

St Barnabas C of E Primary Time and Place Curriculum Guidance

Each Child is Uniquely Created and Loved by God

Our aim at St Barnabas' School is that all children aspire to master a broad range of skills, knowledge and understanding relating to Time and Place. Teaching and learning will focus on developing pupils' curiosity and fascination with the world, its people and its past. Children will be encouraged to ask questions and to critically evaluate sources of information. Pupils will be encouraged to read a broad range of texts relating to Time and Place, both to deepen their subject knowledge and for enjoyment. The Time and Place curriculum will equip pupils with the knowledge and skills required to understand, appreciate and engage with their immediate surrounding and the wider world. Pupils will be encouraged to appreciate the aesthetics and utility of the world around them, both past and present. As pupils progress through the school, they will develop a firm understanding of the interaction between physical and human processes and will express ideas relating to the past and present of Britain and the wider world with confidence and fluency. The Time and Place Curriculum will help pupils to better understand their place in the world and make informed decisions on how to best shape its future.

In order to ensure that pupils gain a deep and broad understanding of Time and Place and are able to make meaningful links across the curriculum, we have identified a number of key concepts that will be focussed upon:

Time	Progress	Civilisation	Power	Conflict	Equality	Belief
Place	Physical	Human	Climate	Interdependence	Scale	Classification

EYFS

Curriculum Area	Coverage	Curriculum Progression	Skills of Enquiry	Key Concepts and Vocabulary
Time	I can describe events which have happened within my life time.	As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. In the Communication and Language Curriculum in pupils elaborate on their thinking using a rich range of vocabulary and language structures. In the Mathematics curriculum pupils develop spatial reasoning skills in all areas of Mathematics- including measures. In Yr1 pupils will use their own personal experiences of the passing of time to describe changes to themselves, their families and loved ones and their surroundings.	I can use vocabulary relating to the passing of time. I can sequence events, people and/or artefacts chronologically.	<p>Time</p> <p>past present before remember memory today yesterday this week last week this year last year baby toddler nursery started</p> <p>Progress</p> <p>better worse</p> <p>Classification</p> <p>Same Different</p>
	I can listen and respond to texts that are set in or explain about the past.	As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. In the Communication and Language Curriculum in pupils elaborate on their thinking using a rich range of vocabulary and language structures. In the Mathematics curriculum pupils develop spatial reasoning skills in all areas of Mathematics- including measures. In Yr1, pupils are introduced to the concept of significant individuals who have lived before their lifetimes.	I can use parts of stories and other sources to show understanding of key historical events or individuals. I can share my thoughts and feelings about sources of information.	
	I can describe the similarities and differences between objects from different time periods.	As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. In the Communication and Language Curriculum in pupils elaborate on their thinking using a rich range of vocabulary and language structures. In the Mathematics curriculum pupils develop spatial reasoning skills in all areas of Mathematics- including measures. In Yr1, pupils are introduced to the concept that people have not always lived as we do now. They look for continuity and change and learn how to express their thinking.	I can use historical understanding to ask and answer questions.	

Place	<p>I can name describe the weather using everyday language.</p>	<p>As part of the <u>Understanding the World</u> component of the EYFS Framework, pupils are guided to make sense of and increase their knowledge of their physical world. In Yr1, pupils make and record observations about the weather in their immediate location. Pupils make and record observations about the seasonal changes in their direct location. In the <u>Communication and Language</u> Curriculum pupils elaborate on their thinking using a rich range of vocabulary and language structures.</p> <p>In Yr1, pupils' complete short studies of their immediate climate at contrasting periods throughout the year. Pupils keep a weather chart and answer questions about the weather. Pupils explain how the weather changes throughout the year and name the seasons.</p>	<p>I can recognise and use basic geographical vocabulary to refer to and describe key physical and human features.</p> <p>I can use simple fieldwork and observational skills to study the geography of my immediate surrounding environment.</p> <p>I can share my thoughts and feelings on key geographical features.</p> <p>I can use my geographical understanding to ask and answer questions.</p>	<p>Place</p> <p>Tunbridge Wells Kent England United Kingdom Europe Vocabulary specific to pupil's address- e.g. Auckland Road</p> <p>Vocabulary specific to pupil's experience- e.g. London</p> <p>Climate</p> <p>seasons autumn winter spring summer weather day light sun rain cloud snow temperature hot cold warm wind ice freeze melt</p>
	<p>I can name the four seasons and make observations about their distinctive characteristics.</p> <p>I can discuss how my personal experience changes according to the season.</p>	<p>As part of the <u>Understanding the World</u> component of the EYFS Framework, pupils are guided to make sense of and increase their knowledge of their physical world. In Yr1, pupils make and record observations about the weather in their immediate location. Pupils make and record observations about the seasonal changes in their direct location. In the <u>Communication and Language</u> Curriculum pupils elaborate on their thinking using a rich range of vocabulary and language structures. In the <u>Personal, Social and Emotional Development</u> Curriculum in pupils will learn how to look after their bodies and manage personal needs independently.</p> <p>In Yr1, pupils' complete short studies of their immediate climate at contrasting periods throughout the year. Pupils keep a weather chart and answer questions about the weather. Pupils explain how the weather changes throughout the year and name the seasons.</p>		
	<p>I can describe where I live.</p>	<p>As part of the <u>Understanding the World</u> component of the EYFS Framework, pupils are guided to make sense of and increase their knowledge of their physical world. In Yr1, pupils make and record observations about the weather in their immediate location. Pupils make and record observations about the seasonal changes in their direct location.</p> <p>In Yr1, pupils will build upon their underdoing of home to place themselves in a wider geographical context. Pupils name the four countries in the UK and locate them on a map. Pupils name the capital cities of England, Wales, Scotland and Northern Ireland. Pupils learn the four main directions on a compass are Norths, East, South, and West. Pupils name the 7 continents of the world and locate them on a map. Pupils name the world's 5 oceans and locate them on a map.</p>		

