

## **Ark Priory Primary Curriculum Framework 2021/2022**



## Ark Priory Primary Academy Curriculum Framework

### Introduction

Ark Priory Primary Academy's mission: *'To begin the journey to provide every pupil with the opportunity to go on to a university or pursue the career of their choice.'* This is the fundamental principle that underpins the design, implementation and ongoing review of the Priory curriculum. It is at the very core of our 'why' and defines us as a school.

### Curriculum Aims and Rational

The Ark Priory Curriculum aims to:

- Give all our pupils a rich knowledge of the world in which they live; experiences to make sense of it; and the confidence to make judgements on what they see
- Inspire young minds to keep learning, sharing a deep and meaningful foundation of knowledge that stimulates curiosity and inquisitiveness
- Create future citizens who have the courage to engage with major global challenges such as the environment, community cohesion, and ethical decision-making
- Equip pupils with the skills that will give them the confidence and resilience to shape their own path through life

### Rationale

A high-quality education, built around a rich curriculum, is a matter of social justice. Our young people have a right to experience the best, and to be given the opportunity to make their own contribution to the continual reshaping of our civilization and their world. It is up to us to be champions of young people's hopes, talent and ideas.

There has been a dual focus on *what* children should be learning and *how* best it should be taught. Curriculum design architecture (the 'what') is tantamount to curriculum delivery architecture (the 'how'). In making decisions about what should be taught, we have ensured that the curriculum provides access to a common body of essential content, taken from the National Curriculum. It also draws upon the elements of exceptional practice from the UK and beyond, to embody 'the very best of what has been thought and said'. It is a coherent curriculum, with links and threads running through it, so that teachers how it fits together.

However, the content is rendered useless if the delivery architecture is weak. Therefore, we invest heavily in supporting our teachers with curriculum delivery, to develop pedagogy of repertoire, evidence and principal, as:

*Good teaching makes a difference. Excellent teaching transforms lives.*

## Intent

The intent of our curriculum goes far beyond the outcomes seen at the end of Year 6. We have thoughtfully constructed a curriculum framework which focuses not solely on academia but on shaping our pupils into confident, passionate, life-long learners. We want our pupils to continue their journey with a secure foundation of knowledge, skills, ideas and most importantly-a relentless curiosity about the world around them. Thus, when designing this curriculum, we endeavoured to ensure it was broad, complimented by a wide range of experiences and provided pupils with far more than just academic achievement.

We believe that *‘Learning is defined as an alteration in long term memory... If nothing has been altered in long term memory, nothing has been learned.’* We believe in the ‘Ark Priory’ child, that at the end of Year 6, children who attend our school will leave with the skills set out in this document and be able to be valuable and effective citizens of the world.

In our pursuit of providing Priory pupils with a balanced and rich education, we have crafted a curriculum based on four key constructs:

### 1) *Knowledge*

What we know allows us to read – it is our prior knowledge that enables us to comprehend new material. Knowledge is highly ‘transferable’ between contexts. Knowledge learned across the curriculum facilitates comprehension. The idea that a rich base of factual knowledge helps pupils to make connections and exponentially leads to further learning is at the heart of the design of each unit through the years. The framework for each year group details explicitly the knowledge that will be learnt and how this knowledge develops cumulatively throughout the unit. Our key questions that go across each year group per half term allow this knowledge to be built upon year upon year, providing the children with a concrete knowledge base and vocabulary to be free to explore, excel and endeavour within the curriculum and beyond.

### 2) *Skills*

Once pupils have a broad knowledge base, they need to explore, practice and master skills to allow them to apply this knowledge in a meaningful way. The Priory curriculum highlights these key skills and demonstrates how these are applicable in real life contexts. It is of crucial importance to us that our pupils are clear on how content relates to real life. This is integral to pupils’ developing positive learning attitudes from the earliest stages of their education.

### 3) *Experiences*

Pupil’s experiences are of paramount importance in the delivery of the Priory curriculum. It is these experiences that provide meaningful context to learning. In other words, it makes the learning ‘sticky’ and gives something for pupils to pin their developing understanding to. The curriculum details experiences that enrich and complement each unit and offer teachers suggested educational visits that will ultimately enhance pupil understanding. These experiences also

serve a different purpose- it allows our pupils, who come from differing backgrounds, equal opportunity to experience people and places that they may not have access to otherwise. Through these experiences, they will also develop key life skills that we too often take for granted- how to use transport systems, how to interact with others and how to conduct themselves in public- essential development of them as both student but more importantly as active citizens in our society.

The curriculum covers all areas of the statutory National Curriculum and offers equal importance to all subjects- a move away from the more traditional focus on Reading, Writing and Maths. Rather, these 'core' subjects are interspersed in all subject areas to allow pupils to flourish across a range of areas and develop multiple interests and talents.

Our intent is that all Ark Priory children leave our school with these key skills embedded.

### 3) *Cultural Capital*

Ofsted define cultural capital as:

'...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement'.

Our curriculum strives to enable children '**...to stand on the shoulders of those that have gone before and create new and exciting forms of culture**' through providing enrichment opportunities, such as visits to art galleries, theatres and museums, within a rich and cultured curriculum.

As Martin Robinson states *'the most expensive seats in the theatre are not the ones with the best view. For some people it is more important to be seen going to the theatre than the actual going itself'*. We apply this analogy to our curriculum; it is not enough for children to be seen reading Shakespeare, they need to feel the humour, the passion and the beauty of the literature. They need much more than to be told that Shakespeare was a great writer; they need to experience it.

### **Knowing itself is not enough**

We do not want our children to be sat in 'boxes' at the theatre. We believe that our children should go to the theatre to experience it. To be able to appreciate something, you need to participate in it, before going on to make judgements and decisions.

To support children to succeed in life, the curriculum aims to give our pupils wisdom; knowledge of the world in which they live; experiences to make sense of it; and the confidence to make accurate judgements of what they see.

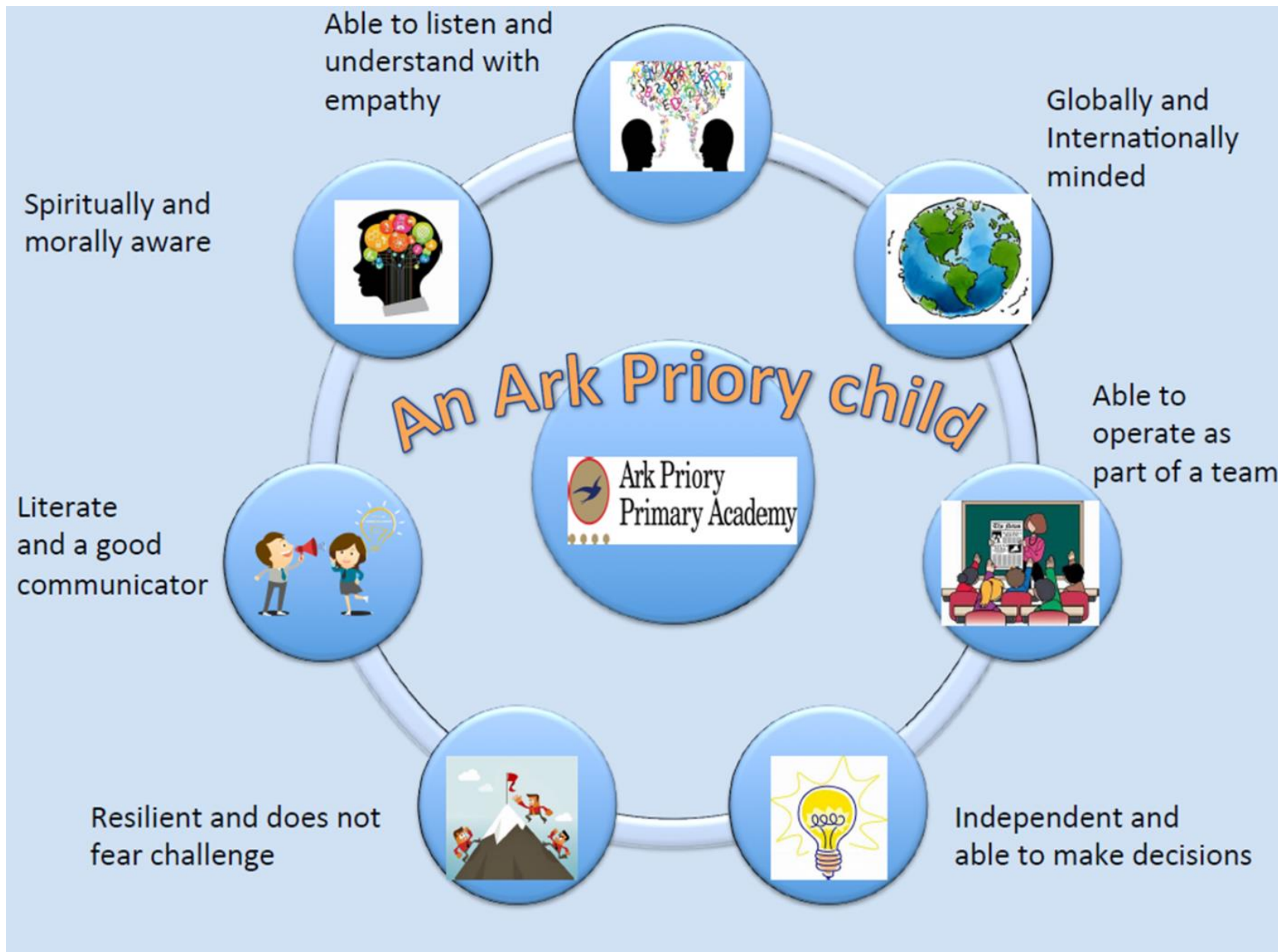
### Values and Building Moral Character

For our children to succeed they need to be equipped with **Universal competencies** which prepare them for further studies and the world beyond. They are taught explicitly and then practised across a wide range of subjects. They include:

- Debate, discussion and co-operative techniques
- Performance and Public Speaking
- Critical thinking
- Financial Literacy
- Digital Literacy

We have a set of school values which are explicitly taught to our pupils throughout their time in our school. They are 'Explore, endeavour and excel' with the 'courage to fly'. The values permeate our school at all levels, they are understood and modelled by all staff and pupils. There is clarity around the expected behaviours linked to each value.

By the end of their time at Ark Priory, we expect all children to possess the characteristics highlighted in our an 'Ark Priory child' diagram (see below).



## Humanities

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
<p><b>Year 1</b></p> <p><b>Disciplinary Focus:</b></p> <p><b>Current Enquiry Question:</b></p>		<p>Toys in Time</p> <ul style="list-style-type: none"> <li>• Similarity and Difference</li> </ul> <p><i>How have toys changed over time?</i></p>	<p>Transport and Travel</p> <ul style="list-style-type: none"> <li>• Similarity and Difference</li> <li>• Continuity and Change</li> </ul> <p><i>How has transport changed over time?</i></p>		<p>Our Seaside Now and Then</p> <ul style="list-style-type: none"> <li>• Similarity and Difference</li> <li>• Continuity and Change</li> </ul> <p><i>Have we always liked to be beside the seaside?</i></p>
<p><b>Year 2</b></p> <p><b>Disciplinary Focus:</b></p> <p><b>Current Enquiry Question:</b></p>	<p>Kings and Queens</p> <ul style="list-style-type: none"> <li>• Cause</li> <li>• Historical Significance</li> </ul> <p><i>In your opinion, who are the three most powerful monarchs since 1066, and what are your reasons for selecting them?</i></p>	<p>The Great Fire of London</p> <ul style="list-style-type: none"> <li>• Cause</li> <li>• Continuity and Change</li> </ul> <p><i>How could the Great Fire of London have been prevented?</i></p>			<p>They Made a Difference</p> <ul style="list-style-type: none"> <li>• Historical Significance</li> </ul> <p><i>How have the human rights heroes you have studied made a difference to our world?</i></p>
<p><b>Year 3</b></p> <p><b>Disciplinary Focus:</b></p> <p><b>Current Enquiry Question:</b></p>		<p>Stone, Bronze and Iron Age Britain</p> <ul style="list-style-type: none"> <li>• Similarity and Difference</li> </ul> <p><i>When do you think it was better to live – the Stone Age, Bronze Age or Iron Age?</i></p>			<p>Ancient Greeks</p> <ul style="list-style-type: none"> <li>• Similarity and Difference</li> <li>• Historical Significance</li> </ul> <p><i>Who were the ancient Greeks and how have they influenced our lives today?</i></p>
<p><b>Year 4</b></p> <p><b>Disciplinary Focus:</b></p>	<p>Roman Invasions</p> <ul style="list-style-type: none"> <li>• Cause</li> </ul>	<p>Roman Britain</p> <ul style="list-style-type: none"> <li>• Similarity and Difference</li> <li>• Sources and evidence</li> </ul>		<p>Maya Civilisation</p> <ul style="list-style-type: none"> <li>• Sources and evidence</li> </ul>	

Current Enquiry Question:	<i>Why did the Romans invade Britain and how successful were they?</i>	<i>How have the Romans influenced our country and culture today?</i>		<i>Who were the ancient Maya and how successful was their civilization?</i>	
Year 5 Disciplinary Focus: Current Enquiry Question:	Anglo-Saxons and Scots <ul style="list-style-type: none"> <li>Historical Significance</li> <li>Sources and evidence</li> </ul> <i>What are the Anglo-Saxons remembered for?</i>	Vikings and Anglo-Saxons <ul style="list-style-type: none"> <li>Cause</li> <li>Sources and evidence</li> </ul> <i>How much did Britain change from 793AD to 1066?</i>		Baghdad and the Middle East <ul style="list-style-type: none"> <li>Cause</li> </ul> <i>What was the Golden Age of Islam and how did it help us today?</i>	The Industrial Revolution <ul style="list-style-type: none"> <li>Cause</li> </ul> <i>What were the positive and negative aspects of the Industrial Revolution?</i>
Year 6 Disciplinary Focus: Current Enquiry Question:	Ancient Egyptians <ul style="list-style-type: none"> <li>Sources and evidence</li> </ul> <i>What made the ancient Egyptians one of the most successful civilisations?</i>		Conflict and Resolution <ul style="list-style-type: none"> <li>Cause</li> </ul> <i>How did the wars impact Britain and the world – what do we learn about conflict and resolution?</i>		Making our Mark <ul style="list-style-type: none"> <li>Historical Significance</li> </ul> <i>How can we make our mark?</i>



## History at Ark Priory

At Ark Priory, the History Curriculum is carefully mapped so that all pupils are equipped with an understanding of historical periods, significant events and significant individuals from both Britain and the wider world. Pupils are provided with opportunities to acquire knowledge of key facts and concepts alongside developing skills such as asking perceptive questions, analysing artefacts and evidence, thinking critically, and understanding different perspectives.

The units taught at Ark Priory are as follows:

- **Year 1:** Toys in Time, Transport and Travel, Seaside: Now and Then
- **Year 2:** Kings and Queens, Great Fire of London, They Made a Difference
- **Year 3:** Stone, Bronze and Iron Age Britain, Ancient Greece
- **Year 4:** Roman Invasions, Roman Britain, Maya Civilization
- **Year 5:** Anglo-Saxons and Vikings, Baghdad and the Middle East, Industrial Revolution
- **Year 6:** Ancient Egypt, Conflict and Resolution, Making our Mark

In Key Stage 1, pupils begin to develop their understanding of the past through a study of familiar objects and places before their learning travels further back in time to studies of significant people and significant events beyond living memory. History is brought to life through educational visits including to the London Transport Museum, Kensington Palace and through a Great Fire of London walk.

In Key Stage 2, pupils explore concepts of migration, empire, civilization, continuity and change, cause and consequence, similarity and difference and significance. The story of Britain's past is taught chronologically and interwoven with studies of ancient civilizations. The units based on civilizations have been linked to the geographical focus for each year group and provide contrasts to both British History and each other. History in Key Stage 2 is supported by visits to the British Museum, the Museum of London, the London Mithraeum and the Cabinet War Rooms.

