

Geography and History Overview Cycle B

EYFS

	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 (take part in simple pretend play, sort materials, use pretend play to find beyond the 'here and now')
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 (Examples of what this could look like)	<p>Talk about members of their immediate family and community Term 1 – connections 'what makes me, me? Weeks 1-6 (dedicated talk time, sharing information and photographs, use a range of texts to show different families)</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>(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) 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>(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)</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
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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)	<p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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</i> <i>Weekly outdoor education</i> <i>R.E - Term 3 Lincolnshire syllabus - our beautiful world learning about our duty to care for the environment</i></p> <p>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></p> <p>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></p> <p>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</i> <i>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></p>
End of year Expectations: (ELG)	<p>Understanding the World ELG: People, Culture and Communities <i>Children at the expected level of development will:</i></p> <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 <p>ELG: The Natural World <i>Children at the expected level of development will:</i></p> <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)

KS1

Autumn Term

Why have buildings changed over time?			
Skills	Knowledge	Why this? Why now?	Key Vocabulary
<ul style="list-style-type: none"> - Can use an atlas to name and locate on a map the four countries and capital cities of the UK. - Can demonstrate locational awareness, name their local area, and that they live in the UK. - Can create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings. - Use aerial photographs and plan perspectives to identify/ recognise landmarks and basic human and physical features. - Devise a simple map; and use and construct basic symbols in a key - 	<ul style="list-style-type: none"> - To know the location of, and identify characteristics of, the four countries and capital cities, of the United Kingdom. - To know a range of uses for buildings - To know the location of, and the uses for, buildings within Edenham - To know what symbols on a map represent 	<p>Previously in KS1 children have learnt that Earth is split into continents and countries. They will now learn that United Kingdom is split into countries and the relationship between these as well as where Edenham 'fits' into this.</p>	<ul style="list-style-type: none"> - Country - Maps - Key - Symbols - Human features - Physical features - Detached - Semi detached - Terraced - City - Town - Village
<ul style="list-style-type: none"> - Be aware of the past, using common words and phrases, relating to time. - Create own accounts of historical events and explain the cause of a historical event - Understand that a consequence is something that happens as a direct result of something else. - Ask questions such as: What was it like for people? What happened? How long ago? - Understand some ways we can find out about the past and answer questions using a specific source and discuss reliability - Discuss who was important in a historical event 	<ul style="list-style-type: none"> - To know the meaning of and terms such as: a long time ago, years, decades, centuries, lifetime, modern, old fashioned - To know events that led up to The Great Fire of London - To know the timeline of events that happened during The Great Fire of London. - To be able to explain what happened after The Great Fire of London and the changes that took place. - To know how and why buildings have changed over time - 	<p>Previously in Key Stage 1, children have learnt about historical changes and events within living memory. They will now learn about how we have learnt from significant historical events beyond living memory and how this changed the world today. The children will also learn how a a historian finds out about the past beyond living memory.</p>	<ul style="list-style-type: none"> - Sources - Evidence - Lord Mayor - Compare - Change - Spread - Fire Hook - Flammable - Diary

Spring Term

Are Humans the most powerful thing on Earth?			
Skills	Knowledge	Why this? Why now?	Key Vocabulary
<ul style="list-style-type: none"> - Know that weather can be different in different parts of the UK. - Can use a world map, atlas or globe to name and locate the seven continents and five oceans. - Can identify multiple weather types. - Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather). - Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. - Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. - Know that weather can be different in different parts of the UK. - Start to give reasons why the UK has the weather it does (e.g. wind). - To start to understand geographical similarities and differences through studying an area of the United Kingdom and an area of a contrasting country. 	<ul style="list-style-type: none"> - To know the different areas that can be found within the England and know some examples - To know how extreme weather can affect humans - To know what weather can be expected in different seasons - To know how the different seasons can affect how humans lives. <p>To be able to compare the extreme weathers of storm (Beast of the East-2018) to a bushfire (Black Saturday Bushfire-2009)</p>	<p>Previously in Science in KSI children have learnt that there are different seasons within the year and what we can expect from these seasons. Children will now look in depth about types of weather and the affect they can have on humans and the world around us.</p>	<ul style="list-style-type: none"> - hot, - cold, - weather - seasons, - autumn, - winter, - summer, - spring, - extreme weather - storm - heatwave - bushfire
<ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Explain reasons why someone might be significant. - Talk about why the event or person was important and what changed/happened. - Observe and use pictures, photographs and artefacts to find out about the past. - Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war and society. 	<ul style="list-style-type: none"> - To know Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856). - To know The Nightingale Training School for Nurses was opened in 1860 and the importance of this. - To know Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German army. 	<p>This unit allows children to build on what was learnt in EYFS where they looked at the significant historical figures of Kings and Queens and now the children can continue develop their understanding of what makes a significant individual. They will also get to compare with the significant figures they have already learnt in KSI.</p>	<ul style="list-style-type: none"> - Florence Nightingale - Significant - nurse - Hospital - Crimean War - soldiers, - Edith Cavell, - World War One, - comparison,