	<p>I can use every day directional vocabulary to describe the position of objects and give instructions.</p>	<p>As part of the <u>Understanding the World</u> component of the EYFS Framework, pupils are guided to make sense of and increase their knowledge of their physical world. In Yr1, pupils make and record observations about the weather in their immediate location. Pupils make and record observations about the seasonal changes in their direct location. In the <u>Communication and Language</u> Curriculum pupils elaborate on their thinking using a rich range of vocabulary and language structures. . In the <u>Mathematics</u> curriculum pupils develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.</p> <p>In Yr1, pupils are introduced to the four main directions on a compass and use them to position things in their immediate environment. They apply this understanding to position geographical locations that they are familiar with.</p>	
	<p>I can name places that are significant to me.</p>	<p>As part of the <u>Understanding the World</u> component of the EYFS Framework, pupils are guided to make sense of and increase their knowledge of their physical world.</p> <p>In Yr1, pupils name the four countries in the UK and locate them on a map. Pupils name the capital cities of England, Wales, Scotland and Northern Ireland. Pupils learn the four main directions on a compass are Norths, East, South, and West. Pupils name the 7 continents of the world and locate them on a map. Pupils name the world's 5 oceans and locate them on a map.</p>	

Year 1

Curriculum Area	Coverage	Curriculum Progression	Skills of Enquiry	Key Concepts and Vocabulary
Time	I can describe changes within living memory.	<p>As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. In Yr1 pupils will use their own personal experiences of the passing of time to describe changes to themselves, their families and loved ones and their surroundings. Pupils will build upon this understanding in Yr2 when they extend and develop this understanding beyond living memory as they study 17th Century London and the events surrounding the Norman invasion.</p> <p><u>In Yr1 cross curricular links can be made with the Science and Computing curriculum in which pupils observe changes across the four seasons.</u></p> <p><u>Further cross curriculum links can be made with the Science and Computing curriculum in which pupils observe the changes to Information Technology experienced so far in their life-times.</u></p>	<p>I can use vocabulary relating to the passing of time.</p> <p>I can sequence events, people and/or artefacts chronologically.</p> <p>I can use parts of stories and other sources to show understanding of key historical events or individuals.</p>	<p>Time past present future before after during remember memory</p> <p>Progress important achievement impact invention significant famous</p>
	I can recount significant events from the lives of significant individuals in the past who have contributed to national and international achievements.	<p>As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people. In Yr1, pupils are introduced to the concept of significant individuals who have lived before their lifetimes. Pupils will build upon this learning in Yr2 and build stronger schemas of learning when they are introduced to significant individuals from the periods which they study. E.g. Samuel Pepys, William Duke of Normandy, Harold Godwinson, Harold Hardrada.</p> <p><u>In Yr1, cross curricular links can be made with the English and Communication curriculum in which pupils can demonstrate their understanding of the significant events from the lives of significant individuals in the past by writing information sentences and/or first-person recounts in character.</u></p>	<p>I can share my thoughts and feelings about sources of information.</p> <p>I can use historical understanding to ask and answer questions.</p>	<p>Classification Compare Contrast Same Different</p>

	<p>I can describe the similarities and differences between ways of life in different periods</p>	<p>As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. In Yr1, pupils are introduced to the concept that people have not always lived as we do now. They look for continuity and change and learn how to express their thinking. Pupils will build upon this learning In Yr2 when they comparing key aspects of life the 11th Century, 17th Century and modern times.</p> <p><u>In Yr1, cross curricular links can be made with the Science and Computing curriculum in which pupils observe that Information Technology is a relatively recent innovation and was not present in other periods of history studied in Yr1.</u></p>		
<p>Place</p>	<p>I can keep a weather chart and answer questions about the weather.</p>	<p>As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about places and the environment. In Yr1, pupils, complete short studies of their immediate climate at contrasting periods throughout the year. Pupils build on this understanding in Yr2 when they compare and contrast their immediate climate with that of a contrasting location. E.g. Vietnam. This understanding will be developed further in Year 5 when climate zones, biomes and vegetation belts are introduced.</p> <p><u>In Yr1, cross curricular links can be made with the Science and Computing curriculum in which pupils are taught to observe changes across the four seasons, to describe weather associated with the seasons and describe how day length varies.</u></p>	<p>I can recognise and use basic geographical vocabulary to refer to and describe key physical and human features.</p> <p>I can use simple fieldwork and observational skills to study the geography of my immediate surrounding environment.</p>	<p>Place United Kingdom England Wales Scotland Northern Ireland London Cardiff Edinburgh Belfast North East South West Continent Europe Asia Africa</p>
	<p>I can explain how the weather changes throughout the year and name the seasons.</p>	<p>As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about places and the environment. In Yr1, pupils develop an understanding and learn how to use key terminology to describe the seasonal changes that they have observed. Pupils will build on this in Yr2 when they compare and contrast their immediate climate with that of a contrasting location. E.g. Vietnam. This understanding will be developed further in Year 5 when climate zones, biomes and vegetation belts are introduced.</p> <p><u>In Yr1, cross curricular links can be made with the Science and Computing curriculum in which pupils are taught to observe changes across the four seasons, to describe weather associated with the seasons and describe how day length varies.</u></p>	<p>I can share my thoughts and feelings on key geographical features.</p> <p>I can use my geographical understanding to</p>	<p>North America South America Australasia (Australia) Antarctica Ocean Pacific Ocean Atlantic Ocean</p>