## Key Stage 1

### Understanding Chronology

Year 1  
Toys in Time

Year 1  
Seaside Now and Then

Year 1  
Transport and Travel

### Significant People and Events

Year 2  
Kings and Queens

Year 2  
They Made a Difference

Year 2  
Great Fire of London

## Key Stage 2

### World History

Year 3  
Ancient Greece

Year 5  
Early Islamic Civilization

Year 4  
Maya Civilization

Year 6  
Ancient Egypt

### British History

Year 3  
Prehistoric Britain

Year 4  
Roman Britain

Year 5  
Vikings and Angles-Saxons

Year 6  
WW1 and WW2

Year 4  
Roman Invasions

Year 5  
Anglo-Saxons and Scots

Year 5  
Industrial Revolution

Year 6  
Making Our Mark

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 1	<p>Pupils can sequence a set of objects in chronological order and give reasons for their order.</p> <p>Pupils can use words and phrases such as: <i>old, very old, new, a long time ago, in the past, before I was born</i> and <i>when I was younger</i>.</p> <p>Pupils can use words <i>before</i> and <i>after</i> correctly.</p> <p>Pupils can talk about things that happened when they were younger.</p> <p>Pupils can recognise that a story that is told to them may have happened a long time ago.</p> <p>Pupils know that some objects belong to the past.</p> <p>Pupils can retell a story or event set in the past.</p> <p>Pupils can explain how they have changed as they have grown up.</p>	<p>Pupils appreciate that some famous people have helped our lives be better today.</p> <p>Pupils can identify the main differences between some old and new objects.</p> <p>Pupils can identify objects that are from the past.</p> <p>Pupils can give examples of things that are different in their lives when compared to the lives of their parents and grandparents.</p> <p>Pupils can explain differences between their lives now and the lives of children in history.</p> <p>Pupils can give examples of things that are different in their lives when compared to the lives of others in a specific period of history.</p> <p>Pupils can tell us about an important historical event that happened in the past.</p>	<p>Pupils can ask questions about old and new objects.</p> <p>Pupils can find out about the past by talking to an older person.</p> <p>Pupils can identify old and new objects in a picture.</p> <p>Pupils can answer questions using artefacts and photographs.</p> <p>Pupils can give a plausible explanation about what an object was used for in the past.</p>
Year 2	<p>Pupils can use words and phrases like: <i>before, after, then</i> and <i>now</i> in their historical learning.</p> <p>Pupils can use the words <i>past</i> and <i>present</i> correctly.</p> <p>Pupils can use a range of appropriate words and phrases to describe the past.</p> <p>Pupils can sequence a set of events in chronological order and give reasons for their order.</p> <p>Pupils can sequence events in the life of a significant individual.</p> <p>Pupils understand how long ago an event happened.</p>	<p>Pupils recognise that we remember certain events that happened many years ago.</p> <p>Pupils can recount the life of someone famous who lived in the past.</p> <p>Pupils can explain how their local area was different in the past.</p> <p>Pupils can recount some interesting facts from a historical event.</p> <p>Pupils can explain what makes the history of Britain special by naming some famous events and some famous people.</p> <p>Pupils understand that Britain has had a king or queen for many years.</p> <p>Pupils know who will succeed the queen and how the succession works.</p> <p>Pupils can explain what is meant by parliament.</p> <p>Pupils can explain why someone in the past acted in the way they did.</p>	<p>Pupils can answer questions by using a specific source, such as an information book.</p> <p>Pupils can find out about the life of a famous Briton from the past using different resources to help them.</p> <p>Pupils can find out about the lives of other significant individuals from the past using different resources to help them.</p> <p>Pupils can research a famous event that happened in Britain.</p> <p>Pupils can say at least two ways they can find out about the past, for example using books and the internet.</p> <p>Pupils can explain why eye-witness accounts may vary.</p>
Year 3	<p>Pupils can describe events and periods using the</p>	<p>Pupils appreciate that the early Britons would not have communicated as we do or have eaten as we</p>	<p>Pupils recognise the part that archaeologists have had in helping us to understand more about the</p>

	<p>words: <i>BC</i> and <i>AD</i>.</p> <p>Pupils can describe events from the past using the dates that things happened.</p> <p>Pupils can describe events and periods using the words: ancient and century.</p> <p>Pupils can use a timeline within a specific time in history to set out the order in which things may have happened.</p> <p>Pupils can use their mathematical knowledge to work out how long ago events would have happened.</p> <p>Pupils can begin to recognise and quantify the time periods that exist between the different groups living in Britain.</p>	<p>do.</p> <p>Pupils can picture what life would have been like for the early Britons.</p> <p>Pupils can suggest why certain events in history happened as they did.</p> <p>Pupils can recognise that the lives of wealthy people were very different to the lives of poor people.</p> <p>Pupils can use items from the past to help them to build up an accurate picture of how people lived in the past.</p> <p>Pupils know that people who lived in the past cooked differently, travelled differently and used different weapons.</p> <p>Pupils appreciate that the food people ate was different because the food sources available were different.</p> <p>Pupils can explain how changes and events in the past have helped to shape our lives.</p> <p>Pupils are beginning to recognise the influence of other countries and civilizations on Britain and the wider world.</p>	<p>past.</p> <p>Pupils can use various sources of evidence to answer questions.</p> <p>Pupils can use various sources of evidence to piece together information about the past.</p> <p>Pupils can use their written skills to help them write about historical information.</p> <p>Pupils can use research and sources to identify similarities and differences between given periods in history.</p> <p>Pupils can use specific search engines to help them find information more rapidly.</p>
<p><b>Year 4</b></p>	<p>Pupils can place different periods and events on a timeline.</p> <p>Pupils can describe differences in time periods in centuries and decades.</p> <p>Pupils can place periods of history on a timeline.</p> <p>Pupils can use their mathematical skills to help them work out the time differences between certain major events in history.</p> <p>Pupils are beginning to build up a picture of which main events happened in Britain and the wider world during different centuries.</p>	<p>Pupils can appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>Pupils appreciate that wars have taken place for thousands of years and are often associated with invasion, conquering or religious differences.</p> <p>Pupils understand that wars could last for a long time and would inevitably have brought much distress and bloodshed.</p> <p>Pupils appreciate that invaders were away from their homes for very long periods and would have been 'homesick'.</p> <p>Pupils are aware that invaders in the past would have fought fiercely and very differently to now.</p> <p>Pupils appreciate that wealthy people would have had a very different way of living which would have impacted on their health and education.</p>	<p>Pupils can compare two versions of an event and say how they differ.</p> <p>Pupils can give more than one reason to support a historical argument.</p> <p>Pupils can consider how an event may be the result of varying causes and explain which causes they believe are most likely.</p> <p>Pupils can communicate knowledge and understanding orally and in writing and offer points of view based on what they have found out.</p> <p>Pupils can independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.</p>

<p><b>Year 5</b></p>	<p>Pupils can use specific dates and historical language in their work.</p> <p>Pupils can draw a timeline which outlines different periods and events which occurred during those periods.</p> <p>Pupils can explain which events across the world were taking place at the same time in history.</p> <p>Pupils can use their mathematical skills to work exact time scales and differences.</p>	<p>Pupils recognise that Britain has been invaded by several different groups over a long period of time.</p> <p>Pupils can describe historical events from the different periods they are studying.</p> <p>Pupils can make comparisons between historical periods; explaining that some things have changed, and others have stayed the same.</p> <p>Pupils appreciate that significant events in history have helped to shape the country we have today.</p> <p>Pupils can explain how Britain has had an influence on aspects of world history.</p> <p>Pupils can explain how other countries have influenced the history of Britain.</p> <p>Pupils can explain how religion in Britain has evolved over time.</p> <p>Pupils can suggest relationships between events in in history.</p> <p>Pupils understand that Britain once had an empire and know that it has both helped and hindered our relationship with a number of countries today.</p>	<p>Pupils can debate issues from history using their knowledge of different viewpoints.</p> <p>Pupils can answer historical questions using a range of sources of evidence.</p> <p>Pupils appreciate how historical artefacts have helped us understand more about lives in the past.</p> <p>Pupils can consider the significance of an individual through researching their lives and accomplishments.</p>
<p><b>Year 6</b></p>	<p>Pupils can say where a period of history fits onto a full timeline.</p> <p>Pupils can place specific events on a timeline by decade.</p> <p>Pupils can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Pupils appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>	<p>Pupils can summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Pupils can explain how relationships between countries have changed and evolved through history.</p> <p>Pupils appreciate that decisions are made through parliament and have been for some time.</p> <p>Pupils have a good understanding of how aspects of social history have changed over time.</p> <p>Pupils can describe features of historical events and people from past societies and periods they have studied.</p> <p>Pupils can recognise and describe differences and similarities/changes and continuity between different periods of history.</p> <p>Pupils can suggest relationships between causes in</p>	<p>Pupils can look at different versions of events and say how each author may be attempting to persuade or give a specific viewpoint.</p> <p>Pupils can suggest why there may be different interpretations of events.</p> <p>Pupils can identify and explain their understanding of propaganda.</p> <p>Pupils can describe a key event or turning point in Britain's past using a range of evidence from different sources.</p> <p>Pupils can suggest why certain events, people and changes might be seen as more significant than others.</p> <p>Pupils can pose and answer their own historical questions.</p>

	history.	
--	----------	--

## Year 1

### Toys in Time

*Enquiry Question: How have toys changed over time?*

National Curriculum	Prior Knowledge	Core Knowledge
<p><b>Pupils should be taught about:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><b>Across EYFS:</b> Pupils have the opportunity to play with different types of toys and to discuss what they like to play with. At the end of EYFS, pupils should be able to discuss the difference between the past and now with reference to books and artefacts.</p> <p><b>EYFS, How have things changed over time?</b> Pupils discuss how they have changed over time and how they will change. They look at photographs of themselves as babies and compare them to now.</p> <p><b>Year 1, Everyday Materials (Science):</b> Pupils are able to identify a range of different objects and the materials from which they are made. Pupils can also identify the properties of different materials and group materials based on their properties.</p>	<p><b>Content in this unit:</b> There are different types of toys. Toys can be grouped based on characteristics. Toys from the past were different to the toys today. There are similarities and differences between old toys and new toys. Old toys were often made from wood. Modern toys can be made from wood but are often made from plastic. Old toys were mechanical or moved by hand. Some modern toys are too but many use batteries. Chronological is the order in which things happened, from oldest to newest. Some toys have always been popular but have changed over time – the teddy bear is an example of this. Museum exhibits are labelled to give key information.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><b>Chronological understanding skills:</b> Pupils can sequence a set of objects in chronological order and give reasons for their order. Pupils can use words and phrases such as <i>old, new, before I was born</i> and <i>when I was younger</i>. Pupils can use the words <i>before</i> and <i>after</i> correctly. Pupils can talk about things which happened when they were younger. Pupils know that some objects belong to the past. Pupils can explain how they have changed as they have grown up.</p>	<p><b>Knowledge and interpretation skills:</b> Pupils can identify the main differences between some old and new objects. Pupils can identify objects from the past. Pupils can give examples of things that are different in their lives when compared to the lives of their parents and grandparents. Pupils can explain some differences between their lives now and the lives of children in history.</p>	<p><b>Historical enquiry skills:</b> Pupils can ask and answer questions about old and new objects. Pupils can identify old and new objects in a picture. Pupils can find out about the past by talking to an older person. Pupils can answer questions using artefacts and/or photographs.</p>

## Transport and Travel

*Enquiry Question: How have transport and travel changed over time?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught about:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Across EYFS:</b> Pupils have the opportunity to travel on public transport. <b>EYFS, How have things changed over time?</b> Pupils discuss how they have changed over time and how they will change. They look at photographs of themselves as babies and compare them to now. <b>Year 1, Toys in Time:</b> Pupils know that toys have changed over time and that many of the toys they play with now are very different to the toys their parents and grandparents played with. Pupils are able to place objects in chronological order and are able to talk about the differences between old and new objects.</p>	<p><b>Content this unit:</b> There are many different modes of transport. We use transport to move people or goods. Transport was different in the past. Modes of transport have changed over time and this has made journeys easier. Modes of transport which have changed over time include boats, cars, bus, bicycles, and trains. George Stephenson invented the first passenger locomotive. The Wright Brothers invented the first aeroplane. Amelia Earhart was the first female pilot to fly solo across the Atlantic Ocean. Garrett Augustus Morgan invented the traffic light signal to make travel on transport safer. Hedy Lamarr invented technology for GPS and Wi-Fi. Methods of flight have also developed, and humans have more recently been able to travel in space. Yuri Gagarin was the first Russian to fly in space. Neil Armstrong was the first to land on the Moon. Katherine Johnson was a NASA mathematician.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><b>Chronological understanding skills:</b> Pupils can sequence a set of objects in chronological order and give reasons for their order. Pupils can use words and phrases such as: <i>old, very old, new, a long time ago</i>. Pupils can use words <i>before</i> and <i>after</i> correctly. Pupils can recognise that a story that is told to them may have happened a long time ago.</p>	<p><b>Knowledge and interpretation skills:</b> Pupils appreciate that some famous people have helped our lives be better today. Pupils can identify the main differences between some old and new objects. Pupils can identify objects that are from the past. Pupils can explain differences between their lives now and the lives of children in history.</p>	<p><b>Historical enquiry skills:</b> Pupils can ask and answer questions about old and new objects. Pupils can identify old and new objects in a picture. Pupils can answer questions using artefacts and/or photographs. Pupils can give a plausible explanation about what an object was used for in the past.</p>



<p>Pupils know that some objects belong to the past. Pupils can retell a story or event set in the past.</p>	<p>Pupils can tell us about an important historical event that happened in the past.</p>	
<p><b>Seaside: Now and Then</b> <i>Enquiry Question: Have we always liked to be beside the seaside?</i></p>		
National Curriculum Coverage	Prior Knowledge	Unit Content
<p><b>Pupils should be taught about:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, sea, ocean. (Geography NC) Use basic geographical vocabulary to refer to key human features, including: port and harbour. (Geography NC)</p>	<p><b>Year 1, Toys in Time:</b> Pupils know that some aspects of life now are different to life in the past. They are able to compare old and new objects and identify old and new objects in pictures and photographs. <b>Year 1, Transport and Travel:</b> Pupils know that transport and travel have changed over time. They know that developments in transport changed the lives of those living at the time – often making life much easier. Pupils also know that George Stephenson drove the first passenger locomotive during Victorian times and that this meant people who had never had holidays before started visiting seaside resorts. <b>Year 1, The United Kingdom (Geography):</b> Pupils are able to recognise the shape of the United Kingdom and can identify the United Kingdom on a map. They know it is made up of four countries across two different islands. Pupils can also name the four countries of the United Kingdom, their capital cities, and some human and physical characteristics. In addition, pupils know that Queen Elizabeth is the current queen of the United Kingdom.</p>	<p><b>Content in this unit:</b> The seaside is a place beside the sea where people live to go for a holiday. Seaside resorts are located along the coast. Physical features of the seaside include: beaches, sand, stones, shingle, cliffs, sand dunes, rockpools and bays. Human features of the seaside include: piers, harbours, promenades, lighthouses, fairgrounds, amusements and caravan parks. We can do a wide variety of activities at the seaside: swimming, paddling, building sandcastles, sunbathing, playing ball games and eating fish and chips. Seaside holidays became popular in Victorian times. The invention of passenger locomotives made it easy for everyone to travel to the seaside. Seaside holidays now are both similar and different to those in the past. Queen Victoria was the queen of the United Kingdom during Victorian times.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><b>Chronological understanding skills:</b> Pupils can use words and phrases such as <i>a long time ago</i> and <i>in the past</i>. Pupils know that some objects belong to the past.</p>	<p><b>Knowledge and interpretation skills:</b> Pupils appreciate that some famous people have helped our lives be better today. Pupils can identify objects that are from the past. Pupils can explain differences between their lives and the lives of children in history.</p>	<p><b>Historical enquiry skills:</b> Pupils can ask questions about old and new objects. Pupils can find out about the past by talking to an older person. Pupils can identify old and new objects in a picture. Pupils can answer questions using artefacts and</p>

	Pupils can give examples of things that are different in their lives when compared to the lives of others in a specific period of history.	photographs. Pupils can give a plausible explanation about what an object was used for in the past.
--	--	--