Summer Term

Why do people make journeys?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Can locate some major cities, oceans and continents on a UK and world map. - 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. - To be able to follow routes on a map. 	<ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans. - To know named examples of journeys that people make or have made - To know the start points and destinations of the journeys undertaken by the following people – <ul style="list-style-type: none"> *Nellie Bly *Ross Edgley *Floella Benjamin *Ernest Shackleton 	<p>Previously in KSI children have learnt that Earth is split into countries and bodies of water, they will now be able to specifically locate some of these and be able to name them.</p>	<ul style="list-style-type: none"> - North - South - East - West - Country - Continent - Travel - Globe
<ul style="list-style-type: none"> - To be able to understand and explain what makes an event significant. - To be able to develop an awareness of the journeys of significant individuals in the past who have contributed to national and international achievements. - Discuss how achievements have been recognised in different ways as time has passed - To be able to find out about people and events in other times. - Explain what impact that events from the past have had on the way we live today - To be able to develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. - 	<ul style="list-style-type: none"> - Use dates to talk about people from the past - Connect new learning of historical people or events to others that I have learnt before - Understand and use vocabulary such as in order, a long time ago, recently - Research the journey a famous person from the past using different sources - Describe significant journey from the past and talk about what they did - Children will learn about: <ul style="list-style-type: none"> *Nellie Bly *Ross Edgley *Floella Benjamin *Ernest Shackleton - *Ed Stafford 	<p>Previously in EYFS, children have learnt the journeys that some people make, they will now learnt about specific people and the journeys they have made as well as the reasons for these.</p>	<ul style="list-style-type: none"> - Significant - Adventurer - Impact - Journey

Lower KS2
Autumn Term 1

What was life like for the Ancient Greeks?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Can locate some countries in Europe on a map or atlas, and relate them to the hemisphere.. - Know about the continents and countries of the world and the ‘countries’ and ‘continents’ on the world map they have made. - To be able to know the physical and human features of Greece using satellite images and aerial maps. - Can identify key topographical features of Greece and land uses. - Can identify the physical and human features of Greece. 	<ul style="list-style-type: none"> - To know Greece is located in the Northern Hemisphere and is a part of the European continent. It shares its eastern borders with Turkey, and its northern borders with Albania, North Macedonia and Bulgaria. However, most of the country's boundaries are surrounded by the Mediterranean Sea. - To know the physical features of Greece and this means the natural features on the Earth's surface. e.g., Mountain- Mount Olympus, Cave- Papanikolis Cave and Cliffs- Erimitis Bay Beach. - To know the human features of Greece things and this means that are made or built by humans e.g., Harbour- Piraeus Harbour and Temples – The Acropolis, Athens - To know Greece has the longest coastline in Europe and is the southernmost country in Europe. The mainland has rugged mountains (80% of Greece is mountainous), forests, and lakes. <p>To know the main land use in Greece in agriculture and has been since the Ancient Greeks, as it was foundation of the economy.</p>	<p>In Key Stage 1, children have learnt the locations the continents and some countries within these as well as knowing the difference between physical and human geography. They will now be looking at individual case study to identify these features and uses.</p>	<ul style="list-style-type: none"> - Topographical features - Hemisphere - Countries - Continent - Europe - Land uses - Agriculture - Aerial maps - Satellite images - Landscape - Human features - Physical features
<ul style="list-style-type: none"> - Use a timeline within a specific time in history to set out the order things happened - Continue to develop a chronologically secure knowledge of history e.g., using BC/AD/Century. - Describe the religious diversity and beliefs of past societies. - To be able to evaluate the historical significance of the Ancient Greeks. - To understand that trade began as the exchange of goods. - 	<ul style="list-style-type: none"> - Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - To be able to describe the main changes of the Ancient Greeks using terms such as social, religious and cultural. - To be able to compare the city states of Athens and Sparta. - To be able to recall the events of the Battle of Marathon. - To be able to learn about the main changes in a period of the Ancient Greeks and how they’ve influenced current times. 	<p>Previously children have learnt about key historical events and figures in KSI such as Samuel Pepys and Pliny the Younger. They will now learn about historical civilizations and their impact and significance on the modern world.</p>	<ul style="list-style-type: none"> - Ancient - Empire - Battle - Civilization - Social - Religious