	<p>I can name the four countries in the UK and locate them on a map.</p>	<p>As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about places. In Yr1, pupils will build upon their understanding of home to place themselves in a wider geographical context. Pupils will then expand further upon this knowledge in Year 3 when they then begin to develop an understanding of the different geographical regions within the United Kingdom. In Years 4, 5 and 6 pupils will then place the United Kingdom into its wider geographical context.</p> <p><u>In Yr1, cross curricular links can be made with the Geometry-Position and Direction component of the Maths curriculum in which pupils are taught to develop a range of different positional vocabulary to describe position. Pupils can use and apply this vocabulary to describe the relative positions of the four countries in the UK.</u></p>	<p>ask and answer questions.</p>	<p>Indian Ocean Southern Ocean Arctic Ocean</p> <p>Civilisation Country Border</p> <p>Climate Weather Seasons Winter Spring Summer Autumn Forecast Rain Sun Wind Thunder Snow Cloud Thermometer Temperature Rainfall</p>
	<p>I can name the capital cities of England, Wales, Scotland and Northern Ireland.</p>	<p>As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about places. In Yr1, pupils will build upon their understanding of home to place themselves in a wider geographical context. Pupils will then expand further upon this knowledge in Year 3 when they then begin to develop an understanding of the different geographical regions within the United Kingdom. In Years 4, 5 and 6 pupils will then place the United Kingdom into its wider geographical context.</p> <p><u>In Yr1, cross curricular links can be made with the Geometry-Position and Direction component of the Maths curriculum in which pupils are taught to develop a range of different positional vocabulary to describe position. Pupils can use and apply this vocabulary to describe the relative positions of the capital cities of England, Wales, Scotland and Northern Ireland.</u></p>		

	<p>I know the four main directions on a compass are Norths, East, South, and West.</p>	<p>As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about places. In Yr1, pupils are introduced to the four main directions on a compass and use them to position things in their immediate environment. They apply this understanding to position geographical locations that they are familiar with. Pupils build upon this understanding in Yr2 with the introduction of the North and South poles and the introduction of additional directional vocabulary required to precisely explain where a location is. This understanding is developed even further In KS2 with the introduction of an eight-point compass, grid references and map symbols and keys.</p> <p><u>In Yr1, cross curricular links can be made with the Geometry-Position and Direction component of the Maths curriculum in which pupils are taught to describe turns in relation to quarter, half and full turns. Pupils also develop a range of different positional vocabulary to describe position. The concepts of North, East, South and West can strengthen this schema of learning.</u></p>	
	<p>I can name the 7 continents of the world and locate them on a map.</p>	<p>As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about places. In Yr1, pupils are introduced to world maps and learn to name and locate the 7 continents on them. Pupils build upon this understanding in Yr2 and Yr4 where pupils complete a location study of a non-European and a European country respectively. Pupils build upon this understanding further in Yr5 when North and South America are studied as are climate zones, biomes and vegetation belts.</p> <p><u>In Yr1, cross curricular links can be made with the Geometry-Position and Direction component of the Maths curriculum in which pupils are taught to develop a range of different positional vocabulary to describe position. Pupils can use and apply this vocabulary to describe the relative positions of the 7 continents.</u></p>	

	<p>I can name the world's 5 oceans and locate them on a map.</p>	<p>As part of the Understanding the World component of the EYFS Framework, pupils are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about places. In Yr1, pupils are introduced to world maps and learn to name and locate the 5 oceans on them. Pupils build upon this understanding in Yr2 and Yr4 where pupils complete a location study of a non-European and a European country respectively. Pupils build upon this understanding further in Yr5 when North and South America are studied as are climate zones, biomes and vegetation belts. This knowledge is also built upon in Yr3 when pupils learn about coastlines and in Yr6 with the introduction of trade links.</p>		
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Year 2

Curriculum Area	Coverage	Curriculum Progression	Skills of Enquiry	Key Concepts and Vocabulary
Time	<p>I can describe events beyond living memory that are significant nationally or globally significant.</p>	<p>In Yr1 pupils use their own personal experiences of the passing of time to describe changes to themselves, their families and loved ones and their surroundings. In Yr2 pupils investigate significant events such as the Norman Invasion of England and the Great Fire of London. In doing so, they start to form a broad chronological understanding of British history. This is then built upon further in Yr3 with the introduction of the Bronze and Iron Age, in Yr4 with the study of the Anglo-Saxons, in Yr5 with the study of the Victorians and in Yr6 with the study of WW1 and WW2.</p> <p><u>In Yr2, cross curricular links can be made with the Design and the Arts Curriculum in which pupils can create a mixed media composition to demonstrate their understanding of a historically significant event.</u></p> <p><u>Further cross curricular events can be made with the English and Communication curriculum in which pupils can create a written account to demonstrate their understanding of a historically significant event. E.g. Description or Diary Writing.</u></p> <p><u>Further cross curricular links can be made with the Geometry-Position and Direction component of the Maths curriculum in which pupils are taught to describe movement. Such skills can be used to describe the movements of key individuals or groups in the time surrounding a significant historical event such as the Norman invasion of Britain or Great Fire of London.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing Curriculum in which pupils are required to explore Information Technology in the world around us. Pupils can explore the major Information Technology developments that shape the world we live in today.</u></p>	<p>I can use vocabulary relating to the passing of time.</p> <p>I can sequence events, people and/or artefacts chronologically.</p> <p>I can use parts of stories and other sources to show understanding of key historical events or individuals.</p> <p>I can share my thoughts and feelings about sources of information.</p> <p>I can use historical understanding to ask and answer questions.</p>	<p>Time</p> <p>past present future before after during remember memory AD BCE Century Year Era Norman Anglo-Saxon Viking</p> <p>Progress</p> <p>important significant famous achievement impact inventions development</p> <p>Power</p> <p>Absolute monarchy King</p>