## Year 2

### Queens and Kings

*Enquiry Question: In your opinion, who were the three most powerful monarchs since 1066?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught about:</b> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people, and places in their own locality.</p>	<p><b>Year 1, Toys in Time:</b> Pupils have some understanding of chronology within living memory and know that aspects of life have changed over time. <b>Year 1, Transport and Travel:</b> Pupils know that chronology extends beyond living memory. They know that beyond living memory, transport and travel were very different and that they have changed significantly over time. Pupils also know that there was a queen known as Queen Victoria. <b>Year 1, The United Kingdom (Geography):</b> Pupils know that Queen Elizabeth is the current ruler of the United Kingdom. <b>Year 1, Seaside Now and Then:</b> Pupils know that during the Victorian era (when Queen Victoria was on the throne), seaside holidays were very popular. They know that some of the things people liked to do were different to now and others are the same.</p>	<p><b>Content in this unit:</b> Monarchs are kings and queens. England has been ruled by monarchs for many years. The United Kingdom has a hereditary monarchy. Today the monarch shares power with the government. William I was known as ‘William the Conqueror’. He won the battle of Hastings in 1066. King John I is remembered as one of the worst kings in English history. He is remembered as ‘Bad King John’. John I taxed the barons who then rebelled and forced him to hand over some of his power to parliaments. King Henry VIII had six wives. He set up the Church of England, so he did not have to answer to the Pope. Queen Elizabeth I proved that women could be just as powerful rulers as men. The Stuarts battled for power – facing problems such as the Gunpowder Plot and the English Civil War. George I chose the first Prime Minister in England. Queen Victoria is one of the most famous queens that ever lived. She was queen for 63 years.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><b>Chronological understanding skills:</b> Pupils can use words and phrases like: <i>before, after,</i></p>	<p><b>Knowledge and interpretation skills:</b> Pupils can recount the life of someone famous who</p>	<p><b>Historical enquiry skills:</b> Pupils can answer questions by using a specific source,</p>

<p><i>then</i> and <i>now</i> in their historical learning. Pupils can use the words <i>past</i> and <i>present</i> correctly. Pupils can use a range of appropriate words and phrases to describe the past. Pupils can sequence events in the life of a significant individual. Pupils understand how long ago an event happened.</p>	<p>lived in the past. Pupils can explain what makes the history of Britain special by naming famous events and famous people. Pupils understand that Britain has had a king or queen for many years. Pupils know who will succeed the queen and how the succession works. Pupils can explain what is meant by parliament.</p>	<p>such as an information book. Pupils can find out about the life of a famous Briton from the past using different resources to help them. Pupils can find out about the lives of other significant individuals from the past using different resources to help them. Pupils can say at least two ways they can find out about the past, for example using books and the internet.</p>
--	---	---

## The Great Fire of London

*Enquiry Question: What were the causes and consequences of the Great Fire?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught about:</b> Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.</p>	<p><b>Year 1, The United Kingdom (Geography):</b> Pupils know that London is the capital city of England and that England forms part of the United Kingdom. <b>Year 2, Kings and Queens:</b> Pupils have an understanding of chronology beyond living memory. They know that England has been ruled by monarchs for hundreds of years and that these monarchs belonged to different houses. Pupils also know that King Charles II was a Stuart King who became the monarch after his father Charles I. Pupils know that the people of England did not like Charles I and his rule led to the English Civil War. <b>Year 2, Uses of Materials (Science):</b> Pupils know that different materials have different properties and that the properties of those materials mean they are more suitable or less suitable for a different purpose. This will support pupils in discussions around the suitability of wood for buildings such as houses.</p>	<p><b>Content in this unit:</b> Charles II was king in 1666. London was very different to how it is now – London Bridge was the only way to cross the river, buildings were made from wood, the streets were narrow, there was no electricity, no transport except horses or boats and there was no fire brigade. The Great Fire of London started in Pudding Lane on Sunday 2<sup>nd</sup> September 1666. The fire was put out on Thursday 6<sup>th</sup> September 1666. The fire destroyed most of the city and left thousands of people homeless. We know so much about the Great Fire because Samuel Pepys and John Evelyn wrote about it in their diaries. The fire spread quickly because of the wooden homes, narrow streets and because there was no fire brigade. It was also very windy and there had been a long summer of drought. After the fire, London was rebuilt quickly onto its old street layout but with many improvements. Sir Christopher Wren designed the new St Paul’s Cathedral and a memorial to the Great Fire.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry

<p><b>Chronological understanding skills:</b> Pupils can use words and phrases like: <i>before, after, then</i> and <i>now</i> in their historical learning. Pupils can use the words <i>past</i> and <i>present</i> correctly. Pupils can use a range of appropriate words and phrases to describe the past. Pupils can sequence a set of events in chronological order and give reasons for their order. Pupils understand how long ago an event happened.</p>	<p><b>Knowledge and interpretation skills:</b> Pupils recognise that we remember certain events that happened many years ago. Pupils can explain how their local area was different in the past. Pupils can recount some interesting facts from a historical event. Pupils can explain what makes the history of Britain special by naming some famous events and some famous people.</p>	<p><b>Historical enquiry skills:</b> Pupils can answer questions by using a specific source, such as an information book. Pupils can research a famous event that happened in Britain. Pupils can say at least two ways they can find out about the past, for example using books and the internet. Pupils can explain why eye-witness accounts may vary.</p>
--	---	---

**They Made a Difference**  
*Enquiry Question: What makes a hero?*

<b>National Curriculum</b>	<b>Prior Knowledge</b>	<b>Unit Content</b>
<p><b>Pupils should be taught about:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Year 2, Kings and Queens:</b> Pupils have an understanding of chronology beyond living memory and of how aspects of life have changed over time. Pupils have also studied the lives and actions of significant kings and queens – comparing them to decide which they consider to be the most powerful. <b>Year 2, The Great Fire of London:</b> Pupils have studied a significant event in history. They have considered the causes and consequences of the event, how the event impacted the people of the time and impact of the event on a national level.</p>	<p><b>Content in this unit:</b> Significant means ‘important’. Historians use criteria to talk about how significant people are. One set of criteria looks for those who are remarkable, remembered, resonant, revealing and who resulted in change. The Universal Declaration of Human Rights was written to make sure everyone is treated fairly. Eleanor Roosevelt played an important role in this. Some significant people are activists who stood up for fairness or fought for human rights. Apartheid kept black people and white people in South Africa separated. Nelson Mandela fought for equality and justice for black people. In 1950s America, segregation kept black people and white people separated. Rosa Parks fought for black and white people to be treated the same – she refused to give up her seat on a bus and changed American history. Martin Luther King Jr. was the leader of the Civil</p>

		Rights Movement in America. He gave powerful speeches and lead peaceful protests. Malala Yousafzai is an activist for girl's education. In 2012 she was shot for standing up against inequality.
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><b>Chronological understanding skills:</b> Pupils can use words and phrases like: <i>before, after, then</i> and <i>now</i> in their historical learning. Pupils can use the words <i>past</i> and <i>present</i> correctly. Pupils can use a range of appropriate words and phrases to describe the past. Pupils understand how long ago an event happened.</p>	<p><b>Knowledge and interpretation skills:</b> Pupils recognise that we remember certain events that happened many years ago. Pupils can recount the life of someone famous who lived in the past. Pupils can recount some interesting facts from a historical event. Pupils can explain why someone in the past acted in the way they did.</p>	<p><b>Historical enquiry skills:</b> Pupils can answer questions by using a specific source, such as an information book. Pupils can find out about the lives of other significant individuals from the past using different resources to help them. Pupils can say at least two ways they can find out about the past, for example using books and the internet. Pupils can explain why eye-witness accounts may vary.</p>
Year 3		
The Stone Bronze and Iron Britain		
<i>Enquiry Question: In which age did prehistoric man make the most impressive advancements?</i>		
National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught about:</b> Changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge.</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> </ul>	<p><b>Year 2, Kings and Queens:</b> Pupils have an understanding of the chronology of British kings and queens from 1066 onwards. They know that life in Britain has changed over time and that history can be separated into different periods.</p> <p><b>Year 3, Settlements and Land Use (Geography):</b> Pupils know that there are different types of settlement and that land can be used in different ways. They know that one of the ways that land can be used is in farming. Pupils also know that when choosing a location, people often looked for land with certain characteristics – nearby resources for building, a source of food and close to a water source. They know that sometimes people also looked for land that was sheltered and/or in a position where they were protected from attack.</p> <p><b>Year 3, Rocks and Fossils (Science):</b> This unit is</p>	<p><b>Content in this unit:</b> Prehistory is the time before written records. Prehistory is split into the Stone, Bronze and Iron Ages. The Stone Age is split into Palaeolithic, Mesolithic, and Neolithic eras. The first people would have reached Britain by foot. They would have moved around hunting for food and used tools made from a stone called flint. In the Neolithic Period people started to farm and stay in one place in more permanent homes. Skara Brae is an example of a Neolithic settlement. In the Bronze Age people learnt metalworking skills and became wealthy for the first time – conflict began. In the Iron Age, people used iron more than bronze because the materials were easier to find.</p>

	taught at the same time as the history unit. From this unit, pupils learn what flint is and that different types of rock have different uses. They also develop their knowledge of what we can learn from sources that are not written evidence.	They could now make iron tools, weapons, and objects. People built hillforts and lived in roundhouses. Stonehenge is an important archaeological site surrounded by mystery and theories.
<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>
<p><b>Chronological understanding skills:</b> Pupils can describe events and periods using the words: <i>BC</i> and <i>AD</i>. Pupils can describe events and periods using the words: ancient and century. Pupils can use a timeline within a specific time in history to set out the order in which things may have happened. Pupils can begin to recognise and quantify the time periods that exist between the different groups living in Britain.</p>	<p><b>Knowledge and interpretation skills:</b> Pupils appreciate that the early Britons would not have communicated as we do or have eaten as we do. Pupils can picture what life was like for early Britons. Pupils can use items from the past to help them to build up an accurate picture of how people lived. Pupils know people in the past cooked differently, travelled differently and used different weapons. Pupils appreciate that the food people ate was different because the food sources available were different. Pupils can explain how changes and events in the past have helped to shape our lives.</p>	<p><b>Historical enquiry skills:</b> Pupils recognise the part that archaeologists have had in helping us to understand more about the past. Pupils can use various sources of evidence to answer questions. Pupils can use various sources of evidence to piece together information about the past. Pupils can use their written skills to help them write about historical information. Pupils can use research and sources to identify similarities and differences between given periods in history.</p>
<b>Ancient Greece</b> <i>Enquiry Question: Who were the Ancient Greeks and what is their legacy?</i>		
<b>National Curriculum</b>	<b>Prior Knowledge</b>	<b>Unit Content</b>
<p><b>Pupils should be taught about:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p><b>Year 3, Settlements and Land Use (Geography):</b> Pupils know that farming can be difficult on land that is mountainous. Pupils also know that when choosing a location for a settlement, people often looked for land with certain characteristics – nearby resources for building, a source of food and close to a water source. They know that people also looked sheltered land and/or land where they were protected from attack. <b>Year 3, Stone, Bronze and Iron Britain :</b> Pupils know the key characteristics of a civilization and where in the world the first civilizations began to appear. Pupils should draw contrasts between life prehistoric Britain with life at the same time in Ancient Greece. <b>Year 3, Europe (Geography):</b> Pupils know that Greece is in Europe and can locate both Europe and</p>	<p><b>Content in this unit:</b> The Minoans were a Bronze Age civilization on the island of Crete – the civilization weakened c.1450 BC. The Mycenaeans took over the islands and lived much like the Minoans until their civilization began to collapse in around 1250 BC. Greece was a mountainous country of many different islands and so did not have a united empire. The people lived in smaller city-states – each with its own ruler, government, laws, and army. The Classical Period of Greece saw the establishment of Athenian democracy. After defeating the Persians at was, Greece was at peace and Greek culture flourished. Athens and Sparta were two important city-states</p>



	Greece on a map of the world. <b>Year 3, Climate Zones and Biomes (Geography):</b> Pupils know that Greece has a Mediterranean climate and therefore explain what the climate would be like for the people living there. They know the land falls within the chapparral biome and can explain what the plants and animals are like there.	where life was very different in each. Alexander the Great conquered many empires. There are many lasting achievements of the Ancient Greeks – philosophy, the Olympic Games, medicine, drama, and literature. Great philosophers were Socrates, Plato, and Aristotle.
<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>
<b>Chronological understanding skills:</b> Pupils can describe events and periods using the words: <i>BC</i> and <i>AD</i> . Pupils can describe events from the past using the dates that things happened. Pupils can describe events and periods using the words: ancient and century. Pupils can use a timeline within a specific time in history to set out the order in which things may have happened. Pupils can use their mathematical knowledge to work out how long ago events would have happened.	<b>Knowledge and interpretation skills:</b> Pupils can suggest why certain events in history happened as they did. Pupils can recognise that the lives of wealthy people were very different to the lives of poor people. Pupils can use items from the past to help them to build up an accurate picture of how people lived. Pupils know people in the past cooked differently, travelled differently and used different weapons. Pupils can explain how changes and events in the past have helped to shape our lives. Pupils are beginning to recognise the influence of other countries and civilizations on Britain and the world.	<b>Historical enquiry skills:</b> Pupils recognise the part that archaeologists have had in helping us to understand more about the past. Pupils can use various sources of evidence to answer questions. Pupils can use various sources of evidence to piece together information about the past. Pupils can use their written skills to help them write about historical information. Pupils can use research and sources to identify similarities and differences between periods in history. Pupils can use specific search engines to help them find information more rapidly.
<b>Year 4</b>		
<b>Roman Invasions</b>		
<b><i>Enquiry Question: How did the Romans invade Britain and how successful were they?</i></b>		
<b>National Curriculum</b>	<b>Prior Knowledge</b>	<b>Unit Content</b>
<b>Pupils should be taught about:</b> The Roman Empire and its impact on Britain. This could include: <ul style="list-style-type: none"> <li>Julius Caesar’s attempted invasion in 55-54 BC.</li> <li>The Roman Empire by AD 42 and the power of its army.</li> <li>Successful invasion by Claudius and conquest, including Hadrian’s Wall.</li> <li>British resistance, for example, Boudica.</li> </ul>	<b>Year 3, Stone Bronze and Iron Age Britain:</b> Pupils have a chronological understanding of British history from the Stone Age, through to the Bronze Age and up to the Iron Age. This unit ended with the Iron Age Britons and so pupils know who was living in Britain at the time of the Roman invasions and what life was like in Britain at this time. <b>Year 3, Europe:</b> Pupils can locate Europe on a map of the world and know that Italy is a country within	<b>Content in this unit:</b> The Romans originated from Rome, Italy. By 58 BC they controlled much of the area around the Mediterranean Sea. Julius Caesar led invasions of Britain in 55 and 54 BC. The Roman lands became an empire in 27 BC. Claudius led a successful invasion of Britain in 41 AD. At the time, Britain was in the Iron Age with different

	<p>Europe. Pupils studied the location of Italy and what the land is like there. They also have an understanding of what is meant by the ‘Mediterranean region’.</p> <p><b>Year 3, Climate Zones and Biomes (Geography):</b> Pupils know that Italy has a Mediterranean climate and therefore explain what the climate would be like for the people living there. They know the land falls within the chapparral biome and can explain what the plants and animals are like there.</p> <p><b>Ancient Greece:</b> Pupils know that Ancient Greece once had a great empire under Alexander the Great but that it did not last long after his death.</p>	<p>tribes living across the lands.</p> <p>The strength and organisation of the Roman army were key to the expansion of the Roman empire.</p> <p>The Romans continued to invade the lands of different tribes in Britain, but Boudicca and Iceni tribe rebelled. The rebel army fought well but were defeated.</p> <p>Romans built forts across Britain to protect their land. In 112 AD, they began the building of Hadrian’s Wall.</p> <p>The Empire experienced many positive/negative changes and political problems after 180 AD.</p> <p>In 410 AD the Roman rule in Britain ended.</p>
--	---	---

<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>
<p><b>Chronological understanding skills:</b></p> <p>Pupils can place different periods and events on a timeline.</p> <p>Pupils can describe differences in time periods in centuries and decades.</p> <p>Pupils can place periods of history on a timeline.</p> <p>Pupils can use their mathematical skills to help them work out the time differences between certain major events in history.</p> <p>Pupils are beginning to build up a picture of which main events happened in Britain and the wider world during different centuries.</p>	<p><b>Knowledge and interpretation skills:</b></p> <p>Pupils can appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>Pupils appreciate that wars have taken place for thousands of years and are often associated with invasion, conquering or religious differences.</p> <p>Pupils understand that wars could last for a long time and would have brought much distress and bloodshed.</p> <p>Pupils appreciate that invaders were away from home for very long periods and would have been ‘homesick’.</p> <p>Pupils are aware that invaders in the past would have fought fiercely and very differently to now.</p>	<p><b>Historical enquiry skills:</b></p> <p>Pupils can compare two versions of an event and say how they differ.</p> <p>Pupils can give more than one reason to support a historical argument.</p> <p>Pupils can communicate knowledge and understanding orally and in writing and offer points of view based on what they have found out.</p>