Autumn Term 2

What was life like for the Ancient Mayans?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Can locate some countries in North and South America on a map or atlas, and relate them to the hemisphere . - Know about the continents and countries of the world and the ‘countries’ and ‘continents’ on the world map they have made. - To use maps at a range of scales and from different perspectives. <p>Can compare human and physical characteristics of two countries in North and South America (e.g., Mexico and Belize)</p>	<ul style="list-style-type: none"> - To know South America is the fourth largest continent in size and the fifth largest in population. It is located primarily in the southern hemisphere. It is bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west. - To know that within a single country the physical geography can differ e.g., Mexico has high mountains and deep canyons in the center of the country, sweeping deserts in the north, and dense rain forests in the south and east. - To know what is meant by the geographical terminology of scale e.g., birds’ eye. - To know that a large scale map is one that shows lots of detail, normally over a smaller area. - To know that a small scale map is one that shows less detail, normally over a larger area. 	<p>In Key Stage 1, children would have learnt about the UK and about some European countries, for example in Greece in lower Key Stage 2. They will know the opportunity to locate different continents (North and South America) and start to identify geographical similarities and differences.</p>	<ul style="list-style-type: none"> - Bird’s eye - Scale - Physical geography - Human geography - Climate
<ul style="list-style-type: none"> - To be able to sequence events on a timeline, referring to times studied in KSI to see where these fit in. - To recognise the part archaeologists have played in helping us understand more about what happened in the past - To be aware of the different beliefs that different cultures, times and groups hold. 	<ul style="list-style-type: none"> - To know the social, ethnic and cultural diversity of Mayan society and the sophisticated culture in which they lived in city states. - To know how the Mayans lived - To know the Mayans were a civilisation who lived approximately between 2000 BCE and 900CE. - To know they built spectacular monuments and stepped pyramids – (e.g. Chichen Itza) have become world tourist destinations in the modern day. 	<p>Previously (last unit) children have learnt about historic civilisations and how things have changed over time through the Ancient Greeks. They will now learn about the importance of archaeologists in discovering this information and what we have learnt from them.</p>	<ul style="list-style-type: none"> - Ancient Mayans - Civilization - Society - Temple - Sources

Spring Term I

What was the War of the Roses all about?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - To be able to 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 in the context of UK counties. - To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of counties of the UK. 	<ul style="list-style-type: none"> - To know that a county is a smaller area of the UK containing lots of towns and villages. They are the top level of local government. They control the local area and the services within, such as education, transport, policing, fire & public safety, social care, libraries, and waste management. - To know the county our school is based in (Lincolnshire) and find this county on a map. - To name and locate some counties local to my area. - To know and be able to identify counties around England. - To know where Bosworth Field is situated. <p>To be able to understand how counties have changed over time.</p>	<p>In Key Stage I, the children have learnt how the world can be split into continents, and how the England can be divided into towns, cities and villages. They will now be looking at how the country is divided into counties and where these can be found.</p>	<ul style="list-style-type: none"> - Counties - Topography - Divided
<ul style="list-style-type: none"> - Use evidence to ask questions and find answers about the past - Suggest suitable sources of evidence for historical enquiry - Use more than one source of evidence for historical enquiry - To understand that power is exercised in different ways in different cultures, times, and groups e.g., empire, monarchy. - 	<ul style="list-style-type: none"> - To know what the War of the Roses was (civil wars for control of the throne of the England). - To know who was involved in the war of the roses (House of York and House of Lancaster). - To know where the War of the Roses took place - To have an understanding of what a civil war is. 	<p>Previously children have learnt about conflict and the effect through the Ancient Greeks in the Battle of Marathon, they will now use evidence from sources to build up their knowledge of a specific conflict and the affect it had.</p>	<ul style="list-style-type: none"> - War of Roses - Civil War - York Rose - Lancaster Rose - Tudor Rose - Union - Heir - Monarchy