	<p>I can describe significant historical events and/or people in my own locality.</p>	<p>In Yr1, pupils are introduced to the concept of significant individuals who have lived before their lifetimes. In Yr2, pupils focus on the events surrounding the Norman Invasion of Kent in 1066. This understanding is built upon in Yr5 when pupils study significant local events in the Victorian period and in Yr6 when pupils study significant local events in WW1 and WW2.</p> <p><u>In Yr2, cross curricular links can be made with the Design and the Arts curriculum in which pupils research, design and build a replica of a moving part of a castle.</u></p> <p><u>Further cross curricular links can be made with the English and Communication curriculum in which pupils can create information texts explaining a significant local event. E.g. The Norman Invasion of England.</u></p>		<p>Nobility Lord Peasant Decision making Governance</p> <p>Conflict Invasion Conquest Settlement War Peace Army Enemy</p> <p>Belief Primary Source Secondary Source Evidence Chronicler</p> <p>Place London Pudding Lane Hastings Stamford Bridge Normandy</p>
	<p>I can compare aspects of life in different periods of history.</p>	<p>In Yr1, pupils learn to describe the similarities and differences between ways of life in different periods. In Yr2 pupils explore the progress of significant aspects of society such as transport, housing, clothes and communication with a specific focus on 11th Century, 17th Century and 21st Century. In subsequent years, pupils will be able to build on this conceptual understanding and add detail to specific areas of British and World History- the Iron and Bronze Age, Anglo Saxons Ancient Egypt, Romans, the Mayan Civilisation, Victorians, Ancient Greeks, WW1 and WW2.</p> <p><u>In Yr2, cross curricular links can be made to the Place component of the Time and Place curriculum in which aerial photographs and plan perspectives can be used to compare and contrast modern, 12th and 17th Century London.</u></p>		
	<p>I can complete a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. E.g. Invasion and Settlement</p>	<p>In Yr1, pupils learn to describe the similarities and differences between ways of life in different periods. In Yr2. Pupils are introduced to a key concept of British history. E.g. Invasion and settlement. Pupils will develop a broad chronological understanding of this concept before exploring it in more depth when looking at the Norman invasion and settlement of the British isles. These concepts will be revisited in Yr3 when pupils explore the origins of British Kingship, in Yr4 with the study of the Roman, Anglo-Saxon and Scottish invasions and in Yr6 with the potential invasion of Nazi Germany.</p>		

		<p><u>In Yr2, cross curricular links can be made with the Place component of the Time and Place Curriculum in which pupils are taught to use directional vocabulary to explain where a location is. Pupils can use and apply this vocabulary to explain events surrounding the invasion and settlement of Britain.</u></p> <p><u>Further cross curricular links can be made with the Geometry-Position and Direction component of the Maths curriculum in which pupils are taught to describe movement and turns. Pupils also develop a range of different positional vocabulary to describe position. Pupils can use and apply this vocabulary to explain events surrounding the invasion and settlement of Britain.</u></p>		
Place	<p>I can explain some of the main things that are in hot and cold places.</p>	<p>In Yr1 pupils learn to name and locate capital cities, countries, oceans and continents. In Yr1, also made and recorded observations about the climate in their immediate surroundings. In Yr2, pupils build upon this understanding by finding out some of the characteristic features of places with hot and cold climates. Pupils build upon this understanding in Yr4 when they complete a geographical study of region in a European country and in Yr5 when they complete a geographical study of a region within North or South America and describe and understand the key aspects climate zones, biomes and vegetation belts.</p> <p><u>In Yr2, cross curricular links can be made with the English and Communication curriculum in which pupils are taught to use information sentences to compare and contrast.</u></p>	<p>I can recognise and use basic geographical vocabulary to refer to and describe key physical and human features.</p> <p>I can use simple fieldwork and observational skills to study the geography of my immediate surrounding environment.</p>	<p>Climate Weather Seasons Winter Spring Summer Autumn hot cold temperate Thermometer ice tropical Rainfall monsoon dry season wet season</p>
	<p>I can point to the equator, North and South pole on an atlas and on a globe.</p>	<p>In Yr1 pupils learn to name and locate capital cities, countries, oceans and continents. In Yr2, pupils use maps and globes to identify the equator and poles. These reference points will built upon in later periods of geographical study. For example, in Year 4 when pupils study a European location, In Year 5 when pupils study a North and South American location and again in Year 5 when climate zones are introduced.</p> <p><u>In Yr2 Cross Curricular links can be made with the Yr3 Science and Computing curriculum in which pupils learn about poles in terms of magnets and magnetism.</u></p>	<p>I can share my thoughts and feelings on key geographical features.</p> <p>I can use my geographical understanding to</p>	<p>Human building house shop industrial railway park town road</p>