**Roman Britain**  
*Enquiry Question: What was the impact of the Roman Empire on Britain?*

<b>National Curriculum</b>	<b>Prior Knowledge</b>	<b>Unit Content</b>
<p><b>Pupils should be taught about:</b></p> <p>The Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> <li>• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture, and beliefs, including early Christianity.</li> </ul> <p>A local history study:</p> <ul style="list-style-type: none"> <li>• A depth study linked to one of the British areas of</li> </ul>	<p><b>Year 3, Stone, Bronze and Iron Age Britain:</b></p> <p>Pupils have a chronological understanding of British history from the Stone Age, through to the Bronze Age and up to the Iron Age. This unit ended with the Iron Age Britons and so pupils know who was living in Britain at the time of the Roman invasions and what life was like in Britain at this time.</p> <p><b>Year 4, Roman Invasions:</b> Pupils know when and</p>	<p><b>Content in this unit:</b></p> <p>The Romans controlled most of the lands in Britain for almost 400 years.</p> <p>During this time, Britain was one small part of their much larger empire and people across the empire moved freely between the lands.</p> <p>Roman Britain was a diverse and multi-cultural place. All Roman towns were build using the same plan.</p>



study.	how the Romans invaded Britain and that Britain was part of the Roman Empire for around 400 years. They know that the empire spread across large parts of Europe and northern Africa. Pupils also know that the Romans built forts across the land they had conquered and that those forts were all built using the same plan.	Romans introduced bathhouses to Britain. They built roads which followed the most direct route. The Romans had their own gods and goddesses when they first arrived in Britain. Christianity spread across the Empire and into Britain. The Romans developed a trade system and currency. Before Roman rule, Britons could not read or write. The Romans introduced an alphabet and writing. The Romans introduced a formal calendar. The Romans introduced a number system. They are many Roman archaeological sites across Britain, and they tell us a lot about what life was like. Caerwent is a famous site but there are others in and near to our locality.
--------	--	--

<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>
<p><b>Chronological understanding skills:</b></p> <p>Pupils can place periods and events on a timeline.</p> <p>Pupils can describe differences in time periods in centuries and decades.</p> <p>Pupils can place periods of history on a timeline.</p> <p>Pupils can use their mathematical skills to help them work out the time differences between certain major events in history.</p> <p>Pupils are beginning to build up a picture of which main events happened in Britain and the wider world during different centuries.</p>	<p><b>Knowledge and interpretation skills:</b></p> <p>Pupils can appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>Pupils appreciate that invaders were away from home for very long periods and would have been ‘homesick’.</p> <p>Pupils appreciate that wealthy people would have had a very different way of living which would have impacted on their health and education.</p>	<p><b>Historical enquiry skills:</b></p> <p>Pupils can compare two versions of an event and say how they differ.</p> <p>Pupils can give more than one reason to support a historical argument.</p> <p>Pupils can communicate knowledge and understanding orally and in writing and offer points of view based on what they have found out.</p> <p>Pupils can independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.</p>

## Maya Civilization

*Enquiry Question: Who were the Maya and what caused their great civilization to decline?*

<b>National Curriculum</b>	<b>Prior Knowledge</b>	<b>Unit Content</b>
<p><b>Pupils should be taught about:</b></p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900</b>; Benin (West Africa)</p>	<p><b>Year 3, Stone, Bronze and Iron Age Britain:</b></p> <p>Pupils know the key characteristics of a civilization and where in the world the first civilizations began to appear. Pupils should draw contrasts between life in prehistoric Britain with life in Mesoamerica.</p>	<p><b>Content in this unit:</b></p> <p>The Maya civilization spanned thousands of years. The people lived in Mesoamerica or Central America. The modern-day countries in this area are Mexico, Belize, Guatemala, El Salvador, and Honduras.</p>

<p>c. AD 900-1300.</p>	<p><b>Year 3, Ancient Greece:</b> Pupils know about life in Ancient Greece. They should draw contrasts between life in Ancient Greece and live for the Maya people living in Mesoamerica at the same time.</p> <p><b>Year 4 Roman Britain:</b> The Maya continued to live in Mesoamerica at the same time that the Romans were living in Britain. They should compare and contrast life taking place in these two different places. Pupils may also make links between the invading Romans and their impact on British culture and the invading Spanish and their impact on Maya culture.</p> <p><b>Year 4, Amazon – Rivers and Rainforests (Geography):</b> Pupils know that Central America is located in the lands beyond the north of South America. One of the great Maya regions was located in the rainforests of Central America and so pupils also know what the climate conditions would have been like there as well as the types of plants and animals that may have been found there.</p>	<p>The people lived in separate city-states. The land and climate differed across the regions. The Maya had a hierarchical social structure. All Maya cities are likely to have had a temple but not all Maya cities were built in the same way. Some Maya cities were Chichen Itza, Tulum and Tikal. Religion was an important part of daily life. There were a range of different gods and goddesses. Corn and cacao were significant foods to the people. The people obtained their food through farming, foraging, hunting, and fishing. The people had their own pictorial written language, base-20 number system and three different calendars. The civilization began to decline c.900 AD – exactly why is a mystery but there are different theories. Spanish invaders colonised the people in c.1500 AD. The descendants of the Maya people still live today.</p>
------------------------	--	---

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
-----------------------------	------------------------------	--------------------

<p><b>Chronological understanding skills:</b>  Pupils can place different periods and events on a timeline.  Pupils can describe differences in time periods in centuries and decades.  Pupils can place periods of history on a timeline.  Pupils can use their mathematical skills to help them work out the time differences between certain major events in history.  Pupils are beginning to build up a picture of which main events happened in Britain and the wider world during different centuries.</p>	<p><b>Knowledge and interpretation skills:</b>  Pupils appreciate that wars have taken place for thousands of years and are often associated with invasion, conquering or religious differences.  Pupils understand that wars could last for a long time and would have brought much distress and bloodshed.  Pupils are aware that invaders in the past would have fought fiercely and very differently to now.  Pupils appreciate that wealthy people would have had a very different way of living which would have impacted on their health and education.</p>	<p><b>Historical enquiry skills in this unit:</b>  Pupils can consider how an event may be the result of varying causes and explain which causes they believe are most likely.  Pupils can communicate knowledge and understanding orally and in writing and offer points of view based on what they have found out.  Pupils can independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.</p>
---	--	---

## Year 5

### Anglo-Saxons and Scots

*Enquiry Question: What was life like in Anglo-Saxon Britain and how do we know?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught about:</b> Britain’s settlement by Anglo-Saxons and Scots. This could include:</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>Scots’ invasions from Ireland to north Britain (now Scotland).</li> <li>Anglo-Saxon invasions, settlements, and kingdoms: place names and village life.</li> <li>Anglo-Saxon art and culture.</li> <li>Anglo-Saxon laws and justice.</li> <li>Christian conversion – Canterbury, Iona, and Lindisfarne.</li> </ul>	<p><b>Year 3, Settlements and Land Use (Geography):</b> Pupils know the names of various villages, towns, cities and counties in the United Kingdom. Some of the names will date back to Anglo-Saxon times.</p> <p><b>Year 3, Stone, Bronze and Iron Age Britain:</b> Pupils have a chronological understanding of British history from the Stone Age, through to the Bronze Age and up to the Iron Age.</p> <p><b>Year 4, Roman Invasions:</b> Pupils have a chronological understanding of British History from the Iron Age and through the Roman occupation of Britain up to 410 AD. They know that the Roman empire began to fall and the Romans withdrew from Britain leaving the lands and people unprotected.</p> <p><b>Year 4, Roman Britain:</b> Pupils know what life was like in Britain during the Roman occupation. They know what influence the Romans had on the Britons and their ways of life – including the fact that the Romans had introduced Christianity to the people.</p> <p><b>Year 4, Maya Civilization:</b> The Maya people were still thriving in Mesoamerica during the time of the Anglo-Saxon invasions and settlement in Britain. Pupils should be able to make comparisons between life in Britain and life in Mesoamerica.</p>	<p><b>Content in this unit:</b> The Romans left Britain unprotected in c.410 AD and a mix of tribes then invaded: Angles, Saxons, and Jutes. The Scots also invaded from Northern Ireland. Anglo-Saxon Britain was divided into 7 kingdoms and each kingdom was ruled by a different king. Many place names today date back to Anglo-Saxons. The Anglo-Saxons had a hierarchical social structure. They had a system of laws and compensation known as ‘wergild’ – punishments could be very harsh. Anglo-Saxons lived in small villages in forest clearings. They ate bread, vegetables, deer, wild boar, and fish. They drank beer and mead – the water was polluted. Art and culture were important to the Anglo-Saxons. The people were originally pagans until King Ethelbert converted to Christianity. Augustine, Aiden, Columba, and Oswald were all made saints for their work in spreading Christianity. Alfred the Great’s achievements were military, educational and social. Anglo-Saxon Britain is described as the Dark Ages. Gildas, Bede and the Anglo-Saxon Chronicles are the main sources of information. Sutton Hoo was an exciting archaeological discovery.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><b>Chronological understanding skills:</b> Pupils can use specific dates and historical language in their work. Pupils can use their mathematical skills to work exact time scales and differences.</p>	<p><b>Knowledge and interpretation skills:</b> Pupils recognise that Britain has been invaded by several different groups over a long period of time. Pupils can describe historical events from the different periods they are studying. Pupils appreciate that significant events in history have helped to shape the country we have today. Pupils can explain how religion in Britain has evolved.</p>	<p><b>Historical enquiry skills:</b> Pupils can answer historical questions using a range of sources of evidence. Pupils appreciate how historical artefacts have helped us understand more about lives in the past. Pupils can consider the significance of an individual through researching their lives and accomplishments.</p>
<b>Vikings and Anglo-Saxons</b>		

**Enquiry Question: How much did Britain change from 793AD to 1066AD?**

<b>National Curriculum</b>	<b>Prior Knowledge</b>	<b>Unit Content</b>
<p><b>Pupils should be taught about:</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion.</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England.</li> <li>• Further Viking invasions and Danegeld.</li> <li>• Edward the Confessor and his death in 1066.</li> </ul>	<p><b>Year 2, Kings and Queens:</b> Pupils know that William the Conqueror was king of England after the Battle of Hastings in 1066.</p> <p><b>Year 3, Stone, Bronze and Iron Age Britain:</b> Pupils have a chronological understanding of British history from the Stone Age, through to the Bronze Age and up to the Iron Age.</p> <p><b>Year 3, Europe:</b> Pupils can locate Europe and the modern-day countries of Norway, Denmark and Sweden on a map.</p> <p><b>Year 4, Roman Invasions:</b> Pupils have a chronological understanding of British History from the Iron Age and through the Roman occupation of Britain up to 410 AD.</p> <p><b>Year 4, Roman Britain:</b> Pupils know what life was like in Britain during the Roman occupation. They know what influence the Romans had on the Britons.</p> <p><b>Year 4, Maya Civilization:</b> The Maya people were still thriving in Mesoamerica during the time of the Anglo-Saxon invasions and settlement in Britain. Pupils should be able to make comparisons between life in Britain and life in Mesoamerica.</p> <p><b>Year 5, Anglo-Saxons and Scots:</b> Pupils have a chronological understanding of British history from the Anglo-Saxon invasions through to their settlement in Britain. This unit continues the timeline.</p>	<p><b>Content in this unit:</b> The Vikings travelled to Britain from Scandinavia: Norway, Denmark, and Sweden. Vikings sailed all over parts of the world in longships. Longships could travel on the sea and up rivers. The Vikings were pagans with many different gods. The Vikings first invaded Britain in 793 AD. They invaded places of worship as they contained many valuable items and were close to the sea. They were fierce fighters who showed little fear. By 874 AD, the Vikings had defeated all of the Anglo-Saxon kingdoms except Wessex. King Alfred was forced into hiding before he defeated Guthrum and forced him to withdraw from Wessex. Together they agreed to the division of England and the Vikings settled in the area known as the Danelaw. Vikings had a hierarchical social structure and women were highly respected in society. Vikings were farmers and skilled craftsmen. Vikings could vote on what would happen to a criminal. England was unified under Athelstan in 924 AD. In 1066, Edward the Confessor died without an heir. This led to the Battle of Hastings where William the Conqueror then became king.</p>
<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>
<p><b>Chronological understanding skills:</b> Pupils can use specific dates and historical language in their work. Pupils can draw a timeline which outlines different periods and events which occurred during those periods. Pupils can use their mathematical skills to work exact time scales and differences.</p>	<p><b>Knowledge and interpretation skills:</b> Pupils recognise that Britain has been invaded by several different groups over a long period of time. Pupils can describe historical events from the different periods they are studying. Pupils can make comparisons between historical periods; explaining that some things have changed, and others have stayed the same.</p>	<p><b>Historical enquiry skills:</b> Pupils can answer historical questions using a range of sources of evidence. Pupils appreciate how historical artefacts have helped us understand more about lives in the past.</p>

Pupils appreciate that significant events in history have helped to shape the country we have today.

## Baghdad and the Middle East

*Enquiry Question: What was the Golden Age of Islam and what is its legacy?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught about:</b> A non-European society that provides contrasts with British history – one study chosen from: <b>early Islamic civilization, including a study of Baghdad c. AD 900</b>; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p><b>Year 3, Ancient Greece:</b> Pupils know about the great scholars and philosophers of Ancient Greece. <b>Year 4, Maya Civilization:</b> Pupils know what life was like for the Maya Civilization in Mesoamerica. The period studied in this unit in Baghdad takes place at the same time as the height of the Maya Civilization. Pupils should be able to compare and contrast them. Pupils should make links between the Maya and the Arabs both having a number system and between both great peoples being invaded and ending. <b>Year 5, Earth and Space (Science):</b> Pupils know that our theories about Earth and space have changed over time. They have researched the ideas and influences of great Arabic astronomers. <b>Year 5, Anglo-Saxons and Vikings:</b> Pupils know that the Vikings first invaded Britain in 793 AD. This is around the same time that the Round City of Baghdad was built in 792 AD. Pupils should use their knowledge of Viking and Anglo-Saxon Britain and compare life in that place at that time with life in Baghdad in the Middle East. <b>Year 5, Asia (Geography):</b> Pupils are able to locate Asia on a world map and the Middle East on both a world map and a map of Asia. Pupils know what the land and climate are like across the continent.</p>	<p><b>Content in this unit:</b> Today Baghdad is the capital city of Iraq. 792 AD - Round City was built near the River Tigris. From around the 8<sup>th</sup> century to the 10<sup>th</sup> century, the time was described as the Golden Age of Islam. The Round City brought trade and wealth to the area. Products made in Baghdad were highly valued. The Silk Road was an ancient trade route. Baghdad became a centre for learning There was a royal library with space for scholars and scribes to work known as the House of Wisdom. Scholars translated many books from Ancient Greece, the Roman Empire and Ancient India. Scholars studied Greek texts to check their scientific accuracy and sometimes provided better explanations. Advancements were made in Science, Mathematics, Astronomy and Medicine – these influenced the world outside of Baghdad and the Middle East. The Arabic numerical system is the one we use today. At the same time, Vikings were living in London and life was very different. The Islamic Empire began to decline by 900 AD and after a series of invasions was largely destroyed by the Mongols in 1285 AD.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><b>Chronological understanding skills:</b> Pupils can use specific dates and historical language in their work. Pupils can draw a timeline which outlines different periods and events which occurred during those</p>	<p><b>Knowledge and interpretation skills:</b> Pupils can describe historical events from the different periods they are studying. Pupils can explain how other countries have influenced</p>	<p><b>Historical enquiry skills:</b> Pupils can answer historical questions using a range of sources of evidence. Pupils appreciate how historical artefacts have helped</p>



<p>periods.</p> <p>Pupils can explain which events across the world were taking place at the same time in history.</p> <p>Pupils can use their mathematical skills to work exact time scales and differences.</p>	<p>the history of Britain.</p>	<p>us understand more about lives in the past.</p>
---	--------------------------------	--

