|--|---|---|--|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - Identify the position and significance of the equator, North and South hemisphere. - Describe and understand key aspects of physical geography- effects of tectonic plates. - Combine sources of information to provide a broader picture of a location or geographical process. | <ul style="list-style-type: none"> - To know the layers that make up the earth. <i>They are, from deepest to shallowest, the inner core, the outer core, the mantle, and the crust.</i> - To know where in the world volcanic eruptions and earthquakes occur. <i>The Ring of Fire is a string of volcanoes and sites of earthquakes, around the edges of the Pacific Ocean.</i> - To know how volcanoes are formed. <i>Tectonic plates converge or diverge, magma erupts through the earth's surface to form a volcano.</i> - To know the impact of volcanoes and earthquake on the immediate population and worldwide through analysing the key case studies of Mount Vesuvius in Pompeii, Eyjafjallajökull volcano in Iceland, Kilauea volcano in Hawaii and the dormant volcano of Mount Kilimanjaro. | <p>Previously in KSI, the children would have learnt about extreme weather and now they will learn about natural disasters and how they are formed by looking at specific case studies. They will look at key aspects of volcanoes e.g., how they are formed and how they affect the immediate population and the worldwide impact on the globe. The children will start with Mount Vesuvius in Pompeii and then study Eyjafjallajökull volcano in Iceland, Kilauea volcano in Hawaii and the dormant volcano of Mount Kilimanjaro.</p> <p>As children move in KS2, they will take this knowledge about how an environment can affect the way a community/culture live.</p> | <ul style="list-style-type: none"> - Tectonics - North and south hemisphere - Equator - Hotspot - Magma - Divergent Boundary - Convergent Boundary - Mount Vesuvius in Pompeii - Eyjafjallajökull volcano - Kilauea volcano - Dormant |
| <ul style="list-style-type: none"> - To use terms related to the time period and date events. - Suggest why certain events happened as they did in history. - To explain the consequences of a historical event. - To understand and use vocabulary such as: causes, consequences, impact, affected. - To use artefacts, images and letter extracts to understand life during and after the eruption of Mount Vesuvius. - To begin to evaluate the usefulness of different sources. - | <ul style="list-style-type: none"> - To know the timeline of events that happened before and during the Mount Vesuvius eruption. <i>First eruption phase begins on August 24, 79 AD. The people of Pompeii had grown used to the earthquakes and were not aware that these were signs of the eruption. Ash, lapilli, and pumice begin to rain down on Pompeii with the ash cloud. Buildings begin to collapse, and pyroclastic surges cover Pompeii and surrounding cities.</i> - To know what life was like during the historical eruption in 79AD e.g., social classes: slaves, freedmen (former slaves) and freeborn (never been slaves) and the top of the social hierarchy was the senatorial elite), daily life- leisure (bathhouses, gladiator battles and theatre) food, and clothing (togas). - To know Pliny the Younger was an author of famous letters that paint an important | <p>In Key Stage I, children have learnt about how disasters, for example The Great Fire of London have affected people's lives historically.</p> <p>They will now learn about how natural disasters have affected people's lives throughout history through looking at specific examples and critically examine case studies to be able to answer questions.</p> | <ul style="list-style-type: none"> - Mount Vesuvius - Roman Empire - archaeologist - eruption - Pliny the Younger - artefacts - |

| | | | |
|--|---|--|--|
| | picture of the Roman world around his lifetime. | | |
|--|---|--|--|