	<p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>In Yr1, pupils learn to name and locate capital cities, countries, oceans and continents. In Yr1, also made and recorded observations about the climate in their immediate surroundings. In Yr2, pupils use fieldwork skills to gather information and make discoveries about their surroundings. Pupils then compare and contrast their surroundings to a contrasting location. In Years 3, 4, 5 and 6 pupils will be able to use this understanding to place other geographical locations into context.</p> <p><u>In Yr2, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils explore and learn how to protect their immediate environment.</u></p> <p><u>Further cross curricular links can be made with the Design and the Arts curriculum in which sketches and a sketchbook are used to record thoughts and ideas. Sketching can be used as a key way to record geographical information.</u></p> <p><u>Further cross curricular links can be made to the English and Communication curriculum in which pupils demonstrate their understanding of the human and physical geography of a small area of the United Kingdom by writing about it in the form of a non-chronological report or recount.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing in which pupils are required take and select digital photographs. Pupils can use digital photography as a means of collecting information which can be used to develop geographical understanding.</u></p>	<p>ask and answer questions.</p>	<p>manmade</p> <p>Physical desert tundra woodland wetland natural stream</p> <p>Place North Pole South Pole Equator Tunbridge Wells Vietnam Ho Chi Minh City home settlement urban rural United Kingdom England Continent Europe</p>
	<p>I can understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p>	<p>In Yr1, pupils learn to name and locate capital cities, countries, oceans and continents. In Yr1, also made and recorded observations about the climate in their immediate surroundings. In Yr2, use fieldwork skills to gather information and make discoveries about their surroundings. Pupils will then compare and contrast their surroundings to a contrasting location. In Years 3, 4, 5 and 6 pupils will be able to use this understanding to place other geographical locations into context.</p> <p><u>In Yr2, cross curricular links can be made with the Design and the Arts curriculum in which pupils study the work of contemporary artists from a contrasting location.</u></p> <p><u>Further cross curricular links can be made to the English and Communication curriculum in which pupils demonstrate their understanding of the human and physical geography of a small area of a contrasting non-European country by writing about it in the form of a non-chronological report or letter to a pen-pal.</u></p>		<p>Interdependence Habitat Diversity Economy</p> <p>Classification Compare Contrast Same Different</p> <p>Scale</p>

	<p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p>In Yr1, pupils used maps to help name and locate capital cities, countries, continents and oceans. In Yr2, pupils use aerial photographs and plan perspectives to learn about the specific human and physical features of their surroundings. They will identify basic patterns of settlement and make inferences and discoveries about the local economy. Pupils will build on this understanding in Year 3 when they explore the human and physical features in regions across the UK. Pupils will develop their understanding further in Yr4 when pupils explore types of settlement and land use. In Yr4 they will also study the human and geographical features of a European country and in Yr5 they will do the same for a North/South American country.</p> <p><u>In Yr2, cross curricular links can be made to the Time component of the Time and Place curriculum in which aerial photographs and plan perspectives can be used to compare and contrast modern, 12th and 17th Century London.</u></p>		<p>Mapping Map Distance Size Key Symbol Near Far Beside Left Right North East South West</p>
	<p>I can devise a simple map; and use and construct basic symbols in a key</p>	<p>In Yr1, pupils used maps to help name and locate capital cities, countries, continents and oceans. In Yr2, pupils build upon their understanding of their local environment and their knowledge of the human and physical features to make a map of their local area. Pupils will build on this understanding to use maps to support their geographical studies in Years 3,4,5 and 6. Pupils will extend their understanding of mapping in Yr6 with the introduction eight points of a compass and four and six-figure grid references.</p> <p><u>In Yr2, cross curricular links can be made with the Outdoor Learning curriculum in which pupils use a simple map to lead them to an offsite location.</u></p>		
	<p>I can use directional vocabulary – near, far, left, right, North, East, South, West to explain where a location is.</p>	<p>In Yr1 pupils learned about the four main directions on a compass. In Yr2, pupils use these compass points as well as a range of learned directional vocabulary to describe physical and human features in their local environment. They also use the Equator, North Pole and South Pole as reference points. Pupils use this vocabulary to describe physical and human features in the wider world. Pupils will build upon the bank of reference points they can use in Yr4 with the introduction of Latitude and Longitude and again in Yr5 where climate zones, biomes and vegetation belts are introduced. In Yr6 pupils will be introduced 4 and 6 figure grid references and the eight points of a compass in order to pinpoint exact locations.</p> <p><u>In Yr2, cross curricular links can be made with the Geometry-Position and Direction component of the Maths curriculum in which pupils are taught to describe movement and turns. Pupils also develop a range of different positional vocabulary to describe position. The concepts of near, far, left, right, North, East, South and West can strengthen this schema of learning.</u></p>		

Year 3

Curriculum Area	Coverage	Curriculum Progression	Skills of Enquiry	Key Concepts and Vocabulary	
Time	I can describe and analyse the significant changes in Britain from the Stone Age to the Iron Age.	<p>In Yr1 pupils learn about events within living memory and are introduced to significant events and people beyond their living memory.. In Yr2 pupils develop a chronological understanding of key themes such as invasion and settlement, transport, houses, clothes and communication. In Yr2 pupils also learn in detail about the events surrounding the Great Fire of London and the Norman invasion of Britain. In Yr3, pupils place the Stone and Iron Ages into thier chronological understanding of British history. This chronological understanding is developed further in Year 4 when pupils study the Anglo-Saxons and Romans, in Year 5 with the Victorians and in Year 6 with WW1 and WW2.</p> <p><u>In Yr3, cross curricular links can be made with the English and Communication curriculum in which pupils demonstrate their understanding of a period of British history by using it as the setting for a piece of narrative writing or as the subject of a piece of instruction writing.</u></p> <p><u>Further cross curricular links can be made with the Place component of the Time and Place curriculum in which pupils explore how land use patterns changed from Stone and to Iron Age.</u></p>	<p>I can use appropriate historical terms relating to chronology.</p> <p>I can use a timeline to sequence events, people and/or artefacts chronologically.</p> <p>I can ask/make historically valid questions/statements relating to change, cause effect, similarity, difference and significance.</p> <p>I can use carefully selected sources of information to make simple historical discoveries.</p> <p>I understand that our knowledge of the past is derived from a range of sources.</p>	<p>Time</p> <p>AD</p> <p>BCE</p> <p>Century</p> <p>Year</p> <p>Era</p> <p>Age</p> <p>Stone-Age</p> <p>Bronze-Age</p> <p>Iron-Age</p> <p>Prehistoric</p> <p>Stone-Age</p> <p>Palaeolithic</p> <p>Mesolithic</p> <p>Neolithic</p> <p>Artefact</p> <p>Archaeologist</p> <p>Egyptologist</p> <p>Place</p> <p>Egypt</p> <p>Location</p> <p>Wilderness</p> <p>Settlement</p> <p>Human</p> <p>City</p> <p>Village</p> <p>Building</p> <p>Pyramid</p> <p>Sphinx</p>	<p>Progress</p> <p>Invention</p> <p>development</p> <p>impact</p> <p>Tools</p> <p>Agriculture</p> <p>Irrigation</p> <p>Hieroglyphics</p> <p>Civilisation</p> <p>Society</p> <p>Tribe</p> <p>Hunter Gatherer</p> <p>Ancestor</p> <p>Belief</p> <p>Primary Source</p> <p>Secondary Source</p> <p>Evidence</p> <p>Chronicler</p> <p>Belief system</p> <p>Worship</p> <p>God</p> <p>Goddess</p> <p>Afterlife</p> <p>Mummification</p> <p>Tomb</p>
	<p>I can describe how tribal society was organised during Stone Age and iron Age Britain.</p> <p>I can compare tribal society with other types of rule in British history</p>	<p>In Yr2, pupils gain an understanding of of Saxon and Norman Kingship. In Yr3, pupils explore tribal society and learn about how it was organised. Pupils make simple comparisons with other types of rule that they are familiar with. Pupils build upon this understanding in Yr4 when they explore how the Roman Empire was governed, in Yr5 when they explore how the Ancient Mayan Civilisation was governed, and in Yr6 when pupils can learn about Greek Democracy and the authoritarian government of Nazi Germany.</p>			