## The Industrial Revolution

*Enquiry Question: What were the positive and negative aspects of the Industrial Revolution?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught about:</b></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. For example:</p> <ul style="list-style-type: none"> <li>• A significant turning point in British history.</li> </ul>	<p><b>Year 2, Kings and Queens:</b> Pupils know that the House of Hanover ruled Britain from 1714 up to the death of Queen Victoria in 1901. Pupils know that during this time, the lives of people in Britain changed significantly – for example, steam railways spread across the country and travel became much easier. They also know that Queen Victoria used her influence to achieve many things during her reign.</p> <p><b>Year 2, They Made a Difference:</b> Pupils know about the Declaration of Human Rights. They also know that for many years, different people have fought for equal rights between black people and white people.</p> <p><b>Year 3, Settlements and Land Use (Geography)</b> Pupils know the difference between urban and rural settlements. They know the names of villages, towns and cities across the United Kingdom.</p> <p><b>Year 4, Roman Britain:</b> Pupils know that trading in slaves was common across the Roman Empire. They understand the concept of slavery.</p> <p><b>Year 4, Maya Civilization:</b> Pupils know that the Maya people were colonised by the Spanish invaders. They should draw parallels to how the British colonised the countries which became part of their empire.</p> <p><b>Year 5, Vikings and Anglo-Saxons:</b> Pupils have a chronological understanding of British History up to 1066. This unit begins around 700 years later.</p>	<p><b>Content in this unit:</b></p> <p>The Industrial Revolution was a time in Britain where the country changed from mostly rural to industrial. Historians believe 6 factors caused the IR: population, empire, agriculture, factories, power, and transport. Industrialisation in Britain was from 1750 – 1900 AD. The British Empire consisted of Britain and colonies. Colonised people and lands experienced inequality. Many key inventors were somehow linked to the slave trade – industries used the trade to access materials. The transatlantic slave trade involved Britain sailing to parts of Africa to capture people as slaves and sell them to plantation owners in the USA. The textile industry changed when machines were used instead of spinning cotton by hand. Cotton factories were built across the United Kingdom. Conditions for workers in the factories were poor. Steam engines drove machinery in factories instead of men, horses, wind, or water. The blast furnace developed iron production – machinery, trains, bridges etc were built from iron. Canals were built to transport coal and other materials. Towns and cities were crowded – disease spread easily. Society changed as the middle class emerged.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><b>Chronological understanding skills in this unit:</b></p> <p>Pupils can use specific dates and historical language in</p>	<p><b>Knowledge and interpretation skills in this unit:</b></p>	<p><b>Historical enquiry skills in this unit:</b></p> <p>Pupils can debate issues from history using their</p>

<p>their work.</p> <p>Pupils can draw a timeline which outlines different periods and events which occurred during those periods.</p> <p>Pupils can use their mathematical skills to work exact time scales and differences.</p>	<p>Pupils appreciate that significant events in history have helped to shape the country we have today.</p> <p>Pupils can explain how Britain has had an influence on aspects of world history.</p> <p>Pupils can suggest relationships between events.</p> <p>Pupils understand that Britain once had an empire and know that it has both helped and hindered our relationship with a number of countries today.</p>	<p>knowledge of different viewpoints.</p> <p>Pupils can answer historical questions using a range of sources of evidence.</p> <p>Pupils appreciate how historical artefacts have helped us understand more about lives in the past.</p> <p>Pupils can consider the significance of an individual through researching their lives and accomplishments.</p>
--	---	---

## Year 6

### Ancient Egypt

*Enquiry Question: What made the Ancient Egyptians a formidable civilization?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught about:</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China.</p>	<p><b>Year 3, Stone, Bronze and Iron Age Britain:</b> Pupils know the characteristics of a civilization and where in the world the first civilizations appeared. They know what life was like in the different eras of prehistoric Britain and should compare this to what life was like in Egypt at the same time.</p> <p><b>Year 3, Ancient Greece:</b> Pupils know what life was like in Ancient Greece. They should compare this to what life was like in Ancient Egypt.</p> <p><b>Year 4, Roman Invasions:</b> Pupils know that some of the lands in Egypt and other parts of North Africa were once part of the Roman Empire.</p> <p><b>Year 4, Maya Civilization:</b> Pupils know what life was like for the Maya Civilization of Mesoamerica. They should compare this to life in Ancient Egypt.</p> <p><b>Year 5, Industrial Revolution:</b> Pupils know what life was like in Britain through the Industrial Revolution and the reign of Queen Victoria. Howard Carter’s discovery of Tutankhamun’s tomb took place not long after the death of Queen Victoria and at a time when Britain still retained influence over Egypt.</p>	<p><b>Content in this unit:</b></p> <p>Ancient Egypt was a civilization in north-east Africa. Pharaohs ruled Egypt for 3000 years – some great pharaohs were Ramesses II and Cleopatra VII. The different periods of Egyptian history are: Old Kingdom, Middle Kingdom and New Kingdom. The Egyptians had a hieroglyphic writing system. They had a hierarchical social structure. The Egyptians lived along or around the River Nile. The Nile influenced their calendar, provided rich, fertile soil and was a route for trade. Pharaohs were buried inside pyramids alongside everything they would need for life in the next world. No one fully knows how pyramids were built – it is thought that it took 10,000 workers around 30 years to build a single pyramid. After death, Egyptians believed they would travel to the afterlife – good deeds would secure you a place. Mummification preserved the body for the afterlife. Only pharaohs and nobles were mummified. The Egyptians had many gods and goddesses – temples and statues were built to honour them. Howard Carter discovered Tutankhamun’s tomb in</p>

		1922 – it was virtually untouched.
<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>
<p><b>Chronological understanding skills:</b> Pupils can place features of historical events and people from past societies and periods in a chronological framework. Pupils appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>	<p><b>Knowledge and interpretation skills:</b> Pupils can summarise the main events from a specific period in history, explaining the order in which key events happened. Pupils can describe features of historical events and people from past societies and periods they have studied.</p>	<p><b>Historical enquiry skills:</b> Pupils can suggest why certain events, people and changes might be seen as more significant than others. Pupils can pose and answer their own historical questions.</p>

## Conflict and Resolution

*Enquiry Question: Why did the world go to war and what were the consequences?*

<b>National Curriculum</b>	<b>Prior Knowledge</b>	<b>Unit Content</b>
<p><b>Pupils should be taught about:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:</p> <ul style="list-style-type: none"> <li>• A significant turning point in British history.</li> </ul>	<p><b>KS2 Geography Units:</b> Pupils can name and locate the different continents of the world and some of the countries within each. Pupils know where in Europe different countries are in relation to each other.</p> <p><b>Year 5, Industrial Revolution:</b> Pupils know what life was like in Britain at the time of the Industrial Revolution and how much it changed over the period. They know what a colony is at that by 1914, Britain had many different colonies and territories across the world. Pupils also know what is meant by a significant turning point in history.</p>	<p><b>Content in this unit:</b> WW1 broke out in 1914. The Triple Entente was made up of the British, French and Russian Empires. The Triple Alliance was made up of the German, Austro-Hungarian, and Italian Empires. Many soldiers from British colonies fought in WW1. Soldiers fought in trenches on the Western Front – the conditions in them were terrible. The Battle of the Somme was devastating and costly. Women could do the jobs once only reserved for men – they also worked in munitions factories. WW1 ended in 1918 and the Treaty of Versailles finalised the terms of the war. In 1934 Hitler declared himself Fuhrer of Germany. In 1939 he invaded Poland and two days later France and Britain declared war on Germany. Hitler spread anti-Semitism through Nazi Germany. Camps were the final and worst persecution for Jews. In Britain, children were evacuated due to bombing. WW2 ended in 1939 – the day is known as VE Day.</p>



		The Windrush generation helped to rebuild Britain.
<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>
<p><b>Chronological understanding skills:</b> Pupils can say where a period of history fits onto a full timeline. Pupils can place specific events on a timeline by decade.</p>	<p><b>Knowledge and interpretation skills:</b> Pupils can summarise the main events from a specific period in history, explaining the order in which key events happened. Pupils can explain how relationships between countries have changed and evolved through history. Pupils can suggest relationships between causes in history.</p>	<p><b>Historical enquiry skills:</b> Pupils can look at different versions of events and say how each author may be attempting to persuade or give a specific viewpoint. Pupils can suggest why there may be different interpretations of events. Pupils can identify and explain propaganda. Pupils can describe a key event or turning point in Britain's past using a range of evidence. Pupils can suggest why certain events, people and changes might be seen as more significant than others. Pupils can pose and answer their own questions.</p>
<b>Making Our Mark</b>		
<i>Enquiry Question: How have people made their mark through time?</i>		
<b>National Curriculum</b>	<b>Prior Knowledge</b>	<b>Unit Content</b>
<p><b>Pupils should be taught about:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:</p> <ul style="list-style-type: none"> <li>Changes in an aspect of social history.</li> </ul>	<p><b>Year 2, They Made a Difference:</b> Pupils know that over time, people have attempted to make a positive difference to the lives of others. They know the names of a range of significant people who have stood up for the rights of others and have an understanding of the Declaration of Human Rights.</p> <p><b>Year 6, Global Challenges (Geography):</b> Pupils know the negative impact that humans are having on the environment. They know who Greta Thunberg is and that she campaigns and protests for change.</p> <p><b>Year 6, Conflict and Resolution:</b> Pupils know that Emmeline Pankhurst founded the Women's Social and Political Union in 1903 which used militant tactics to protest for women's rights and that they were named The Suffragettes. They also know that when the First World War began, the WSPU stopped campaigning to join the war effort and that each of the jobs that women took part in both on the Front Line and on the Home Front helped convince the British government to grant</p>	<p><b>Content in this unit:</b> A protest is where people gather together to publicly express their opinions about something in society. Protests can be for many reasons and in many forms. People have protested throughout history. There have been protests to protect the environment: Greta Thunberg and the #FridayforFuture movement. Millicent Garrett Fawcett led the National Union of Women's Suffrage Societies in the UK. In 1903, Emmeline Pankhurst founded Women's Social and Political Union with the motto 'Deeds not words'. Pride was established to campaign for the equal rights and freedom of the LGBTQ community. The civil rights movement was a struggle for social justice that took place mainly during 1950s and 1960s. The Bristol bus boycott fought racial discrimination and helped to bring about the Race Relations Act. The Black Lives Matter movement has more recently</p>

	<p>them voting rights. Pupils also know that Jewish people experienced great prejudice throughout ww2 due to the anti-Semitism and extremism of the Nazi party. They know that the Windrush generation came to help rebuild Britain after ww2.</p>	<p>successfully drawn global attention to racism. Ruth Bader Ginsburg grew up in New York in the 1940s and experienced prejudice because she was Jewish. She was the first Jewish woman on the highest court. Mohammed Ali explores faith, identity and social change through art, providing an opportunity to respond to challenges facing society.</p>
<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>
<p><b>Chronological understanding skills:</b>  Pupils can say where a period of history fits onto a full timeline.  Pupils can place specific events on a timeline by decade.  Pupils can place features of historical events and people from past societies and periods in a chronological framework.</p>	<p><b>Knowledge and interpretation skills:</b>  Pupils can explain how relationships between countries have changed and evolved through history.  Pupils appreciate that decisions are made through parliament and have been for some time.  Pupils have a good understanding of how aspects of social history have changed over time.  Pupils can recognise and describe differences and similarities/changes and continuity between different periods of history.</p>	<p><b>Historical enquiry skills:</b>  Pupils can look at different versions of events and say how each author may be attempting to persuade or give a specific viewpoint.  Pupils can describe a key event or turning point in Britain's past using a range of evidence.  Pupils can suggest why certain events, people and changes might be seen as more significant than others.  Pupils can pose and answer their own historical questions.</p>

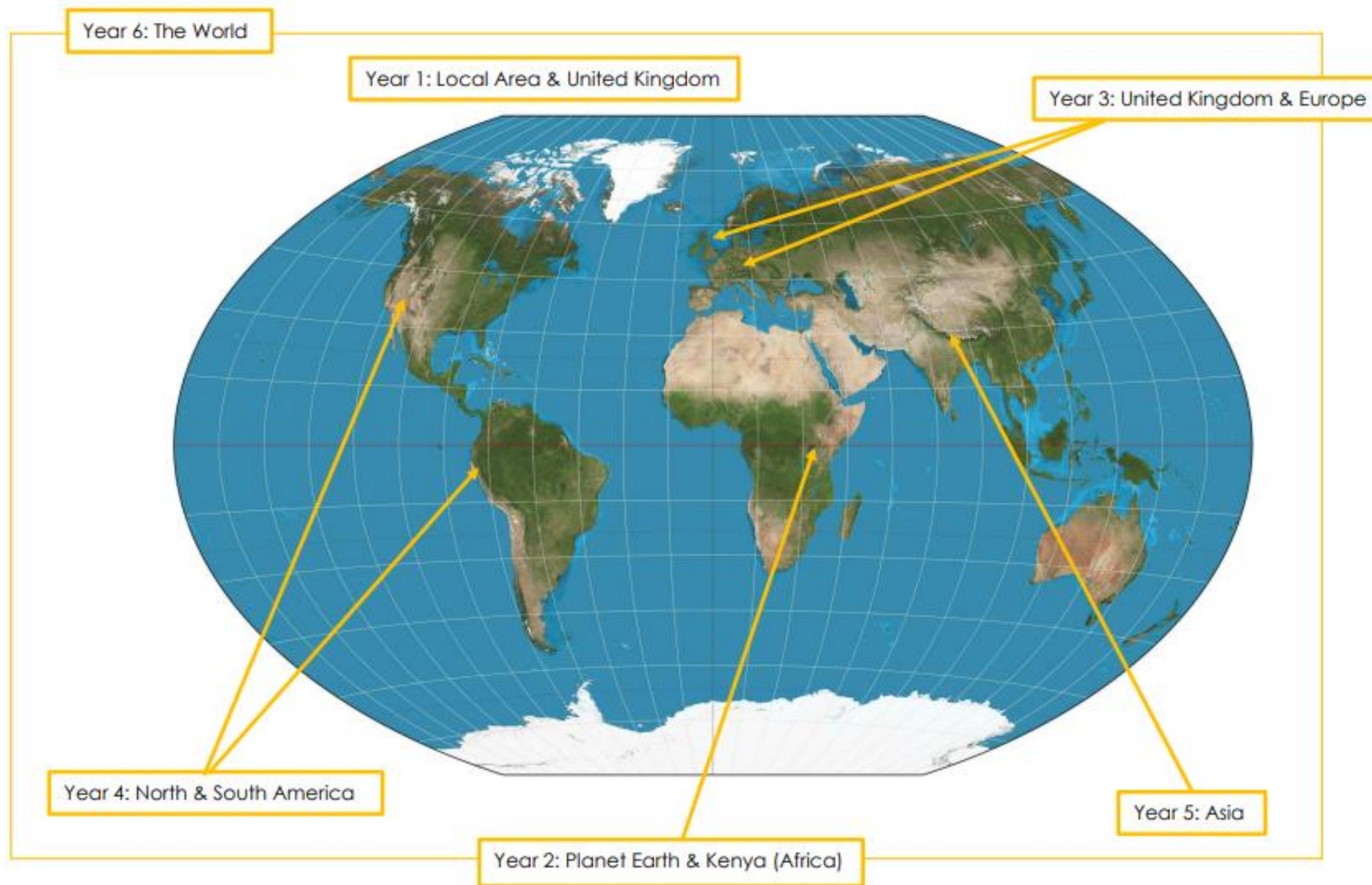
## Geography at Ark Priory

At Ark Priory, the Geography Curriculum is carefully mapped so that all pupils are equipped with a deep knowledge of locations, places and geographical landscapes across the world alongside an understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space. Pupils are also provided with opportunities to develop and apply their geographical skills in map reading and observing, collecting, analysing, evaluating and communicating geographical information.

- **Year 1:** Our Local Area, The United Kingdom
- **Year 2:** Planet Earth, Life in Kenya
- **Year 3:** Settlements and Land Use, Europe, Climate Zones and Biomes
- **Year 4:** The Amazon: Rivers and Rainforests, The USA
- **Year 5:** Asia, Mountains, Volcanoes and Earthquakes
- **Year 6:** Global Challenges, Mapping the World

In Key Stage 1, Pupils begin their journey in geography with a study of the familiar: the local area. They then move outwards to study the United Kingdom and outwards again in to gain an overview of the world and the continents and oceans within it before focussing on what life is like in Kenya. Fieldwork provides physical opportunities for pupils to explore environments in concrete ways and allows pupils to discover the answers to questions such as – ‘What is it like in our local area?’.

In Key Stage 2, pupils explore the human and physical geography of a range of different locations and places: the United Kingdom, Europe, Italy, the Amazon, the USA and Asia. They also develop their understanding of physical geography including that of climate zones, biomes, rivers, mountains, volcanoes and earthquakes. Studies of the rainforests, natural disasters and challenges faced across the globe ensure pupils are also developing their understanding of the interaction between humans and the natural world. In each year group, pupils are able to explore using digital resources, globes and atlases. Fieldwork provides pupils with further opportunities to explore local environments and to discover answers to questions such as – ‘What kind of settlement do I live in?’ and ‘How is the river used in my locality?’.