Upper Key Stage 2

Autumn 1

| What was the impact of the Roman Invasion on Britain? | | | |
|---|---|--|---|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - To name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics and understand how some of these aspects have changed over time. - Use the eight points of a compass. - Start to use 4 and 6 figure grid references. - Select and create appropriate map resources to find and show detailed information. | <ul style="list-style-type: none"> - To name and locate some Roman invaded cities e.g., Colchester and London. - To know that the Romans invaded Britain because of the lucrative silver, gold and tin mines in the country, the plentiful cornfields in Britain, and its strategic position close to Gaul. - To know the eight points of a compass – N, E, S, W, NE, NW, SE, SW - To know Eastings and Northings and be able to estimate or measure how many tenths across the grid square a map symbol lies to give a six-figure grid reference. | <p>In lower Key Stage 2, children have learnt about the geography of the local area.</p> <p>They will now start developing and broadening this understanding by investigating the natural resources of Britain and the human resources in the key cities of London and Colchester. Children can use their mapping skills to be able to present their findings.</p> | <ul style="list-style-type: none"> - 6 figure grid references - cities - countries - ordnance survey - trade - North, East, South, West, North East, North West, South East, South West. - scale - distance |
| <ul style="list-style-type: none"> - Understand and describe in some detail the main changes to an aspect of a period in history. - Use a wide range of sources of evidence to deduce information about the past. - Recognising when they are using primary and secondary sources of information to investigate the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. - To be able to identify achievements and inventions that still influence our lives today. - | <ul style="list-style-type: none"> - To know that Julius Caesar had several failed attempts at invading Britain before the new emperor Claudius was eventually successful. - To know that initially the Romans took control of the south-eastern part of what is now England, and the Emperor Hadrian ordered Hadrian's wall to be built to keep out the Picts. - To know about of Boudica's rebellion against the Romans- an armed uprising by native Celtic Britons against the Roman Empire during the Roman conquest of Britain - To know that the Roman invasion of Britain has impacted the country through the introduction of Latin, Roman Numerals and Christianity which are still in evidence today. - To know that the Romans made many technological advancements in Britain which have laid the foundation for us today: roads, towns, architecture, plumbing and sanitation | <p>In lower Key Stage 2, children have learnt about historic civilisations, including the Ancient Egyptians and the Ancient Mayans and the way they lived their lives.</p> <p>They will now learn about a civilisation that influenced England, learning that over time how England has developed through a steady mixture of civilizations and cultures, using sources to make informed decisions.</p> <p>They also get to revisit the concept to conflict, which they looked at lower Key Stage 2, in the War of the Roses, developing this knowledge further by learning the new concept of invasion.</p> | <ul style="list-style-type: none"> - Roman Empire - Julius Caesar - Emperor Hadrian - Hadrian's wall - Boudica - Christianity - social - religious - technological advancement |

Autumn 2

| What was the impact of the Anglo Saxon invasion on Britain? | | | |
|--|---|---|--|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - To use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. - To describe and understand key aspects of physical and human geography e.g., types of settlements and land use, economic activity including trade links and the distribution of natural resources. - To compare land use maps of UK from past with the present, focusing on land use. - To understand geographical similarities and differences through the study of human and physical geography of a country in the United Kingdom and another country and in the world. - Suggest relevant geographical questions and issues | <ul style="list-style-type: none"> - To know the location of Northern Germany and Southern Scandinavia, where Anglo Saxons originated from. - To know Scandinavia refers to Denmark, Norway, and Sweden and is in Northern Europe. - To know that physical geography influenced where people settle – close to water source, good road links for trading and fertile lands. - To know Winchester and York's (largest cities in Anglo-Saxon times) key human and physical features. <i>York: River Ouse, important for transportation and trade, streets- grid-like layout, well-defined roads, and Coney Street- central hub for trade. Winchester: cathedral, surrounding countryside, central location- not far from London and Winchester Castle- now just the Great Hall remains and in Anglo Saxons times would have been fort to protect the city.</i> - To know the geography of Denmark.: <i>*Topography: lowland land prone to flooding, land use- mostly for agriculture and good water links-groundwater suitable for production of drinking water can be extracted from almost everywhere in Denmark.</i> - - - | <p>In the previous unit, children have investigated the physical and human features of Britain in the key cities of London and Colchester.</p> <p>They will now use their digital mapping skills to build on their knowledge by comparing these cities with cities of Winchester and York, learning about the physical characteristics, availability of natural resources, key topographical features and land use patterns and understand how of these geography cities influenced this.</p> | <ul style="list-style-type: none"> - economy - Digital computer mapping - topographical features - settlements - trade - natural resources - London - York - Winchester - cities |

| | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> - To know the legacy and contribution of the Anglo-Saxons to life today in Britain. - Make connections between different periods of time. - Explain and give varied examples of how life was similar and different through different periods. - Use a wide range of sources of evidence to deduce information about the past. - To know about the diverse experiences of the different groups coming to Britain over time. | <ul style="list-style-type: none"> - To know the period in which Anglos Saxons settled in Britain (410-1066AD). The period used to be known as the Dark Ages, mainly because written sources for the early years of Saxon invasion are scarce. - To know the reasons why Anglo Saxons decided to settle in Britain: <i>The Anglo Saxons settled in eastern parts of Britain- Kent, Sussex, Essex, and East Anglia because they were near to rivers or the sea, which could be easily reached by boat. Many Anglo-Saxons came peacefully, to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.</i> - To know the kings who ruled before, during and after this time e.g., King Alfred who was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. - To know the details surrounding the Battle of Hastings: what happened, what was the main cause and what was the result. <i>The Battle of Hastings was fought on 14 October 1066 between the Norman-French army of William, the Duke of Normandy, and an English army under the Anglo-Saxon King Harold Godwinson. Main cause: William of Normandy in France wanted to be King of England. Result: William (the Normans) won.</i> - To know about changes Anglo Saxons made to British society e.g., society and social structure (tribal kingdoms), religion (pagans), language and writing (old English) and technology and infrastructure (wooden houses and basic road networks). | <p>Children will build upon their concepts of empires and ‘Ages’ in Britain and invasion, migration, beliefs, and culture, as they explore Post-Roman Britain as they learn about the Anglo-Saxons and how they invaded Post- Roman Britain.</p> <p>In the previous unit, the children have learnt about Roman Britain and now to help to build on their chronological and deepen their understanding of how invasion developed Britain.</p> <p>They can learn how Anglo-Saxons developed this from the Romans and the similarities and differences between the two civilizations and the importance of monarchy. They will apply this knowledge when looking at this specific time in history.</p> | <ul style="list-style-type: none"> - Anglo Saxons - Battle of Hastings - Monarchy - Shires - Legacy - William, the Duke of Normandy - King Harold Godwinson - King Alfred |
|--|--|---|---|

Spring I

| What was the impact of the Viking invasion on Britain? | | | |
|--|---|---|---|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - To describe and understand key aspects of physical geography in the context of erosion, weathering and coastal features. - To predict how physical factors might change the landscape in the future. - To be able to make annotated drawings and field sketches to record observations. - To relate large-scale plans to the fieldwork site, identifying relevant features and recording selected geographical data on a map or large-scale plan. | <ul style="list-style-type: none"> - To know how water and weather can change the landscape, for example changes in temperature and precipitation cause rises in sea level and accelerated coastal erosion. - To know how coastal features are formed. <i>Cliffs are usually formed because of processes called erosion and weathering. Headlands and bays are features of coasts that are formed by erosion. A stump is formed through a series of erosional processes. This are corrasion (the effects of material suspended in the water being thrown against the headland), and hydraulic action (the effect of the build-up of pressure, as waves compress air in to cracks).</i> - To identify coastal features of the UK through learning about the key case studies of Stack Rocks ,Spurn Head, The Needles, Durdle Door and Caves at Tintagel, Cornwall. - | <p>In lower Key Stage 2, children have learnt how rivers are actually formed and how the topography of these areas plays into this. They have looked briefly into the concepts of erosion and deposition.</p> <p>Now they will now look coastal features and explain how these 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. They will be able to use this knowledge to make educated predictions into how the coastline may have looked in the past. Previous map work will assist in in children creating their own maps to show this.</p> | <ul style="list-style-type: none"> - weathering - erosion - hydraulic action - corrasion - coast - bay - headland - beach - dune - cave - cliff, - arch - erosion, - deposition |
| <ul style="list-style-type: none"> - Connect sources and understand how conclusions were reached. - Consider ways of checking the accuracy of interpretations. - To assimilate the knowledge together from several sources in a fluent account. - Compare beliefs and behaviour with another time studied. - Understand that the consequences of one historical event can sometimes become the causes of another. | <ul style="list-style-type: none"> - To know that the Vikings first came to Britain in AD 793. - To know about Viking raids and invasion. <i>AD 793: The Vikings raided a monastery on the island of Lindisfarne. AD 866- The Vikings captured the city of York. AD- 878- The Vikings settled permanently in England and overran Wessex. AD 886- King Alfred of Wessex agrees a peace settlement with the Vikings, where he keeps the west and the Vikings are given the east 'Danelaw'.</i> - To understand the impact of the Viking raids on settled Anglo-Saxon communities. <i>Defences that the Anglo-Saxons had constructed or rebuilt in previously Roman</i> | <p>In previous unit the children learnt about the Anglo-Saxons. In this unit, the children will learn how Britain during the Anglo-Saxon rule was also impacted by the migration and takeover of the Vikings. Children can also appreciate the similarities and differences in comparison to the Roman and Anglo-Saxon migration. They will also start to build their skills of historical interpretations by interpreting how the Vikings were represented over the years.</p> | <ul style="list-style-type: none"> - raid - invasion - Vikings - Danelaw - longship - outlawed - pagans - pillaged |

| | | | |
|--|---|--|--|
| | <p><i>towns as a defence against the Vikings, later developed into towns.</i></p> <ul style="list-style-type: none">- To be able to understand why the Vikings have a negative reputation in history and if this is accurate interpretation through looking at recent excavations (Coppergate Dig).- To know key similarities and differences between the Anglo-Saxons and the Vikings. <i>Similarities: Farmers worked the land, growing crops and raising animals, craftworkers- leather, metal, create weapons and pots, women stayed at home and most children didn't go to school. Homes made from wood and mud.</i>- Differences: <i>The Vikings carved runes into stone and wood and told fortunes through them. The Anglo Saxons wrote on parchment and used the alphabet we use today. Vikings tales called sagas. The Viking's language is Old Norse and religion is Norse gods.</i> <p>-</p> | | |
|--|---|--|--|