	<p>I can study the achievements of the earliest civilizations.</p>	<p>In Yr2, pupils begin to develop conceptual understanding of key concepts such as invasion and settlement, transport, houses, clothing and communication. In Yr3, they explore the role that ancient civilisations played in their development. Pupils build upon this understanding in Yr5 with the study of an early Islamic civilisation.</p> <p><u>In Yr3, cross curricular links can be made with the Design and the Arts Curriculum in which pupils research, design and make Ancient Egyptian Death masks.</u></p> <p><u>Further cross curricular links can be made with the English and Communication curriculum in which pupils demonstrate their understanding of a period of ancient history by using it as the setting for a piece of narrative writing and/or as the subject of a piece of first-person recount writing.</u></p>		<p>Power Tribe Tribal King Tribal Chief King Absolute monarchy Nobility Lord Peasant Decision making Governance Democracy Parliament Political Party Prime Minister Pharaoh</p>
	<p>I can explain where and when the first civilizations appeared and complete an in depth study of ONE of the following civilisations: -Ancient Sumer -The Indus Valley -Ancient Egypt -The Shang Dynasty of Ancient China.</p>	<p>In Yr1 pupils learn about events within living memory and are introduced to significant events and people beyond their living memory.. In Yr2 pupils develop a chronological understanding of key themes such as invasion and settlement, transport, houses, clothes and communication. In Yr2 pupils also learn in detail about the events surrounding the Great Fire of London and the Norman invasion of Britain. In Yr3, pupils are introduced to a non-British historical study. Pupils relate their existing understanding of the British Isles to Ancient Egypt. Pupils can build upon this understanding with the periods of British history studied in Year 4, 5 and 6 as well as the early Islamic civilisation studied in Year 5.</p> <p><u>In Yr3, cross curricular links can be made with the English and Communication curriculum in which pupils demonstrate their understanding of a period of ancient history by using it as the setting for a piece of narrative writing or as the subject of a piece of first-person recount writing.</u></p> <p><u>Further cross curricular links can be made with the Design and the Arts Curriculum in which pupils research, design and make Ancient Egyptian Death masks.</u></p>		

Place	I can describe and understand key aspects of volcanoes and earthquakes.	<p>In Yr3, pupils are introduced to Volcanos and Earthquakes. Pupils will build upon this understanding when such geological features are relevant in their future geographical studies.</p> <p><u>In Yr3, cross curricular links can be made with the Science and Computing curriculum in which pupils compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Pupils can use and apply their understanding of Volcanoes to support their understanding of the formation of igneous rock.</u></p>	<p>I can recognise and use detailed geographical vocabulary to compare and contrast key geographical features and processes.</p> <p>I can 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, charts and digital technologies.</p> <p>I can use texts, maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use carefully selected sources of information to develop my geographical understanding.</p>	<p>Physical</p> <p>volcano lava magma eruption crater earthquake epicentre Richter Scale Magnitude Earth's Crust Earth's Mantle Earth's Core coast river mountain lake valley national park sea ocean channel</p> <p>Place</p> <p>Pompei Mt Vesuvius Mt St Helens London Birmingham Liverpool Bristol Manchester Sheffield Leeds Newcastle Cardiff Edinburgh</p>	<p>Northern Ireland North East North West Yorkshire and the Humber West Midlands South West South East East of England Grater London English Channel North Sea Irish Sea Atlantic Ocean Settlement Village</p> <p>Human</p> <p>port harbour airport farm road motorway</p> <p>Civilisation</p> <p>Tribe Hunter gatherer</p> <p>Progress</p> <p>Cause Effect Continuity Change Development Growth Significance</p>
	I can name and locate counties and cities of the United Kingdom,	<p>In Yr1, pupils located and named the capital cities and countries in the UK. In Yr3, pupils will learn the names and locate Britain's major cities and largest counties. Pupil's will use these as reference points when identifying significant Britain's most significant topographical features.</p>			
	I can name and locate geographical regions and their identifying human and physical characteristics within the United Kingdom.	<p>In Yr1, pupils located and named the capital cities and countries in the UK. In Yr2, pupils completed a geographical study of their local surroundings. In Yr4, pupils place these previously studies locations into regional context. They explore the major human and geographical characteristics of each area and build a deeper understanding of the geography of the United Kingdom.</p> <p><u>In Yr3, cross curricular links can be made with the English and Communication curriculum in which pupils demonstrate their understanding of the human and physical characteristics of geographical regions within the United Kingdom by creating pieces of promotional material designed to persuade people to visit the UK.</u></p> <p><u>Further cross curricular links can be made with the Design and the Arts curriculum in which pupils are taught to listen with attention to detail and recall sounds with increasing aural memory. Pupils will research, listen to and reflect upon music from specific geographical regions within the UK.</u></p>			