	<b>Geographical Knowledge</b>	<b>Physical Geography</b>	<b>Human Geography</b>	<b>Geographical Enquiry and Skills</b>
<b>Year 1</b>	<p>Pupils can identify the four countries that make up the United Kingdom.</p> <p>Pupils can name the capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>Pupils can name some other cities, towns or villages in the United Kingdom.</p>	<p>Pupils can describe some of the physical features of their locality.</p> <p>Pupils can describe some of the features associated with being an island.</p> <p>Pupils can describe the key features of a place using words like beach, coast, forest, hill, mountain, river and sea.</p> <p>Pupils can describe some places which are not near to the school.</p> <p>Pupils can explain how the weather changes with each season. (science)</p>	<p>Pupils can tell someone their address.</p> <p>Pupils can name key features associated with a town or village e.g. church, shop, post office, school.</p> <p>Pupils can name different types of houses e.g. detached, semi-detached, terraced, flat.</p> <p>Pupils can describe some human features of their locality, such as the jobs people do.</p> <p>Pupils can explain whether they think people spoil the local area.</p> <p>Pupils can explain what facilities people might need in a place.</p> <p>Pupils can begin to explain why they might wear different clothes at different times of the year. (science)</p>	<p>Pupils can say what they like and dislike about their locality.</p> <p>Pupils can sort things they like and dislike about their locality.</p> <p>Pupils can think of questions to ask about their locality.</p> <p>Pupils can answer questions using resources such as books and maps.</p> <p>Pupils can answer questions about the weather and can keep a weather chart (science)</p> <p>Pupils can find where they live on a map of the United Kingdom.</p> <p>Pupils can identify locations which are near and far on a map.</p>
<b>Year 2</b>	<p>Pupils can name the continents of the world and find them on a map and in an atlas.</p> <p>Pupils can name the world's oceans and find them on a map and in an atlas.</p> <p>Pupils can point out where the Equator, North Pole and South Pole are on a globe or in an atlas.</p>	<p>Pupils can explain the features of a hot and cold place.</p> <p>Pupils can describe some of the physical features of a locality.</p> <p>Pupils can explain what makes a locality individual.</p> <p>Pupils can describe a place outside of Europe using geographical vocabulary.</p> <p>Pupils can use a map, photographs, film etc. to describe the physical geography of a contrasting locality outside Europe.</p>	<p>Pupils can say something about some people who live in hot and cold places.</p> <p>Pupils can explain how the weather affects different people.</p> <p>Pupils can explain how people live may be different in different parts of the world.</p> <p>Pupils can explain how the jobs people do may be different in different parts of the world.</p> <p>Pupils can use a map, photographs, film etc. to describe the human geography of a contrasting locality outside Europe.</p>	<p>Pupils can label a diagram or photograph using geographical words.</p> <p>Pupils can find out about a locality by using different sources of evidence.</p> <p>Pupils can think of questions to ask about a locality.</p> <p>Pupils can compare their locality to another locality.</p> <p>Pupils can make plausible predictions about what the weather might be like in different parts of the world.</p> <p>Pupils can point out north, south, east and west on a compass.</p> <p>Pupils can identify hot and cold places on a map.</p>

<p>Pupils can name a number of countries in the Northern Hemisphere.</p> <p>Pupils can locate the Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circles.</p> <p>Pupils know the difference between the British Isles, Great Britain and UK.</p> <p>Pupils can name cities and towns in the UK and locate them on a map.</p> <p>Pupils can name some of the rivers and mountain ranges of the UK and locate them on a map.</p> <p>Pupils can name some of the counties of the UK.</p> <p>Pupils can name and locate some well-known European countries.</p> <p>Pupils can name and locate the capital cities of European countries.</p> <p>Pupils are aware of different weather and climate patterns around the world.</p>	<p>Pupils can confidently describe physical features in a locality.</p> <p>Pupils can explain the physical geography behind the location chosen for settlements.</p> <p>Pupils can explain why some land may be protected.</p> <p>Pupils can explain the impact of climate on soil, plants and animals.</p> <p>Pupils can locate the Mediterranean and explain some of its key physical features.</p>	<p>Pupils can confidently describe human features in a locality.</p> <p>Pupils can explain why a locality has certain human features.</p> <p>Pupils can explain why people are attracted to live by rivers.</p> <p>Pupils can explain how people's lives vary due to weather and climate.</p> <p>Pupils can explain what a place might be like in the future.</p> <p>Pupils can explain the difference in human features within a village, a town and a city.</p> <p>Pupils can explain how people are trying to manage their environment.</p> <p>Pupils can explain how the lives of people living in the Mediterranean are different from their own.</p>	<p>Pupils use the correct geographical words to describe a place.</p> <p>Pupils can map how land is used.</p> <p>Pupils can carry out a survey to discover features of cities and villages.</p> <p>Pupils can make accurate measurements of distances within 100km.</p> <p>Pupils are beginning to accurately measure and collect information.</p> <p>Pupils can identify key features of a locality by using a map.</p> <p>Pupils are beginning to use 4 figure grid references.</p> <p>Pupils can plot NSEW on a map.</p> <p>Pupils can use some basic OS map symbols.</p>
--	---	--	--



Year 4	<p>Pupils can name and locate many of the world's major rivers on maps.</p> <p>Pupils can locate the USA and Canada on a world map and atlas.</p> <p>Pupils can locate and name the main countries in South America on a world map and atlas.</p> <p>Pupils can begin to recognise the climate of a given country according to its location on the map.</p>	<p>Pupils can explain why water is such a valuable commodity.</p> <p>Pupils can identify and describe the different features of a river.</p> <p>Pupils can explain how rivers shape the land.</p> <p>Pupils can explain how the water cycle works.</p> <p>Pupils can explain how a locality has changed referring to physical features.</p> <p>Pupils can explain why the physical geography of a single country can vary significantly.</p>	<p>Pupils can find different views about an environmental issue and give their view.</p> <p>Pupils can explain how humans are damaging or exploiting the environment.</p> <p>Pupils can explain some of the differences in how people live.</p> <p>Pupils can explain how a location fits into its wider geographical location; with reference to human and economical features.</p> <p>Pupils can explain how a locality has changed referring to human features.</p> <p>Pupils can explain why the human geography of a single country can vary significantly.</p> <p>Pupils can discover the different population sizes of places around the world.</p>	<p>Pupils can use maps and atlases appropriately by using contents and indexes.</p> <p>Pupils can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).</p> <p>Pupils can find the same place on a globe and in an atlas.</p> <p>Pupils can make detailed sketches and plans; improving their accuracy later.</p> <p>Pupils can label features on aerial photographs and maps.</p> <p>Pupils can make comparisons between their own locality and other localities around the world.</p>
Year 5	<p>Pupils can locate and name some of the world's most famous volcanoes.</p> <p>Pupils can name and locate many of the world's most famous mountain ranges on maps.</p> <p>Pupils can explain how time zones work. (science)</p>	<p>Pupils can describe how volcanoes and earthquakes are created.</p> <p>Pupils can give an extended description of the physical features of different places around the world</p> <p>Pupils can describe how physical features may act as borders between countries.</p>	<p>Pupils can describe how volcanoes and other natural disasters have an impact on people's lives.</p> <p>Pupils can describe how humans are attempting to adjust to natural disasters.</p> <p>Pupils can give an extended description of the human features of different places around the world.</p> <p>Pupils can describe how some places are similar and others are different in relation to their human features.</p> <p>Pupils can describe how human features may act as borders between countries.</p>	<p>Pupils can collect information about a place and use it in a report.</p> <p>Pupils can find possible answers to their own geographical questions.</p> <p>Pupils can accurately use a 4 figure grid reference.</p>

<p>Pupils can recognise key symbols used on Ordnance Survey maps.</p> <p>Pupils can name the main lines of latitude and longitude.</p> <p>Pupils can name different types of maps and describe their uses.</p>	<p>Pupils can use appropriate symbols to represent different physical features on a map.</p> <p>Pupils understand the term sustainable development and use it in different contexts.</p> <p>Pupils can explain the concept of climate change.</p> <p>Pupils can describe how climate influences the way in which land is used.</p>	<p>Pupils can describe and understand key aspects of human geography such as economic activity, trade links and the distribution of natural resources.</p> <p>Pupils are able to compare how land is used in different countries across the world.</p> <p>Pupils can describe how individuals are attempting to protect the environment.</p> <p>Pupils can describe the impact of climate change on humans.</p> <p>Pupils can explain the causes and consequences of the migration of people.</p>	<p>Pupils can confidently explain scale and use maps with a range of scales.</p> <p>Pupils can choose the best way to collect information needed and decide the most appropriate units of measure.</p> <p>Pupils can make careful measurements and use the data.</p> <p>Pupils can use OS maps to answer questions.</p> <p>Pupils can use maps, aerial photos, plans and web resources when collecting information.</p> <p>Pupils can create sketch maps when carrying out a field study.</p> <p>Pupils can define geographical questions to guide their research.</p> <p>Pupils can use a range of self-selected resources to answer questions.</p>
--	--	---	--



## Year 1

### My Local Area

*Enquiry Question: What is it like in our local area?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: river</li> <li>key human features, including: city, house, office, shop, post office.</li> </ul> <p>Use simple locational and directional language to describe the location of features and routes on a map. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>Across EYFS:</b> Pupils experience local walks e.g. to a supermarket to buy ingredients, to a post office to post a letter and to local areas of wilderness/parkland to explore nature. <b>EYFS, Who am I?:</b> Pupils talk about themselves, where they live and the places they have been to.</p>	<p><b>Core content in this unit:</b> An aerial maps is a 'bird's eye view'. Maps can show us what a place looks like. We can create our own maps with symbols and keys. We have a local area – it is called White City. If we walk in our local area we will see different things. Our local area is different to other local areas – there are different buildings, places and people. The buildings in our local area can be old or new. A home is where someone lives. Types of homes are: flat, detached, semi-detached, terraced, cottage, bungalow, houseboat, caravan. People in our local area do different types of jobs. Some buildings and places are near to our school and others are far from our school. We may like and dislike things in our local area. We can suggest changes for the future of our local area.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and identify the place they live in – <i>White City, London</i>.</p>	<p>Pupils can describe some of the physical features of their locality – <i>Wormwood Scrubs, River Thames</i>. Pupils can describe the key features of a place.</p>	<p>Pupils can tell someone their address. Pupils can name key features associated with a town or village. Pupils can name different types of houses e.g. detached, semi-detached. Pupils can describe some human features of their locality, such as the jobs people do. Pupils can describe some of the places in their locality – <i>Westfield, Shepherd's Bush Market, White City Station, QPR Stadium, BBC Centre</i>. Pupils can explain whether they think people spoil the local area. Pupils can explain what facilities people might need in a place.</p>	<p>Pupils can say what they like and dislike about their locality. Pupils can sort things they like and dislike about their locality. Pupils can think of questions to ask about their locality. Pupils can identify locations which are near and far on a map.</p>

The United Kingdom			
Enquiry Question: Why should people visit the United Kingdom?			
National Curriculum	Prior Knowledge		Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: coast, forest, hill, mountain, sea, ocean, river, valley.</li> <li>key human features, including: city, town, village.</li> </ul> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks, human and physical features.</p> <p>Use simple compass directions and locational and directional language.</p>	<p><b>EYFS, Where do animals live?:</b> Pupils learn about animals native to the United Kingdom.</p> <p><b>Year 1, My Local Area:</b> Pupils have an understanding of the human and physical geography of their school and their locality. They know that their locality is called White City and that White City is in London. Pupils also know that London is a city in the United Kingdom.</p> <p><b>Year 1, Autumn and Winter (Science):</b> Pupils can describe the typical weather patterns in the United Kingdom in autumn and winter. They understand the differences and changes between the seasons. Pupils have also created weather forecasts using maps of the United Kingdom.</p>		<p><b>Core content in this unit:</b></p> <p>The United Kingdom consists of two islands.</p> <p>The 'United Kingdom' is a union of four countries all ruled by Queen Elizabeth II.</p> <p>The four countries in the United Kingdom are: England, Northern Ireland, Scotland and Wales.</p> <p>A compass points north, east, south or west.</p> <p>Edinburgh is the capital city of Scotland.</p> <p>Edinburgh has a famous castle and is where the Scottish Parliament meet.</p> <p>In the Highlands there are large mountains called Munros and enormous lakes called lochs.</p> <p>Cardiff is the capital city of Wales.</p> <p>The Welsh language is the oldest language in the United Kingdom.</p> <p>Snowdon is the highest mountain in Wales.</p> <p>Ireland is made up of the Republic of Ireland and Northern Ireland – the Republic of Ireland is not in the UK.</p> <p>Belfast is the capital of Northern Ireland.</p> <p>The Giant's Causeway is a popular tourist attraction.</p> <p>England is the biggest country in the United Kingdom.</p> <p>The capital city of England is London – we live here.</p> <p>The south of England is much flatter than the north.</p> <p>The countries in the UK all have their own flags.</p> <p>The Union Flag (known as the Union Jack) is the national flag of the United Kingdom.</p>
Core Knowledge, Skills and Understanding			
Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can identify the four countries that make up the United Kingdom and locate them on a map.</p> <p>Pupils can name the capital cities of England, Wales, Scotland and Northern Ireland and locate them on a map.</p> <p>Pupils can name some other cities, towns or villages in the United Kingdom –</p>	<p>Pupils can describe some of the features associated with being an island.</p> <p>Pupils can describe the key features of a place using words like beach, coast, forest, hill, mountain, river and sea.</p>	<p>Pupils can name key features associated with a town or village e.g. church, shop, post office, school.</p>	<p>Pupils can answer questions using resources such as books and maps.</p> <p>Pupils can find where they live on a map of the United Kingdom.</p> <p>Pupils can identify locations which are near and far on a map.</p>

Birmingham, Portsmouth, Hastings.

## Year 2

### Planet Earth

*Enquiry Question: What do you know about the continents and oceans of Earth?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b>            Name and locate the seven continents and five oceans of the world.            Identify the location of hot and cold areas of the world in relation to the Equator, the North and South Poles.            Use world maps, atlases and globes to identify the countries, continents and oceans studied.            Use simple compass directions.</p>	<p><b>EYFS, Where do animals live?:</b> Pupils look at maps of the world and plot where they have been and where animals of interest live.  <b>Year 1, My Local Area:</b> Pupils have an understanding of the human and physical geography of the school and their locality.  <b>Year 1, United Kingdom:</b> Pupils have an understanding of the human and physical geography of the United Kingdom. Pupils can locate the United Kingdom on a map of the world.</p>	<p><b>Core content in this unit:</b>            There are seven continents on Earth: Africa, Antarctica, Asia, Europe, Oceania, North America, South America.            The five oceans on Earth are: Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, Arctic Ocean.            We live in the continent of Europe.            North America is made up of countries including the USA, Canada, Mexico and the Caribbean islands.            South America has many physical features including rainforests, deserts, mountains and glaciers.            Oceania is made up of Australia, New Zealand, Papua New Guinea and many other smaller islands.            Africa has the world’s largest desert (Sahara) and longest river (Nile).            Asia has the world’s highest mountains (the Himalayas) and the world’s lowest point (the Dead Sea).            The continent of Antarctica is at the bottom of Earth.            Antarctica is the coldest, driest, and windiest continent.            The Earth is split into two hemispheres: the Northern Hemisphere and Southern Hemisphere.            The middle of the Earth is called the Equator. Most places at the Equator are very warm.            Climate is the typical pattern of temperature and rainfall over a period of time.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name the continents of the world and find them on a map and in an atlas - Africa, Antarctica, Asia, Europe, Oceania, North America, South America.</p>	<p>Pupils can explain the physical features of a hot place and a cold place.</p>	<p>Pupils can explain how the weather and climate affect different people.            Pupils can explain how people live may be different in different parts of the world.</p>	<p>Pupils can label a diagram or photograph using geographical words.            Pupils can make plausible predictions about what the weather might be like in different</p>

<p>Pupils can name the world's oceans and find them on a map and in an atlas - Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, Arctic Ocean.</p> <p>Pupils can point out where the Equator, North Pole and South Pole are on a globe or in an atlas.</p>			<p>parts of the world.</p> <p>Pupils can point out north, south, east and west on a compass.</p> <p>Pupils can identify hot and cold places on a map.</p>
---	--	--	---

