

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 (<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 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 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. (<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>) 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 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) Historical vocabulary children will be exposed to:</p> <p><i>Present, past, now, old, new, materials, then, yesterday, today, time, day, week, month, year, remember, same, different, events, sequence, order, familiar, change, notice, observe,</i></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) exploration of multiple storyworlds	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. (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</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> 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</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. (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)

KS1

Autumn Term

Why have buildings changed over time?			
Skills	Knowledge	Why this? Why now?	Key Vocabulary
<ul style="list-style-type: none"> - To name and locate the four countries and capital cities of the UK. - Demonstrate locational awareness, name their local area, and that they live in the UK. - Describe simple physical and human features of my local area 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 that the United Kingdom is made up of four countries, each with its own capital city: England: Capital – London Scotland: Capital – Edinburgh Wales: Capital – Cardiff Northern Ireland: Capital – Belfast -To know that a capital city is the most important city in a country, where the government works. - To know that a town is a place where many people live, with more buildings and shops than a village but smaller than a city. - To know that a village is a small place where fewer people live, with fewer buildings than a town. - To know the different uses for buildings (e.g., homes, shops, schools). - To know that Edenham, where our school is, is a village. - To know key buildings in Edenham and what they are used for. - To know that a map is a picture that shows places like roads, buildings, and parks, often from above. 	<p>Previously in KS1, children learned about continents and countries. Now, they will study the United Kingdom's countries, their relationships, and where Edenham is located within this structure.</p>	<ul style="list-style-type: none"> - 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 The Great Fire of London happened in 1666. - 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 know what King Charles did to stop the spread of the fire. - To know we use historical sources, such as Samuel Pepys' diary, to provide valuable insights into events like the Great Fire of London 	<p>Previously in Key Stage 1, children studied historical changes and events within living memory. Now, they will explore significant historical events beyond living memory, how these events shaped the world today, and how historians uncover information about the past.</p>	<ul style="list-style-type: none"> - sources - evidence - compare - change - spread - fire hook - flammable - Samuel Pepys - diary <div> <p>Key Concepts:</p> <p>legacy way of life empire/rule</p> </div>

	<ul style="list-style-type: none"> - To be able to know how the fire changed the way cities were built moving forward. 		
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Spring Term

Are humans the most powerful thing on earth?			
Skills	Knowledge	Why this? Why now?	Key Vocabulary
<ul style="list-style-type: none"> - To be able to identify seasonal and daily weather patterns in the United Kingdom. - To be able to identify hot and cold areas of the world in relation to the Equator and the North and South Poles. - To be able to use observational skills to study the surrounding environment in the context of local weather. - To be able to use basic vocabulary relating to physical geography (weather). - 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 what weather can be expected in different seasons of the UK and to know how the different seasons can affect how humans live. - To know that the weather can be different in different part of the UK and in different parts of the world. - To know the Equator is an invisible line around the middle of the Earth. Places near the Equator are usually very warm all year because they are closest to the sun. - To know some examples of extreme weather e.g. floods, droughts, bushfires, storms. 	<p>Previously in KSI Science, children learned about the different seasons and their characteristics. Now, they will explore various types of weather and their effects on humans and the environment.</p>	<ul style="list-style-type: none"> - seasons, - extreme - storm - heatwave - bushfire

	<ul style="list-style-type: none"> - To know how extreme weather can affect humans. -To know about the extreme weathers of storm (Beast of the East-2018) to a bushfire (Black Saturday Bushfire-2009) 		
<ul style="list-style-type: none"> – Place events or artefacts in order on a timeline. – 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 and compare objects and people from different periods of time. – 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 looked after wounded soldiers in the Crimean War (1853-1856). She was known as the "Lady with the Lamp" because she worked at night to help sick and injured soldiers. - To know how hospitals have changed since Florence Nightingale began nursing. - 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). - To know Edith Cavell helped some Allied soldiers hide from the German army. 	<p>This unit builds on the EYFS study of significant historical figures, allowing children to further understand what makes an individual significant. They will also compare these figures with those learned in KSI.</p>	<ul style="list-style-type: none"> - significant - nurse - hospital - soldiers, - comparison, <div> <p>Key Concepts:</p> <p>legacy way of life conflict</p> <p>achievements</p> </div>