Spring Term 2

What was life like for the Tudors?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - To be able to understand the geography of the local area using 4 figure compass directions and four figure grid references to locate the key features. - Use a range of methods including sketch maps to collect, record and present information - To be able to identify local issues. - To be able to gather data for use as primary source. - To be able to use graphs to present data. 	<ul style="list-style-type: none"> - To able to know how the town of Stamford has changed over time e.g., loss of green areas (use digimaps to investigate this). - To be able to explain some of the local issues in Stamford (e.g. losing shops in the high street, losing countryside due to construction due to urban development.) <p>To be able to know what a sketch map are simple drawings of the landscape. They show things that are sometimes hidden in photographs or maps, e.g., the impact of tourists on a landscape.</p>	<p>In KSI, children have learnt about how buildings in their immediate local area have changed over time. The children will now learn how start to carry out their own research in Stamford about how physical and humans features in their local area have changed over time.</p>	<ul style="list-style-type: none"> - Sketch map - Local issues - Questionnaire - Local area - Data - Observations - Research graphs
<ul style="list-style-type: none"> - Explain how past events have shaped our lives today - Suggest causes and consequences of changes in history - Use evidence to ask questions and find answers about the past - To understand that societal hierarchies and structures existed including aristocracy and peasantry. 	<ul style="list-style-type: none"> - To know the main changes that occurred during the Tudor period - To know the different Kings and Queens that ruled during the Tudor period - To know the reasons for the English Reformation and what it was. - 	<p>Previously children have learnt about ancient civilisations- The Ancient Mayans and The Ancient Greeks, they will now learn about more modern civilisations and how the monarchy began to form. They have also learnt about The War of the Roses, so the children will know how the Tudor dynasty came into power through this war.</p>	<ul style="list-style-type: none"> - Tudors - Dynasty - Henry VIII - Monarch - Reign - Heir

Summer Term I

What was life like for the Stuarts?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Can identify and compare physical characteristics of two countries in Europe (Scotland and Greece). - To be able to use a range of maps to research e.g., topographic maps, climatic maps. - 	<ul style="list-style-type: none"> - To know the climate of countries in Europe (Scotland and Greece) Scotland generally has cool summers, mild winters and rainfall throughout the year, whereas Greece has a Mediterranean climate, with mild and wet winters in the southern lowland and cold winters with strong snowfalls in the mountainous areas in the central and northern regions and hot, dry summers. - To know geographical differences between different countries (Scotland and Greece) (physical and human) e.g., both in Europe, both have areas with a mountainous landscape. 	<p>In Key Stage 1 the children have learnt about the United Kingdom and in lower Key Stage 2 about Greece and how they are both in the continent of Europe. Now they will now learn how to compare the two countries, looking at their climate and topography.</p>	<ul style="list-style-type: none"> - Physical features - Human features - Four figure grid references - Compass directions (North, South, East, West)
<ul style="list-style-type: none"> - Describe the different account of a historical event, explaining some of the reasons why the accounts may differ - Describe the main religious and social changes in a period of history. - Identifying who is important in historical sources and accounts. - 	<ul style="list-style-type: none"> - To be able to know how the Stuart dynasty began. - To know details surrounding event: The Gunpowder Plot. - To compare the rulers e.g., Charles I and Oliver Cromwell - To know the key dates of events occurring during the period of The Stuarts (1642-1651- The English Civil War- The Roundheads and The Cavaliers , 1653- Oliver Cromwell becomes Lord Protector, 1660- The Restoration- Charles II is crowned). - To know the cause and effects of events: The Great Plague. 	<p>Previously children have learnt about historic events such as the Great Fire of London and why we celebrate Bonfire Night. They will now learn specific details about the Gunpowder Plot and other events during this period of time to create details historic accounts.</p>	<ul style="list-style-type: none"> - The Stuarts - Monarchy - Social - Religious - Cause - effect