### Life in Kenya

*Enquiry Question: How is living in Kenya both similar and different to living in the United Kingdom?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features.</p> <p>Use world maps, atlases and globes to identify the countries studied at this key stage.</p> <p>Use simple compass directions.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p><b>EYFS, Where do animals live?</b> Pupils read Handa's surprise and discuss similarities and differences between their own lives and how life is portrayed living in a village in rural Kenya.</p> <p><b>Year 1, My Local Area:</b> Pupils have an understanding of the human and physical geography of the school and their locality.</p> <p><b>Year 1, United Kingdom:</b> Pupils have an understanding of the human and physical geography of the United Kingdom. Pupils can locate the United Kingdom on a map of the world.</p> <p><b>Year 1, Autumn and Winter, Spring and Summer (Science):</b> Pupils know that in the United Kingdom we experience four different seasons: autumn, winter, spring and summer. They can describe each season and the similarities, differences and changes between them. Pupils can also describe the typical weather patterns in the United Kingdom across the year and how they change.</p> <p><b>Year 2, Planet Earth:</b> Pupils can name and locate the continents and oceans of the world. They know that Africa is one of those continents and can name some of the key human and physical characteristics found within it. Pupils also know there are hot and cold places around Earth and that the climate of a place depends on the position in relation to the Equator and Poles.</p>	<p><b>Core content in this unit:</b></p> <p>Kenya is a country in the continent of Africa.</p> <p>Kenya is in East Africa and borders the Indian Ocean.</p> <p>Kenya borders five other countries: Tanzania, Ethiopia, South Sudan, Uganda and Somalia.</p> <p>Kenya's climate varies in different parts of the country.</p> <p>Kenya is on the Equator so it is very hot all year but there are hot and dry seasons.</p> <p>Mount Kenya is the tallest mountain in Kenya and is an extinct volcano.</p> <p>The Great Rift Valley runs through Kenya.</p> <p>Kenya has two deserts but much of Kenya is tropical grassland called savannah.</p> <p>The Big Five can be found countrywide.</p> <p>Rural land is the countryside.</p> <p>Some people in Kenya live on rural land – there are farms but there are also people known as the Maasai.</p> <p>Some people in Kenya live in cities.</p> <p>An urban area is an area where many people live and work close together and there are lots of buildings.</p> <p>There are many similarities and differences between Kenya and the United Kingdom e.g. the climate, landscape, wildlife and culture are different – both Kenya and the UK have cities, villages and farming.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name the continents of the world and find them on a map and in an atlas - - Africa, Antarctica, Asia, Europe, Oceania,</p>	<p>Pupils can describe some of the physical features of a locality.</p> <p>Pupils can explain what makes a locality</p>	<p>Pupils can explain how people live may be different in different parts of the world and may also be similar.</p>	<p>Pupils can label a diagram or photograph using geographical words.</p> <p>Pupils can find out about a locality by using</p>

North America, South America.	individual. Pupils can describe a place outside of Europe using geographical vocabulary. Pupils can use a map, photographs, film etc. to describe the physical geography of a contrasting locality outside Europe – <i>Kenya</i> .	Pupils can explain how the jobs people do may be different in different parts of the world and may also be similar. Pupils can use a map, photographs, film etc. to describe the human geography of a contrasting locality outside Europe – <i>Kenya</i> .	different sources of evidence. Pupils can think of questions to ask about a locality. Pupils can compare their locality to another locality.
-------------------------------	--	---	--

### Year 3

#### Settlements and Land Use in the United Kingdom

*Enquiry Question: What is the land like in the United Kingdom and how is it used?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Describe and understand key aspects of human geography including types of settlement and land use. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p><b>Year 1, My Local Area:</b> Pupils have an understanding of the human and physical geography of the school and their locality. They know that their locality is in the United Kingdom. <b>Year 1, United Kingdom:</b> Pupils have an understanding of the human and physical geography of the United Kingdom. They know that the United Kingdom consists of four countries and can name the capital of each. Pupils also know the names of other places in the United Kingdom. Pupils can locate the United Kingdom and its countries on a map of the world and in an atlas. <b>Year 1, Seaside Now and Then (History):</b> Pupils know that the United Kingdom has a coastline where seaside resorts can be found. Pupils can name some places along the coast and can describe their human and physical features. <b>Year 2, Life in Kenya:</b> Pupils can describe the differences between and features of rural and urban settlements.</p>	<p><b>Core content in this unit:</b> Raised land can be described as hills or mountains. There are hills, mountains and mountain ranges in each country of the UK: Grampian Mountains, Mount Snowdon, Pennines, Ben Nevis, Brecon Beacons, Skafell Pike, Antrim Hills. The UK has a coastline the whole way around and is surrounded by seas. There are many rivers flowing through the United Kingdom. A settlement is where people have chosen to live. When choosing a place, people look for access to certain resources such as water, food and shelter. Settlements can be rural or urban and include cities, towns, villages and hamlets. There are different settlements across the UK. The UK is separated into different counties – a county is a part of the country with its own council. The land in the UK is used in four main ways – farmland, natural land, built on land, green urban land. The four countries of the UK have different land and therefore use the land differently.</p>

#### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
------------------------------	--------------------	-----------------	--------------------

<p>Pupils can name and locate a number of countries in Europe– <i>England, Scotland, Wales, Northern Ireland, R.of Ireland.</i> Pupils know the difference between the British Isles, Great Britain and UK. Pupils can name cities and towns in the UK and locate them on a map – <i>Glasgow, Aberdeen, Newcastle, Manchester, York, Bristol, Oxford, Swansea, Derry, Lisburn.</i> Pupils can name and locate some of the rivers and mountain of the UK – <i>Severn, Thames, Tyne, Trent, Tay, Bann, Ben Nevis, Snowdon, Scafell Pike, Slieve Donard.</i> Pupils can name some counties of the UK.</p>	<p>Pupils can confidently describe the physical features in a locality. Pupils can explain the physical geography behind the location chosen for settlements. Pupils can explain why some land may be protected.</p>	<p>Pupils can confidently describe human features in a locality. Pupils can explain why a locality has certain human features. Pupils can explain why people are attracted to live by rivers. Pupils can explain the difference in human features within a village, a town and a city.</p>	<p>Pupils use the correct geographical words to describe a place. Pupils can map how land is used. Pupils can carry out a survey to discover features of cities and villages. Pupils are beginning to accurately measure and collect information. Pupils can identify key features of a locality by using a map. Pupils can plot NSEW on a map. Pupils can use some basic OS symbols.</p>
--	--	--	---

### Europe (with an Italy case study)

**Enquiry Question: What is the human and physical geography of the continent of Europe?**

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b> Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references, symbols and keys to build their knowledge of the wider world.</p>	<p><b>Year 2, Planet Earth:</b> Pupils know that Europe is one of the seven world continents and is the continent we live in. They can locate Europe on a map. Pupils also know that the climate can be warm and sunny in the south but in northern Europe the climate is cooler. They know that Europe has many famous landmarks and that the countries of Europe are popular tourist destinations. <b>Year 3, UK Settlements and Land Use:</b> Pupils know why settlements are found in the locations they are found in – they know what makes a desirable place for a settlement. Pupils know that settlements come in different sizes and that land can be used in different ways. Pupils also know some of the key human and physical features of the United Kingdom and the city they live in.</p>	<p><b>Core content in this unit:</b> Europe is a continent in the Northern Hemisphere. There are over 40 different countries in Europe. Key physical features of Europe include Mount Elbrus, Alps, River Volga, River Danube, Norwegian Fjords. Significant man-made landmarks of Europe include Eiffel Tower, Neuschwanstein Castle, Charles Bridge, St Basil’s Cathedral, Leaning Tower of Pisa. Sweden is a country in Northern Europe. Ukraine is a country in Eastern Europe. Belgium is a country in Western Europe. Spain is a country in Southern Europe. The Mediterranean is a region located along the south coast of Europe and the north coast of Africa. Italy is a Mediterranean country in Southern Europe. Italy is located on a peninsula – bordered by four other countries and the Mediterranean Sea. Italy also includes the islands of Sicily and Sardinia. The climate of Italy differs in the north and south. Physical features across Italy include The Alps, Apennines, Mt Etna, Vesuvius, River Po, Lake Garda. Italy is separated into 20 different regions, each with a capital known as a capoluogo. Cities in Italy include Venice, Florence, Naples, Aosta, Milan, Bologna, Palermo.</p>



		Rome is the capital city of all of Italy – life there is both similar and different to our lives in the UK.
--	--	---

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and locate a number of countries in Europe - <i>France, Spain, Germany, Belgium, Russia, Ukraine, Sweden, Italy, Poland, Croatia, Czech Republic</i>.</p> <p>Pupils can name and locate the capital cities of European countries - <i>Paris, Madrid, Rome, Moscow, Kiev, Brussels, Stockholm, Prague</i>.</p>	<p>Pupils can locate the Mediterranean and explain some of its key physical features – warm climate and bordered by the Mediterranean Sea.</p> <p>Pupils can confidently describe physical features in a locality.</p>	<p>Pupils can confidently describe human features in a locality.</p> <p>Pupils can explain why a locality has certain human features.</p> <p>Pupils can explain why people are attracted to live by rivers.</p> <p>Pupils can explain how the lives of people living in a Mediterranean country are similar and different to their own.</p>	<p>Pupils use the correct geographical words to describe a place.</p> <p>Pupils can make accurate measurements of distances within 100km.</p> <p>Pupils can identify key features of a locality by using a map.</p> <p>Pupils are beginning to use 4 figure grid references.</p> <p>Pupils can plot NSEW on a map.</p>

### Climate Zones and Biomes

*Enquiry Question: What are biomes, why are they important and why should they be protected?*

National Curriculum	Prior Knowledge	Unit Content
---------------------	-----------------	--------------

<p><b>Pupils should be taught to:</b></p> <p>Locate the world's countries concentrating on their environmental regions.</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Across EYFS:</b> Pupils know how to dress for different types of weather. Pupils have experienced outdoor play in all weathers and during Maths Meetings have commented on the weather each day.</p> <p><b>EYFS, Where do animals live?:</b> Pupils have explored the homes of animals and what those animals have or need to live in that habitat.</p> <p><b>Year 1, Autumn and Winter, Spring and Summer (Science):</b> Pupils know that in the United Kingdom we experience four different seasons: autumn, winter, spring and summer. They can describe each season and the similarities, differences and changes between them. Pupils can also describe the typical weather patterns in the United Kingdom across the year and how they change.</p> <p><b>Year 2, Planet Earth:</b> Pupils can name and locate the continents and oceans of the world. They know that climate is the typical pattern of weather in a place and that climate differs across the world and that some places are hot whereas other places are cold. They know that the climate of a place depends on the proximity of that place to the Equator and the North and South Poles.</p> <p><b>Year 2, Life in Kenya:</b> Pupils know that Kenya is a country in Africa. They know that the climate in Kenya is very different to the climate in the United Kingdom. Pupils also know that much of the land in Kenya is savannah and can describe some of the animals commonly found there.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils can describe the land in the UK and how it is used. They know that some of the land is natural and covered with forest. Pupils also know some of the land characteristics that humans look for when choosing a location for a settlement.</p>	<p><b>Core content in this unit:</b></p> <p>Climate is the pattern of temperature and rainfall.</p> <p>World climate zones are arid, equatorial, Mediterranean, polar, temperate, tropical, subpolar.</p> <p>Polar zones are very cold all year.</p> <p>Subpolar zones have cold winters and cool summers.</p> <p>Temperate zones have no extreme temperatures.</p> <p>Med zones have warm summers and mild winter.</p> <p>Arid zones are hot and dry all year.</p> <p>Tropical zones are hot and have rainy and dry seasons.</p> <p>Equatorial zones are hot and wet all year.</p> <p>A biome is an area of land with a certain climate and therefore certain types of flora and fauna.</p> <p>World biomes are tropical rainforest, deciduous forest, boreal forest, tundra, grassland, savannah, chapparal and desert.</p> <p>Each biome presents challenges to the flora and fauna.</p> <p>The flora and fauna of each biome have adaptation which mean they can survive and live successfully in that biome.</p> <p>Flora and fauna in the same biome in different parts of the world often share common features.</p> <p>Humans face different challenges living in each biome.</p> <p>Unlike flora and fauna, humans can adapt a biome to make living there easier.</p> <p>One way humans can adapt a biome is by cutting down and clearing the forests.</p> <p>The United Kingdom was once covered in deciduous forests which have mostly been cut down.</p>
---	---	--

**Core Knowledge, Skills and Understanding**

<b>Location and Place Knowledge</b>	<b>Physical Geography</b>	<b>Human Geography</b>	<b>Enquiry and Skills</b>
<p>Pupils can locate the Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circles.</p> <p>Pupils are aware of different weather and climate patterns around the world.</p>	<p>Pupils can explain the impact of climate on soil, plants and animals.</p>	<p>Pupils can explain how people's lives vary due to climate.</p> <p>Pupils can give reasons as to why a place may change.</p> <p>Pupils can explain how people are trying to manage their environment.</p>	<p>Pupils use the correct geographical words to describe a place.</p> <p>Pupils are beginning to use 4 figure grid references.</p> <p>Pupils can plot NSEW on a map.</p>

**Year 4**

## Amazon: Rivers and Rainforests

*Enquiry Question: What is the importance of the Amazon region and how is it endangered?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Locate the world’s countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics and countries.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America.</p> <p>Describe and understand key aspects of physical geography including rivers and the water cycle.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity and the distribution of natural resources.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p><b>Year 2, Planet Earth:</b> Pupils know the names and locations of the world continents. They are able to identify South America on a map of the world. Pupils can describe some of the human and physical features of the continent.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils can describe some of the human and physical geography of the United Kingdom including the settlements and how the land is used in different ways.</p> <p><b>Year 3 Europe:</b> Pupils can describe the human and physical geography of the continent of Europe.</p> <p><b>Year 3, Climate Zones and Biomes:</b> Pupils can name and describe the characteristics of the climate zones and biomes of the world. They know that places along the Equator have an equatorial climate and that tropical rainforests are mostly found along the Equator. Pupils can describe the climate, fauna and flora of a tropical rainforest.</p> <p><b>Year 4, States of Matter (Science):</b> Pupils can describe the water cycle and each of the stages within it. They know the importance of the cycle.</p>	<p><b>Core content in this unit:</b></p> <p>South America is a continent located in the Southern Hemisphere.</p> <p>Physical features include Andes Mountains, Amazon Rainforest, Amazon River, Atacama Desert, Cape Horn. South America is made up of 12 countries and 1 territory. There are various religions, languages, currencies and population sizes and industries across South America. A tropical rainforest is an area with high temperatures, high amounts of rainfall and tall evergreen trees. TRs have four layers each with certain characteristics: emergent, canopy, understory, forest floor. There are a range of different animals in a TR. People in the Amazon live in towns but some people live in tribal settlements. There are many tribes within the Amazon Rainforest. The Amazon Rainforest is being destroyed by humans. A river is a body of water flowing across the land. Rivers have different features along their course. Rivers meander and erode the land – meanders can create oxbow lakes. The Amazon and other rivers are used in different ways.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and locate many of the world’s major rivers on maps – <i>Amazon, Nile, Murray Darling, Danube, Rhine, Volga, Ganges, Yangtze, Euphrates, Congo</i>.</p> <p>Pupils can locate and name the main countries in South America on a world map and atlas - <i>Brazil, Argentina, Peru, Colombia, Bolivia, Venezuela</i>.</p> <p>Pupils can begin to recognise the climate of a given country according to its location on the map.</p>	<p>Pupils can explain why water is such a valuable commodity.</p> <p>Pupils can identify and describe the different features of a river.</p> <p>Pupils can explain how rivers shape the land.</p> <p>Pupils can explain how the water cycle works.</p> <p>Pupils can explain how a locality has changed referring to physical features.</p>	<p>Pupils can find different views about an environmental issue and give their view.</p> <p>Pupils can explain how humans are damaging or exploiting the environment.</p> <p>Pupils can explain some of the differences in how people live.</p> <p>Pupils can explain how a location fits into its wider location; with reference to human and economical features.</p> <p>Pupils can research the population sizes of places around the world.</p>	<p>Pupils can use maps and atlases appropriately by using contents/indexes.</p> <p>Pupils can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).</p> <p>Pupils can find a place on a globe/atlas.</p> <p>Pupils can make detailed sketches and plans; improving their accuracy later.</p> <p>Pupils can label features on aerial photographs and maps.</p> <p>Pupils can make comparisons between their own and other world localities.</p>