Summer Term

Why do people make journeys?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Locate, name, and describe the location and some of the distinguishing features of the world's seven continents and five oceans on a 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"> -To know the world's seven continents and five oceans: *Continents: Africa, Antarctica, Asia, Europe, North America, Australia, South America * Oceans: Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean. - To know the start points and destinations of journeys: Nellie Bly: Start: New York City, USA. Destination: Around the world, ending in New York City, USA 	<p>Previously in KSI, children learned that Earth is divided into countries and bodies of water. Now, they will use locational language to specifically locate and name some of these and follow routes on a map.</p>	<ul style="list-style-type: none"> - North - South - East - West - country - continent - travel - globe

	Ross Edgley: Start: Margate, UK. Destination: Travel around Great Britain, ending in Margate, UK Floella Benjamin: Start: Trinidad. Destination: United Kingdom. Ernest Shackleton: Start: Plymouth, UK. Destination: Antarctica		
<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 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 - Explain what impact that events from the past have had on the way we live today. - To use dates to talk about people from the past. - To connect new learning of historical people or events to others that have been learnt before - 	<ul style="list-style-type: none"> - To know about significant journeys from the past and talk about what they did. *Nellie Bly (1889- 1890): traveling around the world in a record-breaking 72 days. *Ross Edgley (2018): swimming around the entire coastline of mainland Great Britain, covering over 1,780 miles in 157 days. *Floella Benjamin (1960): immigrating from Trinidad to the United Kingdom as a child. *Ernest Shackleton(1914- 1916): leading expeditions to explore Antarctica, including the famous Endurance expedition, where he and his crew endured incredible hardships after their ship was trapped in ice and eventually sank. *Ed Stafford(2008-2010): (local explorer- from Peterborough) the first person to walk the entire length of the Amazon River. - To be able know how travel and transport was different in the past. 	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.	<ul style="list-style-type: none"> - significant - adventurer - impact - journey - immigrate <div> Key Concepts: legacy way of life migration achievements </div>

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"> - To locate and name countries in Europe and their major cities on a map. - To discuss the key physical and human characteristics of a country in Europe using satellite images and aerial maps. 	<ul style="list-style-type: none"> - To know Greece is in the Northern Hemisphere and is part of the European continent. It shares its eastern border with Turkey and its northern borders with Albania, North Macedonia, and Bulgaria. 	In Key Stage 1, children learned the locations of continents and some countries, as well as the difference between physical and human geography. Now, they will examine	<ul style="list-style-type: none"> - topographical features - hemisphere - continent - agriculture - aerial maps

<ul style="list-style-type: none">- To identify key topographical features of Greece and land uses.	<p>Most of the country's boundaries are surrounded by the Mediterranean Sea.</p> <ul style="list-style-type: none">- 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.- To know the physical features of Greece, which are the natural features on the Earth's surface, such as mountains (Mount Olympus), caves (Papnikolas Cave), cliffs (Eremitas Bay Beach), beaches, islands (Crete, Rhodes and Mykonos), lakes and rivers- (River Evros) and plains.- To know the human features of Greece, which are made or built by humans, such as cities and towns (Athens) ports and harbours (Piraeus Harbour) and historic landmarks (Acropolis and Olympia).- To know the main land use in Greece is agriculture, which has been the foundation of the economy since Ancient Greek times.	<p>individual case studies to identify these features and their uses.</p>	<ul style="list-style-type: none">- satellite images- landscape
<ul style="list-style-type: none">- Continue to develop a chronologically secure knowledge of history e.g., using BC/AD.- Describe the main changes in a period in history.- To describe the religious diversity and beliefs of past societies.- Use a range of sources to find out about a period.- Select and record information relevant to the study.-	<ul style="list-style-type: none">- To know that history is divided into periods of history e.g., ancient times, Middle Ages and modern (Ancient Greeks belong to the period known as "Ancient History' 800BCE and 146BCE.)- To be able to know the main changes of the Ancient Greeks using terms such as social, religious and cultural. <p><u>Social Changes:</u> *Emergence of democratic principles in some city-states (e.g., Athens). *Development of social classes: citizens, non-citizens, slaves.</p> <p><u>Religious Changes:</u> *Establishment of major temples and religious festivals honouring gods and goddesses. *Influence of myths and legends in everyday life and storytelling.</p> <p><u>Cultural Changes:</u> *Advancements in arts and architecture (e.g., temples, amphitheatres). *Olympic Games as a cultural and athletic event.</p>	<p>Previously, children learned about key historical events and figures in KSI, such as Samuel Pepys and Pliny the Younger. Now, they will study historical civilizations and their impact on the modern world.</p>	<ul style="list-style-type: none">- ancient- empire- battle- civilization- social- religious <div data-bbox="2175 1310 2763 1530"><p>Key Concepts:</p><p>legacy way of life beliefs</p><p>achievements empire/rule</p></div>