Summer Term 2

How did life change during the Victorian era?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none">- To understand geographical similarities and differences- Describe and understand key aspects of physical and human geography- Can use an atlas to locate the UK and locate some major urban area-	<ul style="list-style-type: none">- To be able to name and identify key cities within England (Birmingham, Sheffield, London, Manchester and Liverpool)- To know how cities are similar and different- To know how the physical geography of a location can affect the human geography	Previously in lower Key Stage 2, children have learnt about counties and their location, they will now learn about key cities within these counties. They will also apply their knowledge of physical and human geography to a real-life case study (Sheffield).	<ul style="list-style-type: none">- Physical features- Human features- Four figure grid references- Compass directions (North, South, East, West)
<ul style="list-style-type: none">- Use more than one source of evidence for historical enquiry- Describe the main social and cultural changes in a period of history- Through research, compare and contrast time periods- Research what it was like for men, women and children varies in different times, groups and cultures. and present findings using different forms	<ul style="list-style-type: none">- To know the decisions that Queen Victoria undertook- To know what life was like for people during the Victorian era- To know what works houses were and why they were built- To know what the ‘Poor Law’ was To know the similarities and differences between Victorian and Modern life	Previously children have learnt about various leaders and monarchs including Henry VII, Charles I and Henry VIII, they will now learn about this given era and how decisions made affected lives.	<ul style="list-style-type: none">- The Victorians- Industry- Revolution- Workhouse- Laws

Upper KS2
Autumn Term 1

Did Mahatma Gandhi change the world forever?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Locate the world's countries and major cities, using maps, to focus on Asia: - Identify the position and significance of: Longitude and latitude, Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemisphere/ - To be able to describe types of settlement and land use and economic activity including trade links. - To be able to compare maps over time. - 	<ul style="list-style-type: none"> - To know that India is located in South Asia. - To know that India is divided into states and territories. - To be able to explain how some of key physical features of India have changed overtime - To be able to describe the key human features of India mainly focused on the economic activity e.g., trading of tea with the UK. 	<p>In lower Key Stage 2, children have learnt that different countries are separated in different ways for example when we learnt about counties. Now they will learn how a named example has been separated and the human geography that is influenced because of this.</p>	<ul style="list-style-type: none"> - Equator - Economy - Trade - Import - Export - Latitude and Longitude - South Asia - Northern hemisphere and Southern hemisphere - Vegetation belt
<ul style="list-style-type: none"> - Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. - To understand how society is organised in different cultures, times and groups. - To understand the development of global trade. - To understand and compare the different beliefs in different cultures, times and groups. - 	<ul style="list-style-type: none"> - To know India was previously under British colonial rule. - To know that India previously had a caste system (based on wealth, occupation and family background.) - To know that Gandhi started a political movement called the Natal Indian Congress which carried out non-violent political protests. - Explore some of Gandhi's famous protests including the most well known – The Salt March. - To know the impact Gandhi's work has had on our lives today. 	<ul style="list-style-type: none"> - Previously the children have been able to identify the historical impact of civilisations and explain why these achievements were so important for example in lower key stage 2 when looking at the Ancient Greeks and Mayans. Now they will start to identify in more detail the historical impact of key individuals and start to be able to compare the achievements of different civilisations, groups and individuals. 	<p>Mahatma Gandhi Caste system Colonial rule Natal Indian congress The Salt March</p> <p>Protest</p>

Autumn Term 2

What impact has Marie Curie's work had on our world today?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Locate the world's countries and major cities, using maps, to focus on Europe. - Identify the position and significance of: Longitude and latitude, Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemisphere. - To understand the geographical similarities through the study of human physical geography of the U.K and a European Country. - Explain how locations around the world are changing and explain some of the reasons for change <ul style="list-style-type: none"> - Compare the capital cities' human and physical characteristics and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> - To know where Warsaw, Poland and Paris, France are situated (and that Marie Curie was born in Warsaw and then lived in France) - To know the similarities between U.K and France - To know that the topography in both countries is varied <ul style="list-style-type: none"> - To know that the capital cities of both countries have a key importance in the human geography of the countries 	<p>In lower Key Stage 2, children have learnt how to locate different countries and how places can be different and similar and the reasons for this for example when comparing Scotland and Greece. They will now apply this knowledge in more detail when carrying out case studies of 2 named places.</p>	<ul style="list-style-type: none"> - Topography - Urban - region - Europe - Economy - Trade - Contours - Longitude and Latitude - Tropics
<ul style="list-style-type: none"> - Use sources of information to discuss different opinions about the past - Describe the main changes in a period of history using terms such as technological - Use a range of sources of evidence in order to justify claims about the past 	<ul style="list-style-type: none"> - To know that Marie Curie used findings of radioactivity to invent and mobile x-ray machine - To know when Marie Curie was alive and when her findings occurred in relation to other events and people - To know the impact Marie Curie's work has had on our lives today 	<p>Previously children have learnt about the importance of inventions and how they can improve our lives, children will now learn about a specific person and justify how much of an effect they believe they have had on our lives today.</p>	<ul style="list-style-type: none"> - X ray - Invention - Technological - Innovation