The USA			
Enquiry Question: What is it like in the United States of America?			
National Curriculum	Prior Knowledge		Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Locate the world's countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use and economic activity.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass and four figure grid references to build their knowledge of the wider world.</p>	<p><b>Year 2, Planet Earth:</b> Pupils know the names and locations of the world continents. They are able to identify North America on a map of the world. They know that the climate ranges from the Arctic cold in the north, to the tropical heat in the south and that North America has many natural wonders.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils can describe some of the human and physical geography of the UK including settlements and how the land is used.</p> <p><b>Year 3 Europe:</b> Pupils can describe the human and physical geography of the continent of Europe.</p> <p><b>Year 3, Climate Zones and Biomes:</b> Pupils can name and describe the characteristics of the climate zones and biomes of the world. They know what the climate will be like in the climate zones of the USA.</p> <p><b>Year 4, Amazon – Rivers and Rainforests:</b> Pupils can describe some of the human and physical geography of South America. They can also describe the geography of the Amazon region in more detail, including the lives of indigenous people in the area.</p> <p><b>Year 4, Maya Civilization (History):</b> Pupils know which countries make up the Central American region of the North American continent.</p>		<p><b>Core content in this unit:</b></p> <p>The USA is a country in North America.</p> <p>North America also consists of Canada, the countries of Central America and the countries in the Caribbean.</p> <p>There are four climate zones across the USA.</p> <p>The USA is separated into 50 different states – including Alaska and the island of Hawaii.</p> <p>Each state has its own state capital and government.</p> <p>The populations of each state vary greatly.</p> <p>The president makes decisions for the USA as a whole.</p> <p>Physical features across the USA include Appalachian Mountains, Rocky Mountains, Great Salt Lake, Grand Canyon, Great Plains, Missouri and Mississippi Rivers.</p> <p>Man-made landmarks across the USA include Statue of Liberty, Mount Rushmore, Golden Gate Bridge.</p> <p>California is known as the Golden State, it has the largest population of all states in the USA.</p> <p>The land in California is varied and Yosemite National Park protects some of the land.</p> <p>New York City is in the state of New York, it has the highest population of all cities in the USA.</p> <p>The skyline of the city has changed over time as there is little space and so skyscrapers have been built.</p>
Core Knowledge, Skills and Understanding			
Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and locate many of the world's major rivers on maps – <i>Mississippi, Missouri</i>.</p> <p>Pupils can locate the USA and Canada on a world map and atlas.</p> <p>Pupils can begin to recognise the climate of a given country according to its location on the map.</p>	<p>Pupils can explain how a locality has changed referring to physical features.</p> <p>Pupils can explain why the physical geography of a single country can vary significantly.</p>	<p>Pupils can explain how a location fits into its wider location; with reference to human and economical features.</p> <p>Pupils can explain how a locality has changed referring to human features.</p> <p>Pupils can explain some of the differences in how people live.</p> <p>Pupils can explain why the human geography of a single country can vary significantly.</p>	<p>Pupils can use maps and atlases appropriately by using contents/indexes.</p> <p>Pupils can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).</p> <p>Pupils can find the same place on a globe and in an atlas.</p> <p>Pupils can make detailed sketches and plans; improving their accuracy later.</p> <p>Pupils can label features on aerial photographs and maps.</p> <p>Pupils can make comparisons between their</p>

own locality and world localities.

## Year 5

### Asia: Mountains, Volcanoes and Earthquakes

**Enquiry Question: What are natural disasters and how do they impact the lives of people living in Asia?**

National Curriculum	Prior Knowledge	Unit Content	
<p><b>Pupils should be taught to:</b></p> <p>Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references to build their knowledge of the wider world.</p>	<p><b>Year 2, Planet Earth:</b> Pupils know the names and locations of the world continents. They are able to identify Asia on a map of the world. Pupils also know that Asia consists of 48 different countries. They know Asia has the world's highest mountains, the world's lowest point, deserts, grasslands, forests, and mountains.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils can describe some of the human and physical geography of the UK including settlements and how the land is used.</p> <p><b>Year 3 Europe:</b> Pupils can describe the human and physical geography of the continent of Europe.</p> <p><b>Year 3, Climate Zones and Biomes:</b> Pupils can name and describe the characteristics of the climate zones and biomes of the world. They know what the climate will be like in the climate zones of Asia.</p> <p><b>Year 4, Amazon – Rivers and Rainforests:</b> Pupils can describe some of the human and physical geography of South America. They can also describe the geography of the Amazon region in more detail.</p> <p><b>Year 4, USA:</b> Pupils know the location of North America and can describe some of the human and physical geography of the USA.</p>	<p><b>Core content in this unit:</b></p> <p>All climate zones are found across Asia.</p> <p>Physical features include Gobi Desert, West Siberian Plain, Himalayas, Yangtze River, Mount Tambora.</p> <p>Asia consists of 48 countries and five regions.</p> <p>The Earth is made of four layers.</p> <p>Tectonic plates move and when they meet, they collide, tear apart, or slide against each other.</p> <p>There are 7 major plates and 8 minor plates.</p> <p>Mountains are formed by movement of tectonic plates.</p> <p>There are five types of mountains: fold, fault-block, plateau, dome and volcanic.</p> <p>A volcano is an opening in the Earth's crust.</p> <p>The majority of volcanoes in the world form along the boundaries of Earth's tectonic plates.</p> <p>There are four types of volcano: cinder cones, composite, shield, lava dome.</p> <p>Volcanic eruptions vary but can be catastrophic.</p> <p>An earthquake is the shaking and vibration of the Earth's crust due to movement of the tectonic plates.</p> <p>Major earthquakes take place along plate boundaries.</p> <p>People need to prepare for surviving an earthquake.</p> <p>A tsunami is a sequence of huge waves of water often caused by an earthquake below or near to the ocean floor.</p>	
Core Knowledge Skills and Understanding			
Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can name and locate some of the main countries in Asia – <i>Russia, Japan, China, India, Saudi Arabia, Kazakhstan, Iran, Indonesia, Pakistan, Bangladesh.</i></p> <p>Pupils can locate and name some of the</p>	<p>Pupils can describe how volcanoes and earthquakes are created.</p> <p>Pupils can give an extended description of the physical features of different places around the world</p>	<p>Pupils can describe how volcanoes and other natural disasters have an impact.</p> <p>Pupils can describe how humans are attempting to adjust to natural disasters.</p> <p>Pupils can give an extended description of</p>	<p>Pupils can collect information about a place and use it in a report.</p> <p>Pupils can find possible answers to their own geographical questions.</p> <p>Pupils can accurately use a 4-figure grid</p>

world's most famous volcanoes – <i>Mount Vesuvius, Mount Etna, Mauna Loa, Mount Sinabung, Mount Kilimanjaro, Mount Fuji</i> . Pupils can name and locate many of the world's most famous mountain ranges on maps – <i>Himalayas, Andes, Rocky Mountains, Ural Mountains, Alps</i> .	Pupils can describe how physical features may act as borders between countries.	the human features of different places. Pupils can describe how some places are similar and others are different. Pupils can describe how human features may act as borders between countries.	reference.
---	---	--	------------

## Year 6

### Global Challenges

*Enquiry Question: What are some of the major human and physical challenges faced around the globe?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Year 2, Planet Earth:</b> Pupils know the names and locations of the world continents and oceans.</p> <p><b>Year 3, UK Settlements and Land Use:</b> Pupils can describe some of the human and physical geography of the UK including settlements and how the land is used.</p> <p><b>Year 3 Europe:</b> Pupils can describe the human and physical geography of the continent of Europe.</p> <p><b>Year 3, Climate Zones and Biomes:</b> Pupils can name and describe the characteristics of the climate zones and biomes of the world. They know how biomes are threatened by human actions.</p> <p><b>Year 4, Amazon – Rivers and Rainforests:</b> Pupils can describe some of the human and physical geography of South America. They can also describe the geography of the Amazon region in more detail and how the region is threatened by human actions.</p> <p><b>Year 4, USA:</b> Pupils know the location of North America and can describe some of the human and physical geography of the USA.</p> <p><b>Year 5, Asia:</b> Pupils know the location of Asia and can describe some of the human and physical geography of the continent. They also understand borders.</p>	<p><b>Core content in this unit:</b></p> <p>Climate changes can affect how we use land and change a place for the plants, animals living there.</p> <p>Human activities are contributing to climate change.</p> <p>Natural resources are raw materials produced by the environment – there is rising demand for them.</p> <p>We are overconsuming natural resources.</p> <p>Some countries have much larger reserves of natural resources – the distribution is unequal and unfair.</p> <p>Trade is the way people buy and sell goods and services.</p> <p>Trade consists of importing and exporting.</p> <p>Fair trade is a way of buying goods to ensure that producers in developing countries are paid a fair price.</p> <p>Approximately 80% of the total amount of energy used globally each year comes from fossil fuels.</p> <p>To be sustainable means using resources today in a way that maintains their supplies for the future.</p> <p>Migration is the movement of people from one place to another with the intention of settling at a new location.</p> <p>The International Red Cross estimates that there are more environmental refugees today than from wars.</p>

### Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
Pupils can recall and locate the names of key named continents and countries.	Pupils understand the term sustainable development can they and use it in different contexts.	Pupils can describe and understand key economic activity, trade links and the distribution of natural resources.	Pupils can use a range of self-selected resources to answer questions.



	<p>Pupils can explain the concept of climate change.</p> <p>Pupils can describe how climate influences the way in which land is used.</p>	<p>Pupils are able to compare how land is used in different countries.</p> <p>Pupils can describe how individuals are attempting to protect the environment.</p> <p>Pupils can describe the impact of climate change on humans.</p> <p>Pupils can explain the causes and consequences of the migration of people.</p>	
--	---	---	--

## Mapping the World

*Enquiry Question: How can maps help us to understand a place? Is there anything they do not tell us?*

National Curriculum	Prior Knowledge	Unit Content
<p><b>Pupils should be taught to:</b></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b>Across all units:</b> Pupils have used maps, atlases, globes and digital mapping tools to explore a range of places and locations at different scales. Each year, pupils have engaged in local fieldwork linked to their own locality – allowing them to draw contrasts between their own locality and the localities of others.</p>	<p><b>Core content in this unit:</b></p> <p>Different maps serve different purposes.</p> <p>A physical map uses colours to show the natural landscape features of the Earth.</p> <p>A political map shows the borders of countries, states, counties, and cities.</p> <p>A topographic map shows the shape and height of land.</p> <p>Road and street maps give a clear view of roads, streets and specific places such as museums.</p> <p>Latitude lines run in horizontal parallels and represent distance north or south from the Equator.</p> <p>Longitude lines run vertically from pole to pole.</p> <p>Latitude and longitude are divided in degrees (°), minutes (') and seconds (").</p> <p>OS is the national mapping agency for Great Britain.</p> <p>Grid lines are used to locate different features.</p> <p>Four-figure grid references allow you to locate a grid square and six-figure grid references allow you to identify a specific place such as a shop.</p> <p>OS maps use map symbols to reduce map clutter and to help readers find features more easily.</p>

## Core Knowledge, Skills and Understanding

Location and Place Knowledge	Physical Geography	Human Geography	Enquiry and Skills
<p>Pupils can recognise key symbols used on ordnance survey maps.</p> <p>Pupils can name the main lines of latitude and longitude.</p>	<p>Pupils can use appropriate symbols to represent different physical features on a map.</p>	<p>Pupils can explain time zones and their impact on travel.</p>	<p>Pupils can confidently explain scale and use maps with a range of scales.</p> <p>Pupils can choose the best way to collect info and decide the appropriate units.</p>

<p>Pupils can name different types of maps and describe their uses.</p>			<p>Pupils can make careful measurements and use the data. Pupils use OS maps to answer questions. Pupils can use maps, aerial photos, plans and web resources when collecting info. Pupils can create sketch maps when carrying out a field study. Pupils can define geographical questions to guide their research.</p>
---	--	--	--

## English links

Literacy and a love of reading sits at the heart of our curriculum. Links between English and our whole school curriculum have been created to provide a wealth of opportunities to develop as readers and writers within and beyond English lessons.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>YEAR 1</b>	<b>Three Little Pigs</b> , Heather Amery	<b>The Wooden Camel</b> , Wanuri Kahiu	<b>Mr Gumpy's Motorcar</b> , John Burningham	<b>The Last Stop on Market Street</b> , Matt De La Peña	<b>The Queen's Handbag</b> , Steve Antony	<b>Julian is a Mermaid</b> , Jessica Love
	Narrative - traditional tales	Character description	Speech in role as different animals	Setting description(s) from the journey	Fictional diary entry in role	Narrative – retelling story
	Recount based on real experience	Fact file	Recount the journey	Instructions – based on DT car building	Letter to the Queen	Poetry
<b>YEAR 2</b>	<b>George and the Dragon</b> , Chris Wormell	<b>George's Marvellous Medicine</b> , Roald Dahl	<b>Here We Are: Notes for Living on Planet Earth</b> , Oliver Jeffers	<b>The Iron Man</b> , Ted Hughes	<b>Malala's Magic Pencil</b> , Malala Yousafai	<b>The Akimbo Adventures</b> , Alexander McCall Smith
	Narrative – short adventure	Character description – George's Grandma	Poem/song <a href="#">CLPE teaching notes</a>	Fictional diary entry in role as Hogarth	5-part narrative	Retelling from a different perspective
	Biographical report on a monarch	Instructions – How to make the perfect medicine	Guide to living on Earth	Non-chronological report on the continents	Letter to Malala	Poetry
<b>YEAR 3</b>	<b>The BFG</b> , Roald Dahl	<b>Stig of the Dump</b> , Clive King	<b>The Queen's Nose</b> , Dick King-Smith	<b>Illustrated Grimm's Fairy Tales (Usborne)</b>	<b>The Wild Robot</b> , Peter Brown	<b>Odysseus</b> , Hugh Lupton
	Fictional diary entry	Narrative	Persuasive letter from Harmony	Traditional Tale/Fairy Tale	Fictional diary entry in role as Robot	Narrative – myths & legends
	Persuasive leaflet 'Visit the UK'	Instructions – Building Stonehenge	Newspaper article	Non-chronological report about Europe	Explanation text	Poetry

<b>YEAR 4</b>	<b>Charlotte's Web</b> , E.B.White	<b>Varjack Paw</b> , S.F.Said	<b>The Explorer</b> , Katherine Rundell	<b>The Last Wild</b> , Piers Torday	<b>The Boy at the Back of the Class</b> , Onjali Raúf	<b>I Can Make this Promise</b> , Christine Day
	Narrative – theme of friendship	Narrative –with dialogue	Informal letter from Fred /Lila /Con /Max to their family	Fictional diary entry	Formal letter from Alexa to The Queen	Narrative Poetry
	Persuasive letter	Instructions – how to create a Roman mosaic	Persuasive text	Playscript	Explanation text of refugee experience	Discussion Text – Is the USA really a great place to live?
<b>YEAR 5</b>	<b>Beowulf</b> , Michael Morpurgo	<b>Riddle of the Runes</b> , Janina Ramirez	<b>Kensuke's Kingdom</b> , Michael Morpurgo	<b>The Girl Who Stole an Elephant</b> , Nirana Farook	<b>The Gauntlet by Karuna Riazi</b>	<b>Cogheart</b> , Peter Bunzl
	Narrative – quest and adventure	Fictional diary entry	Setting description	Informal letter from main character	Narrative - adventure	Poetry
	Non-chronological report – Anglo-Saxon artefact	An entry for the Anglo-Saxon chronical detailing a Viking invasion	Explanation Text – How does a volcano erupt?	Discussion Text – Does adversity make you stronger?	Non-chronological report – the city of Baghdad	Persuasive speech – abolishing slavery
<b>YEAR 6</b>	<b>Wonder</b> , R.J. Palacio	<b>Holes</b> , Louis Sachar	<b>Letters from the Lighthouse</b> , Emma Carroll	<b>Macbeth</b> , William Shakespeare	<b>Floodland</b> , Marcus Sedgwick	<b>The Other Side of Truth</b> , Beverley Naidoo
	Fictional diary entry	Narrative – the discovery	Formal persuasive letter to MoD about lighthouse	Persuasive speech – who is to blame	Informal letter in role	Fictional newspaper report – key event
	Non-chronological report – Egyptian artefact	Discussion Text – linked to geography	Recount from the perspective of a soldier	The Witches' Song Poetry	Explanation Text – how can maps help us to understand the world?	Discussion – should we protest?

## **Planning**

Quality materials are provided which allows teaching staff to focus on their intellectual preparation as strong subject knowledge is key to excellent teaching. To further support in this preparation, both medium-term and short-term plans are provided as well as videos and webinars to further support subject knowledge development. Teachers can tailor the units for their school community.