	<div>-To be able to know the similarities and differences between the city states of Athens and Sparta.</div> <div>-To be able to know the events of the Battle of Marathon.</div> <div>-To be able to know how the Ancient Greeks have influenced current times.</div>		
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Autumn Term 2

What was life like for the Ancient Mayans?			
Skills	Knowledge	Why this? Why now?	Vocabulary

<ul style="list-style-type: none"> - To locate some countries in North and South America on a map or atlas and relate them to the hemisphere. - To use maps at a range of scales and from different perspectives - To compare human and physical characteristics of two countries in North and South America. 	<ul style="list-style-type: none"> - To know South America is the fourth largest continent by size and the fifth largest by population. It is primarily located in the Southern Hemisphere and is bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west. - To know Mexico has a varied landscape with mountains and deserts, while Belize is known for its flat terrain and rainforests. - To know Mexico has a large population and vibrant cities, whereas Belize has a smaller population and more rural living. - To know Mexico's culture is predominantly Spanish speaking with a rich cultural heritage, while Belize is culturally diverse and English-speaking. - To know both countries rely on tourism but have different natural attractions: Mexico with its volcanoes and beaches, and Belize with its barrier reef and rainforests. - To know the geographical terminology of scale, such as bird's eye view. - To know a large-scale map shows a lot of detail over a smaller area. - To know a small-scale map shows less detail over a larger area. 	<p>In Key Stage 1, children learned about the UK and some European countries, such as Greece in lower Key Stage 2. Now, they will locate different continents, including North and South America, and start identifying geographical similarities and differences between countries there.</p>	<ul style="list-style-type: none"> - bird's eye - scale - landscape - population - culture - tourism - 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 KS1 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. - Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. 	<ul style="list-style-type: none"> - To know the Mayans were a civilisation who lived approximately between 2000 BCE and 900CE. - To know the Maya civilization flourished in Mesoamerica, primarily in what is now modern-day Mexico, Guatemala, Belize, Honduras, and El Salvador. - To know recent excavations and research have provided deeper insights into their culture, cities, and achievements, challenging previous assumptions of their decline. - To know about the everyday life of the Mayan civilization (beliefs, society). 	<p>Previously, children learned about historical civilizations and changes over time through the study of the Ancient Greeks. Now, they will learn about the importance of archaeologists in uncovering this information and what we have learned from their discoveries.</p>	<ul style="list-style-type: none"> - ancient - civilization - society - temple - sources <div data-bbox="2199 1669 2792 1892"> <p>Key Concepts:</p> <p> legacy way of life beliefs achievements empire/rule </p> </div>

	<ul style="list-style-type: none"> - To know why the Mayan empire grew: farming, trading, leadership, advancements-maths (concept of zero), pyramids (Chichen Itza) and writing in books (codices). - To know why the Mayan civilization declined: environmental changes, political problems, and trade route problems. - To know even though their big cities fell, Mayan people today still live on and keep their old ways. 		
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Spring Term