Spring 2

How has North America changed because of British Colonisation?

| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
|--|---|--|--|
| <ul style="list-style-type: none">- To locate North America and states and countries within it and oceans boarding it.- Describe and understand aspects of physical geography including climate belts, biomes and vegetation belts and rivers.- Describe and understand key aspects of human geography including economic activity including types of settlement and land use and trading links.- Use a range of methods including digital technologies to collect and present information.- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. | <ul style="list-style-type: none">- To know that U.S.A is split into states and to be able to name some of these.- To know the oceans that surround North America on the north by the Arctic Ocean, on the east by the North Atlantic Ocean, on the southeast by the Caribbean Sea, and on the south and west by the North Pacific Ocean.- To know the environmental regions of North America: Mountainous West (Rockies, Volcanic Mountain ranges), Great Plain (fertile soil and grasslands), Canadian Shield and Eastern Region (Appalachians, wetlands).- To able to know about the economic activity in North America- (agriculture, forestry, mining, oil and natural gas.)- To know key similarities and differences of The Grand Canyon in Arizona and High Cup Nick on the Pennine Way (Cumbria). <i>Similarities- geographical features. Differences- how they were created due to global positioning. Grand Canyon caused by tectonic uplift and High Cup Nick caused by ancient glaciers.</i>- | <p>In lower Key Stage 2, the children learnt about the Amazon rainforest of South America and the key country of Mexico in southern portion of North America.</p> <p>They will now spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources, and the distribution of resources around the world. Children also learn about the different types of land has and why the country has been divided the way it has in relation to geography.</p> | <ul style="list-style-type: none">- continent- state- USA- environmental regions- economic- agriculture |

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> - Select suitable sources of evidence giving reasons for choices. - Identifying how conclusions have been arrived at by linking sources. - Asking historical questions of increasing difficulty e.g. who governed, how and with what results? | <ul style="list-style-type: none"> - To know the importance of Christopher Columbus. <i>Between 1492 and 1504, Christopher led expeditions of discovery to the Caribbean, and to Central and South America. This opened the way for European countries to colonize and exploit those lands and their peoples.</i> - To be able to analyse the positives and negatives of the British Colonisation of North America. <i>Some argue that the British colonists were not just looking for a quick wealth. They created religious and democratic rules. However, others argue money was the motivator as crops such as tobacco, cotton & sugar were grown & then transported to Britain for huge profits.</i> - To know the reasons behind U.S.A celebrating Independence Day on 4th July. <i>Before becoming a country, the U.S. was a group of colonies owned by Great Britain. On July 4th, 1776, the founding fathers signed the Declaration of Independence and announced their independence from Great Britain.</i> | <p>Previously children have learnt the location of North America and how exploration occurs in Key Stage 1. They will now learn about the impact exploration has had on the U.S.A.</p> <p>In the previous unit, children have learnt about the concept of invasion (the hostile entry of armed forces into another country). They will now develop this understanding of looking at different type of takeover-colonisation (an economic and political system through which one nation controls another as a colony).</p> | <ul style="list-style-type: none"> - North America - colonisation - Independence Day - Christopher Columbus - conflict |
|---|---|---|---|