Spring Term I

How influential was Richard Arkwright on the Industrial Revolution?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - To define what urbanisation is. - To understand the causes of urbanisation. - Describe and understand the interaction between physical and human processes – land use, location of settlements and natural resources. - Use a range of methods including graphs (population density) and digital technologies to collect and present information 	<ul style="list-style-type: none"> - To know that industrialisation led to urbanisation. - To know urbanisation is the increase in the proportion of people living in towns and cities. - To know what is meant by the geographical terms- rural and urban. - To know and give examples of links between physical and human resources. - To know how quickly the population of Northern cities grew and the reasons for this 	<p>In a previous unit in Upper Key Stage 2. children have learnt about the relationship between physical and human geography through learning about how the key economic activities of India are influenced by their physical environment. They will now apply this knowledge with a specific example considering population changes and the reasons for this.</p>	<ul style="list-style-type: none"> - Urbanisation - Population - Industrialisation - Economy - Congestion -
<ul style="list-style-type: none"> - Evaluate different opinions in order to answer a questions. - To be able to use sources to learn about the cause and consequence. - To be able to compare the achievements of different civilisations, groups and people, - 	<ul style="list-style-type: none"> - To know that the Industrial Revolution brought the United Kingdom into an era of technology and productivity. - To know that it created wealth for many but social problems and poverty for others. - To know that industrialisation marked a shift from agriculture and rural societies, to urbanisation, machinery, factories and mass production. - To know that Richard Arkwright discovered how to use water to power cotton spinning, so that a machine could make thread. Textile factories were constructed across the country to weave cotton thread into textiles. - 	<p>Previously children have learnt how inventions can improve people's lives, for example in KSI they looked at the invention of the telephone. They will now use the skills they have learnt and knowledge they have gained to create their own opinion, deciding what was the biggest impact within the industrial revolution and whether the movement was positive or not.</p>	<ul style="list-style-type: none"> - Industrial Revolution - Industrialisation - Agriculture - Textiles

Spring Term 2

How important was Emmeline Pankhurst in the fight for equality?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Form their own relevant geographical questions e.g., How did urbanisation affect Manchester? - To understand the benefits and consequences of urbanisation. - To be able to compare maps over time. - To reach plausible conclusions about how we can make cities more sustainable and present their findings both graphically and in writing. 	<ul style="list-style-type: none"> - To know Manchester's unplanned urbanisation was brought on by a boom in textile manufacture during the Industrial Revolution and resulted in it becoming the world's first industrialised city. - To know that urbanisation often leads to an increase in population. - To know that London, Manchester and Birmingham continue to be key cities today 	<p>In the previous unit in Upper Key Stage 2, the children would have learnt about the industrialization that led to urbanisation. Now they will focus on Manchester as an urban city and apply this knowledge to form their own enquiry.</p>	<ul style="list-style-type: none"> - Urbanisation - Economic development - Pollution - Physical landscapes - Population - Resources - Urban environments and issues
<ul style="list-style-type: none"> - Describe the main changes in a period of history using terms such as 'social' and 'political' - Appreciate that significant events in history have helped shape the country we have today - Use a wide range of sources of evidence to deduce information from the past. - Explain the significance of events, people, and developments. 	<ul style="list-style-type: none"> - To know and describe the characteristics and features of the past including attitudes and experiences of men and women - To recall details of the event – The Epsom Derby - To know reasons why people were fighting for the equal rights – gender - To know examples and details of protests carried out 	<p>Previously children have learnt that historic civilisations valued different groups differently for example through looking at the society in Tudor England in lower key stage 2. They will now learn about how some of these views were challenged.</p>	<ul style="list-style-type: none"> - Emeline Pankhurst - Social - Political - The Epsom Derby - Protest - significance - legacy