What was life like for the Tudors?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - To be able to name and locate counties of the United Kingdom and their identifying human and physical characteristics. - To be able to understand the geography of the local area using 8 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. 	<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 Stamford is a town located in the county of Lincolnshire and borders other counties, including Rutland, Cambridgeshire, Northamptonshire, and Leicestershire. - To know Lincolnshire is a large county known for its rural landscape, market towns, and agricultural heritage. - To know neighbouring counties like Rutland and Cambridgeshire have different landscapes and urban pressures. - 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>In Key Stage 1, the children learned how the world is divided into continents and how England is divided into towns, cities, and villages. Now, they will learn how the country is divided into counties. In KSI, children have also learnt how buildings in their local area have changed over time. Now, they will start researching how physical and human features in Stamford have changed over time.</p>	<ul style="list-style-type: none"> - counties - data - observations - research - tourist

	<ul style="list-style-type: none"> - To know that 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. 		
<ul style="list-style-type: none"> - Use dates to order significant events from the period studied on a timeline within a specific time in history. - To understand that societal hierarchies and structures existed including aristocracy and peasantry. - 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. - Compare and contrast different forms of evidence. 	<ul style="list-style-type: none"> - To know the main changes that occurred during the Tudor period (1485- 1603): establishment of the Church of England, influence of trade and rise of powerful monarchs). - To know some of the significant Kings and Queens that ruled during the Tudor period: - *Henry VIII (1509-1547): Known for his six marriages and separation from the Catholic Church. - * Elizabeth I (1558-1603): Last Tudor monarch, known for her long and successful reign, exploration, and flourishing of the arts. - To know the reasons for the English Reformation and what it was. - To know about the local links to Tudor times: Margaret Beaufort: mother of Henry VII, the first Tudor king of England- lived in Bourne for a time. Stamford as a Tudor town, William Cecil- A trusted advisor to Elizabeth I, he built Burghley House near Stamford, which is known for its grand Tudor architecture and gardens. 	<p>Previously, children learned about ancient civilizations, including the Mayans and Greeks. Now, they will study more modern civilizations and the formation of monarchies.</p>	<ul style="list-style-type: none"> - dynasty - monarch - reign - heir <div> <p>Key Concepts:</p> <p>legacy way of life beliefs</p> <p>achievements empire/rule</p> <p>invasion</p> </div>

Summer Term

How did life change during the Victorian era?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - To start to use the 8 points of a compass, 4-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom. - To understand geographical similarities and 	<ul style="list-style-type: none"> - To be able to know key cities within England - London: The capital city of England and one of the biggest cities in the world. Sheffield: A city in the north of England, famous for making steel. 	<p>Previously in lower Key Stage 2, children learned about local counties and cities. Now, they will study key cities and apply their knowledge of physical and human geography to a real-life case study (Sheffield).</p>	<ul style="list-style-type: none"> - physical features - city - urban - green spaces - economic activity - human features

<p>differences of key cities in the UK.</p> <ul style="list-style-type: none"> - Describe and understand key aspects of physical geography e.g. landscape and natural features. - To describe and understand key aspects of human geography e.g. population and economy. 	<ul style="list-style-type: none"> - To know the similarities between cities: *Buildings and Growth: Both cities have lots of buildings, homes, and businesses. *Jobs: People in both cities work in different types of jobs to earn money. *Diverse People: Both cities have people from different cultures and backgrounds. - To know the differences between the cities including: *Cost of Living: London is more expensive to live in than Sheffield. *Green spaces: Sheffield has more parks and countryside nearby than London. *Main Jobs: In London, people work in jobs like banking and business and Sheffield, people worked in steel factories and still make things like tools. - To know how physical geography affects human geography: Sheffield has hills and valleys, which are great for homes with beautiful views and clean air. The River Don was used to power factories, and the city grew because it had lots of coal and iron ore nearby to make steel. - The River Thames helped London grow because boats could bring goods and people into the city. London is flat, which made it easy to build lots of homes and roads. This helped London grow quickly and become very busy. 		<ul style="list-style-type: none"> - four figure grid references - compass directions (North, South, East, West)
<ul style="list-style-type: none"> - Describe the main changes in a period of history. - Use more than one source of evidence for historical enquiry. - Research what it was like for men, women and children varies in different times, groups and cultures. and present findings using different forms - Look at different versions of the same event in history and identify differences. - To understand that sources can contradict each other. - Through research, compare and contrast time periods. - 	<ul style="list-style-type: none"> - To know the decisions that Queen Victoria undertook (industrialisation, laws to help children go to school and make workplaces safer). - To know what life was like for people during the Victorian era (1837-1901): class system, housing, work, education, and health/medicine) - To know what works houses were and why they were built. - To know what the 'Poor Law' (1834) was. - To know the similarities and differences between Victorian and Modern life (education, technological advancements and social reform). 	<p>Previously, children learned about leaders and monarchs like Henry VII, Charles I, and Henry VIII. Now, they will explore a specific era and how its decisions impacted lives.</p>	<ul style="list-style-type: none"> - industry - revolution - workhouse <div data-bbox="2199 1444 2807 1745"> <p>Key Concepts:</p> <p>legacy way of life</p> <p>achievements empire/rule</p> </div>