Summer 1

| How has Brazil changed as a result of colonisation? | | | |
|---|--|--|---|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - To name and locate world's countries using maps, concentrating on their environmental regions and key physical and human characteristics. - Start to use 4 and 6 figure grid references to locate Brazilian cities. - To describe and understand key aspects of physical geography e.g., climate zones, biomes and vegetation belts. - To describe and understand key aspects of physical aspects of human geography e.g., types of settlements and land use, economic activity including trade links and the distribution of natural resources. | <ul style="list-style-type: none"> - To know some the countries and capitals of South America. - To know some key human and physical features of Brazil e.g., Guiana Highlands, Amazon rainforest, Caatinga desert region and Diamantina National Park. - To know about Brazil's economic geography. <i>The state of Sao Paulo is responsible for about half of Brazil's goods and services produced for sale in the market. Brazil leads the world in coffee production (about a third of the global total).</i> - To know that there is a rural-urban migration in Brazil. This is where some people move from the rural areas to live in towns (urban areas). | <p>In lower Key Stage 2, the children have learnt about the Amazon rainforest and been introduced to South America.</p> <p>They will now learn in more detail about the different areas in Brazil and how the physical and economic resources available might be causing a rural urban migration.</p> | <ul style="list-style-type: none"> - North America - South America - Alaska - deforestation - continent - climate - sustainable |
| <ul style="list-style-type: none"> - Identify periods of rapid change in history and contrast them with times of relatively little change. - Make connections and contrast between different time periods studied and talk about trends over time. - Understand and use appropriate historical vocabulary to communicate, including dates, time periods, era, chronology, continuity, change, century, decade, legacy. | <ul style="list-style-type: none"> - To know how the Portuguese colonized Brazil. <i>In April 1500, Brazil was claimed for Portugal on the arrival of the Portuguese fleet commanded by Pedro Álvares Cabral.</i> - To know the history surrounding the Rio Carnival. <i>Carnival was brought to Brazil by Portuguese colonizers between the 16th and 17th centuries introducing the Entrudo. The concepts kept changing throughout the 1800s with more organized parades with luxurious costumes and music.</i> - To know the historical links between the United Kingdom and Brazil through the Treaty of Rio de Janeiro (1825), which recognized Brazil as an independent nation, formally ending the Brazilian war of independence. - To know details surrounding the abolishment of slavery between UK and Brazil (British- Brazilian Treaty of 1826) | <p>In lower Key stage 2, children have learnt about Brazil, specifically the Amazon and its indigenous people, and the importance of that to Brazil and the rest of the world in modern day. They will now look at the history of Brazil.</p> <p>In the previous unit, children began to build on their understanding of invasion by looking at the concept of colonisation by Britain. They will now look at an international colonisation of Brazil by the Portuguese and how Britain played a part in helping Brazil to become independent and abolished slavery.</p> | <ul style="list-style-type: none"> - colonisation - Rio Carnival - abolishment - slavery - Treaty of Rio de Janeiro - British-Brazilian Treaty - |

Summer 2

| Have past invasion impacted our local area? | | | |
|--|--|--|---|
| Skills | Knowledge | Why this? Why now? | Key Vocabulary |
| <ul style="list-style-type: none"> - Use maps and digital/computer mapping to describe features studied. - To find a location from six-figure co-ordinates. - To give six-figure co-ordinates for a location. - Use fieldwork to observe, measure, record and present. the human and physical features in the local area (local land use). - Recording selected geographical data on a map or large-scale plan, using colour or symbols and a key. | <ul style="list-style-type: none"> - To be able to understand ordnance survey map symbols. - To be able to know that distance is represented on a map through scale. A map's scale indicates the relationship between the distances on the map and the actual distances on Earth. This relationship can be expressed by a graphic scale, a verbal scale, or a representative fraction. | <p>Previously in Key Stage 1 and lower Key Stage 2, the children have practised their fieldwork skills in the local area in Edenham and a bit further afield in Stamford. They will now use all the skills they have learnt through these enquiries e.g., creating maps, fieldwork sketches to be able to be competent in collecting, analysing and communicating a range of field data to answer our geographical question: How have past invasions impacted our local area? The children will be creating their own map of the Peterborough.</p> | <ul style="list-style-type: none"> - sketch map, - map - scale - digital/computer mapping - enquiry - coordinates, - latitude, - longitude, - key, symbol, - Ordnance Survey, - borders, - fieldwork, - measure, - record |
| <ul style="list-style-type: none"> - Appreciate significant events in history have helped shape the country we have today. - Seek out and analyse a wide range of evidence to justify claims about the past. - Use a wide range of different evidence to collect evidence about the past. - Select relevant sections of information to address historically valid questions and construct detailed, informed responses. - Present, communicate and organise ideas about the past. | <ul style="list-style-type: none"> - To know about Hereward the Wake- an Anglo-Saxon nobleman who was born in Bourne and successfully defended the area between Ely and Peterborough against the Norman Conquest in the 11th Century. - To know about Danelaw (the towns taken over by the Vikings) These included Lincoln and Stamford. - To know why there were more invasions in some areas compared to others e.g., resources and strategic position. | <p>During our history learning this year, we have built our understanding of invasion.</p> <p>We will now be understanding how a historian works, answering a key question on the history of our local area. The children will be developing their skills of enquiry, investigation and analysis while interpreting a wide range of evidence to collect information about the past.</p> | <ul style="list-style-type: none"> - Enquiry - Primary source - Secondary source - Local area - Hereward the Wake - Danelaw |