	<p>I can name and locate key topographical features (including hills, mountains, coasts and rivers).</p>	<p>In Yr2, pupils studied the key topographical features in their immediate surroundings. In Yr3, pupils extend this understanding to the main rivers, mountains, lakes, coastlines and seas in the United Kingdom. In Years 4,5 and 6 pupils will extend their understanding to major topographical features in the wider world.</p> <p><u>In Yr3, cross curricular links can be made with the Outdoor Learning curriculum in which pupils name and locate key topographical features in their immediate surroundings and use a map to navigate around them.</u></p>		<p>Glasgow Belfast County Kent Scotland Wales</p>	<p>Sustainability Environment Agriculture Inventions Tools Irrigation</p>
	<p>I can understand land-use patterns; and understand how these have changed over time.</p>	<p>In Yr2, pupils investigated how the land is used in their locality. In Yr3 pupils explore the major trends of how land use has changed in Britain. Pupils will build on this understanding in Year 4 when they expand their understanding of settlements and land use. They will expand this understanding even further in Year 6 when pupils investigate how the economics surrounding trade and exportation.</p> <p><u>In Yr3, cross curricular links can be made with the Outdoor Learning curriculum in which pupils identify the land use patterns in their natural surroundings and explore how they have changed over time.</u></p> <p><u>Further cross curricular links can be made with the Time component of the Time and Place curriculum in which pupils explore how Britain looked very different in Stone Age. Pupils explore how land use changed during the Iron Age with the introduction of villages and the introduction of agriculture.</u></p>			

Year 4

Curriculum Area	Coverage	Curriculum Progression	Skills of Enquiry	Key Concepts and Vocabulary	
Time	I can investigate the Roman Empire and analyse its impact on Britain.	<p>Pupils build on their existing knowledge of the chronology of British history from Year 2 (Saxon Britain and Norman invasion) and Year 3 (Iron Age to Stone Age) in the period prior to and after the Roman invasion. This helps to place the Roman invasion into chronological context. In Yr4, pupils build on their existing understanding of invasion and settlement of the British Isles and learn about the Roman Empire and its impact on Britain. Pupils build upon this understanding in Yr6 when pupils explore the potential invasion of Nazi Germany.</p> <p>In Yr4, pupils will build on their understanding of different methods of governance from Yr2 (Absolute Monarchy) and Year 3, (Tribal Rule, Democracy and Pharaohs). This understanding will be developed further in Yr5 when pupils study an early Islamic civilisation and in Yr6 when pupils explore Ancient Greek Democracy and authoritarian government.</p> <p><u>In Yr4, cross curricular links can be made with the English and Communication curriculum in which pupils demonstrate their understanding of the Roman Empire and its impact on Britain history by using it as the setting for a piece of narrative writing.</u></p> <p><u>Further cross curricular links can be made with the Number-Place Value component of the Maths curriculum in which pupils learn to use Roman Numerals.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils can use and apply their understanding of reliable/unreliable content on the internet to support their research.</u></p>	<p>I can use appropriate historical terms relating to chronology.</p> <p>I can use a timeline to sequence events, people and/or artefacts chronologically.</p> <p>I can ask/make historically valid questions/statements relating to change, cause effect, similarity, difference and significance.</p> <p>I can use carefully selected sources of information to make simple historical discoveries.</p> <p>I understand that our knowledge of the past is derived from a range of sources.</p>	<p>Time AD BCE Century Year Era Age Roman Celt Anglo-Saxon Artefact Archaeologist</p> <p>Place Rome England Scotland</p> <p>Human Road Aqueduct Amphitheatre Hypocaust Bathhouse Villa</p> <p>Progress Invention development impact Tools Sanitation</p>	<p>Belief Primary Source Secondary Source Evidence Chronicler Belief system Worship God Polytheism Christianity Druid</p> <p>Equality Inequality Slave Rights Rules Law Court Fairness Oppression</p> <p>Power Emperor Republic Absolute monarchy King Nobility Lord Peasant Decision making</p>

	<p>I can investigate Britain's settlement by Anglo-Saxons and Scots and recount significant events relating to the battle for the crown</p>	<p>Pupils build on their existing knowledge of the chronology of the invasion and settlement of the British Isles from Y2 (Saxon, Norman and Viking invasion). In Yr4, pupils explore Scottish invasion of England. Pupils build upon this understanding in Yr 6 when they investigate the potential invasion of the British Isles as well as wartime and post-war immigration to the British Isles. In Yr4, pupils build upon their understanding of the role that conflict plays in both invasion and settlement. They then use this to explore role that conflict played in the potential invasion of Britain by Nazi German in Yr6.</p> <p><u>In Yr4, cross curricular links can be made with the Design and the Arts curriculum in which pupils use traditional techniques to create Anglo-Saxon style textiles.</u></p> <p><u>Further cross curricular links can be made with the English and Communication curriculum in which pupils explore and recreate traditional Anglo-Saxon myths and legends.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils can use and apply their understanding of reliable/unreliable content on the internet to support their research.</u></p>		<p>Unification Innovation Numeral</p> <p>Civilisation Society Tribe Nation Nationality Country Border Frontier Empire Colony Administration Citizen Consul</p>	<p>Governance Democracy</p> <p>Interdependence Import Export Economy</p> <p>Conflict Invasion Conquest Resistance War Peace Military Army Legion Alliance</p>
	<p>I can compare and contrast methods of governance in different periods of British history.</p>	<p>Pupils build on their Yr2 understanding of Saxon and Norman Kingship and their Yr3 understanding of tribal society and modern British democracy. In yr4, pupils build upon this understanding in order to contextualise and contrast the Celtic and Roman forms of governance. Pupils explore the concept of empire and consider exactly what it meant for Britain's to be a colony. Pupils will build upon this understanding in Yr5 when they use it as a reference point for learning about the Victorian Empire in Year 5.</p>			