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. 	<ul style="list-style-type: none"> - To know that India is in South Asia. - To know that India is divided into states and territories. - 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 and how this helps boost the local economy. - To know that different states in India have diverse climates and topographies e.g. Assam and West Bengal grow lots of tea because of the suitable weather. - To know each state has its rules about farming and selling tea and some states have good transport links e.g. West Bengal has a big port to help ship tea to other countries. 	<p>In lower Key Stage 2, children learned how different countries are separated, such as by counties. Now, they will study a specific example of separation and its impact on human geography.</p>	<ul style="list-style-type: none"> - economy - trade - import - export - latitude and longitude - Northern hemisphere and Southern hemisphere - states and territories - vegetation belt
<ul style="list-style-type: none"> - To understand how society is organised in different cultures, times and groups. - To understand and compare the different beliefs in different cultures, times and groups. - Use sources of information to form testable hypotheses about the past. 	<ul style="list-style-type: none"> - To know India was previously under British colonial rule (1757 to 1947.) - 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 Indian National Congress (1894) which carried out non-violent political protests. - To know that Gandhi organised the Salt March (1930) and what this involved. 	<p>Previously, children identified the historical impact of civilizations and explained their importance, such as the Ancient Greeks and Mayans in lower Key Stage 2. Now, they will delve deeper into the impact of key individuals and begin comparing the achievements of different civilizations, groups, and individuals</p>	<ul style="list-style-type: none"> - caste system - colonial rule - protest - congress <div> <p>Key Concepts:</p> <p> legacy way of life beliefs </p> <p> achievements empire/rule </p> </div>

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.• Compare the capital cities’ human and physical characteristics.• Explain how locations around the world are changing and explain some of the reasons for change.	<ul style="list-style-type: none">• To know where Warsaw in Poland and Paris in France are situated (and that Marie Curie was born in Warsaw and then lived in Paris).• To know that Warsaw has cold winters and warm summers, and Paris has mild winters and warm summers. <i>Warsaw is further inland, so it has a continental climate with more extreme temperatures, resulting in colder winters and warmer summers. Paris is closer to the ocean, which helps keep the temperatures milder throughout the year.</i>• To know about key landmarks in the capital cities: Warsaw: The Royal Castle, Lazienki Park and Paris: Eiffel Tower and Louvre Museum.• To know both capital cities are experiencing population growth and the reasons behind this e.g. quality of life, employment, and education.	<p>In Key Stage 1, children began learning about capital cities and identified some within the UK. In Lower Key Stage 2, they explored how to locate different countries and understood how places can be both different and similar, along with the reasons for these differences and similarities. They will now apply this knowledge more thoroughly by conducting case studies on two specific capital cities.</p>	<ul style="list-style-type: none">• topography• urban• region• economy• trade• 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 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 (1914-1918)• To know when Marie Curie was alive (1867-1934) and when her findings occurred in relation to other events and people (World War I: During this time, Marie Curie helped by using X-rays to treat wounded soldiers.)• To know the impact Marie Curie’s work has had on our lives today: medical	<p>Previously, children learned about the importance of inventions and how they can improve our lives. Now, they will learn about a specific person and justify how much of an effect they believe this person has had on our lives today.</p>	<ul style="list-style-type: none">• X ray• technological• innovation <div>Key Concepts: legacy way of life beliefs achievements</div>

	treatment, technology and scientific research.		
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Spring Term