Summer Term I

What was Adolf Hitler's impact on the world?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to locate and build their knowledge of the United Kingdom and the wider world. - Identify the position and significance of: The prime/ Greenwich Meridian and times zones (including day and night). - Describe countries in terms of location within hemispheres. - To be able to describe and understand key aspects of physical geography (climate zones, vegetation belts) and human geography (economic activity). 	<ul style="list-style-type: none"> - To know how the physical and human geography of locations influenced events during World War 2. - To know and locate named examples of key countries involved during World War 2 (London- evacuations, Axis- Germany, Italy and Japan, Allies- Great Britain , The United States, the Soviet Union and China). - To know and locate counties and cities, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers - 	<p>In lower Key Stage 2, the children have learnt about how the physical geography of a place can differ and the features that can be found in different locations through looking at North and South America. They will now use mapping and compass skills to identify these and discuss the effect they may have.</p>	<ul style="list-style-type: none"> - Equator - Hemisphere - Climate zones - Latitude - Longitude - Four and six figure reference - Ordnance survey - Northern Hemisphere, - Southern Hemisphere, - The Tropics of Cancer and Capricorn - The Prime/ Greenwich Meridian and times zones
<ul style="list-style-type: none"> - Explain how aspects of history have had an impact elsewhere in the world - Understand the term “century” and how dating by centuries works. - To understand the process of democracy and parliament in Britain. - Comparing significant people and events across different time periods - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - 	<ul style="list-style-type: none"> - Describe in detail historical events from the period studied - Show an awareness of the concept of propaganda - To know significant events that led to, and during, World War 2 - To know about the key changes that took place in British society during World War 2 e.g., the evacuation of children, role of women. - To explain the consequences of historical events. - To learn about the significant people during this time e.g. Sir Winston Churchill, Franklin Roosevelt, Joseph Stalin, Adolf Hitler, Benito Mussolini and Anne Frank. - 	<p>Previously children have learnt about how conflict has affected individual civilisations and countries past and present, for example through the War of the Roses and the English Civil War in lower key stage 2 and the impact of key individuals in war – Florence Nightingale and Edith Cavell in wars in Key Stage 1. They will now focus on World War 2 and how it impacted the world.</p>	<ul style="list-style-type: none"> - Propaganda - War - Conflict - Prejudice - Dictator - Prime Minister - President

Summer Term 2

How important was Rosa Parks in the battle for racial equality?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Use a range of methods including graphs, and digital technologies to collect and present information e.g. about climate (focus on population density and link to initial places of colonisation) - To be able to describe and understand key aspects of physical geography (climate zones, biomes. rivers, mountains) - To be able to describe and understand human geography (population, economic activity, distribution of energy, minerals, food and water and tourism.) 	<ul style="list-style-type: none"> - To know and locate the countries of North America and identify their main physical and human characteristics, and how some of these aspects have changed over time - To know how and why the population of places including Alabama changed - To know key reasons that can affect population changes - To know and explain how important the physical geography of a location can be. 	<p>In lower Key Stage 2, children have learnt about how places including the USA were discovered and how a country can be split up. They will now look at how the USA has been divided and how different areas can have differences and similarities and why.</p>	<ul style="list-style-type: none"> - Population - Population density - Colonisation - Digital technologies - Biomes - Climate zones
<ul style="list-style-type: none"> - Describe the main changes in a period of history - Describe the main changes in a period of history using terms such as ‘social’ and ‘cultural’ - Make connections and contrasts between different time periods studied and talk about trends over time. - Starting to analyse and explain the reasons for, and results of historical events, situations and change. 	<ul style="list-style-type: none"> - Describe in detail the historical events from the different period studied - Describe characteristics of the past including attitudes and experiences of different groups of people - To recall details of the event – The Bus Boycott - To know reasons why people were fighting for the equal rights – race - To know examples and details of protests carried out 	<p>Children have previously learnt about how views were challenged historically through looking at views during World War 2, they will now learn to draw comparisons between different events, what we now know and past beliefs.</p>	<ul style="list-style-type: none"> - Boycott - Social - Cultural - Protests - Equality