How influential was Richard Arkwright on the Industrial Revolution?			
Skills	Knowledge	Why this? Why now?	Vocabulary
<ul style="list-style-type: none"> - Describe and understand the interaction between physical and human processes – land use, location of settlements and natural resources. - To identify and describe UK counties and cities, detailing their human and physical characteristics land-use patterns, and explain how these aspects have changed over time. <ul style="list-style-type: none"> -Form their own relevant geographical questions e.g., How did urbanisation affect Manchester? -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. - 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 what is meant by the geographical terms: rural and urban. - 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 the causes of urbanisation (jobs and work, better services, transport, homes, farming changes and entertainment) - To know how quickly the population of Northern cities grew and the reasons for this (jobs in factories, better transport, urbanisation, immigration and housing). - 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 the benefits and consequences of urbanisation. - To know sustainable means using resources in a way that meets our needs today without harming the ability of future generations to meet their needs. It involves making choices that protect the environment, conserve natural resources, and ensure that people can live healthy, happy lives both now and in the future 	<p>In a previous unit in Upper Key Stage 2, children learned about the relationship between physical and human geography by studying how key economic activities are influenced by the physical environment. They will now apply this knowledge to a specific example, considering population changes and the reasons behind them.</p>	<ul style="list-style-type: none"> - urbanisation - population - industrialisation - economy - congestion - sustainable

<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.- To be able to appreciate that significant events in history have helped shape the country we have today.- Explain the significance of events, people, and developments.	<ul style="list-style-type: none">- To know that the Industrial Revolution (1760-1830/1840) brought the United Kingdom into an era of technology and productivity.- To know that industrialisation marked a shift from agriculture and rural societies, to urbanisation, machinery, factories and mass production.- To know that Richard Arkwright (1769) 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.- To know Cromford Mill was the world's first successful water-powered cotton mill, which paved the way for the factories of the British Industrial Revolution.- To know that it created wealth for many but social problems and poverty for others:<ul style="list-style-type: none">*To know poor people in cities during this period would be taken to workhouses if they were unable to pay rent.*To know the Industrial Revolution created an increase in employment opportunities. Wages at factories were higher than what individuals were making as farmers.*To know poor workers were often housed in cramped, grossly inadequate quarters. Working conditions were difficult and exposed employees to many risks and dangers.-	<p>Previously in KSI, children learned how inventions can improve people's lives. Now, they will use their skills and knowledge to form their own opinions on the biggest impact of the Industrial Revolution and decide whether the movement was positive or not.</p>	<ul style="list-style-type: none">- Industrial Revolution- industrialisation- agriculture- textiles <div><p>Key Concepts:</p><p>legacy way of life beliefs</p><p>achievements</p></div>
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Summer Term

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, population density. - To be able to describe and understand key aspects of physical geography (climate zones) - To be able to describe and understand human geography (population, economic activity, distribution of resources.) - 	<ul style="list-style-type: none"> - To know that the population of places can change over time – Alabama (increased over the decades) - To know key reasons that can affect population changes (economic opportunities, urbanization, natural disasters) - To know that urban areas such as Birmingham and Huntsville have seen population increases (urban areas) due to factors like economic opportunities and better living conditions. - To know some areas in the Black Belt region (rural area) have faced population decline due to economic challenges and limited opportunities. - To know the location of ‘the Cotton Belt’ in USA and the fact that this influenced population within the area 	<p>In lower Key Stage 2, children studied the climate and landscape of North America. In Upper Key stage 2, they learnt about the division of the USA into states and the distribution of resources. Now they will be exploring a specific state’s population changes over time and the reasons behind this.</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 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. - To identify 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"> - To know The Bus Boycott was sparked by Rosa Parks December 1st, 1955 and it lasted over a year (381 days). - To know the events that surrounded The Bus Boycott (Rosa Parks’ arrest) - To know about Martin Luther King Jr’s involvement in the Boycott. - To know people were fighting for equal rights surrounding race. - To know that this was part of the ‘The Civil Rights Movement’. - To know The Bus Boycott led to The Supreme Court ruling that segregation on buses was illegal (December 20, 1956). - 	<p>Children have previously learnt about how views were challenged historically through looking at views of influential people, 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 <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Key Concepts:</p> <p> legacy way of life beliefs empire/rule conflict </p> </div>