Place	<p>I can describe and understand key aspects of types of settlements and land use.</p>	<p>In Y2 pupils explore the types of land use in their local area. In Yr3 pupils explore the changes in land use in Britain as it moved from a society of hunter gatherers to a society based on agriculture. In Yr3 pupils investigate the first settlements and gain an understanding of the Bronze Age village. In Yr4 pupils explore how land usage changed further in the Anglo-Saxon period. Pupils will then compare and contrast Anglo-Saxon settlement and land usage with that of Modern Britain. Yr4 pupils will also use and apply their understanding of land use patterns to explore the City of Rome and establish why it became the location for a major city.</p> <p><u>In Yr4, cross curricular links can be made with the Geometry-Position and Direction component of the Maths curriculum in which pupils are taught to describe position on a grid. Pupils can use these skills to identify and describe geographical features in the area in which they are studying.</u></p>	<p>I can recognise and use detailed geographical vocabulary to compare and contrast key geographical features and processes.</p> <p>I can 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, charts and digital technologies.</p>	<p>Place</p> <p>Urban Rural Coastal Agricultural Retail Industrial Coastal Rome Italy Germany Berlin Munich Belgium Brussels Norway Finland Sweden Ukraine Poland Czech Republic Lazio Region Milan Russia Moscow St Petersburg France Paris Lyon Marseille Spain Madrid Barcelona Portugal Lisbon</p> <p>Human</p>	<p>Physical</p> <p>Forest water cycle body of water evaporation condensation precipitation collection runoff</p> <p>Progress</p> <p>Progress cause effect continuity change Development Growth Significance Sustainability Environment decision making planning Agriculture Recreation Industry inventions tools irrigation sanitation unification innovation</p> <p>Scale</p> <p>longitude latitude</p>
	<p>I can describe and understand key aspects of the water cycle.</p>	<p>In Yr1, Yr2 and Yr3 pupils gained a geographical understanding of the main topographical features of the United Kingdom- including oceans, seas, rivers and mountains. In Yr4, pupils use these concepts to help build their understanding of the water cycle. Pupils build on this understanding in Yr5 when they learn about climate zones, biomes and vegetation belts.</p> <p><u>In Yr4, cross curricular links can be made with the Science and Computing curriculum in which pupils are taught to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</u></p>	<p>I can use texts, maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use carefully selected sources of information to develop my geographical understanding.</p>		

	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country,</p>	<p>In Yr1 Yr2 and Yr3 pupils gained an understanding of the main Human and Physical geographical features of the UK. In Yr4 they will extend their understanding to region of a European country. E.g. The area surrounding Rome. Yr4 pupils will focus on gaining an understanding of how the region's geographical features made it suitable for a major settlement and how they have in turn affected the city's human features. Pupils will use the terms longitude and latitude to place Rome in geographical context. Pupils will build on this understanding further in Yr5 when they investigate a location in North or South America.</p> <p><u>In Yr4, cross curricular links can be made with the Design and the Arts curriculum in which pupils study artistic representations of a specific region of a European country.</u></p> <p><u>Further cross curricular links can be made with the Geometry-Position and Direction component of the Maths curriculum in which pupils are taught to describe position on a grid. Pupils can use these skills to identify and describe geographical features in the area in which they are studying.</u></p> <p><u>Further cross curricular links can be made with the Geometry-Properties of Shape component of the Maths curriculum in which pupils learn about horizontal and vertical lines. These concepts can be used to support pupils conceptual understanding of longitude and latitude.</u></p>		<p>Hamlet village town city</p>
	<p>I can name and locate some of the major countries and cities in Europe.</p>	<p>In Yr1, Yr2 Yr3 pupils learned about the United Kingdom. Pupils learned the names of the countries, regions and cities that make up the UK. In Yr4 pupils will explore the Rome and its surrounding are in detail. They will place this understanding in context by learning to name and locate some major European countries and cities. Pupils will use the terms latitude and longitude to place these countries and cities into geographical context. Pupils will expand upon this knowledge in Yr5 when they name and locate significant countries and cities in North and South America.</p>		

		<p><u>Cross curricular links can be made with the Geometry-Position and Direction component of the Maths curriculum in which pupils are taught to describe position on a grid. Pupils can use these skills to identify and describe geographical features in the area in which they are studying.</u></p> <p><u>Further cross curricular links can be made with the Geometry-Properties of Shape component of the Maths curriculum in which pupils learn about horizontal and vertical lines. These concepts can be used to support pupils conceptual understanding of longitude and latitude.</u></p>			
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Year 5

Curriculum Area	Coverage	Curriculum Progression	Skills of Enquiry	Key Concepts and Vocabulary	
Time	<p>I can study an Early Islamic Civilization including ONE of the following: Baghdad c. AD 900 Mayan civilization c. AD 900 Benin c. AD 900-1300</p>	<p>Pupils build on the study of the Ancient Egyptian civilisation completed in Yr3. In Yr5, pupils compare and contrast Ancient Egypt with the Ancient Mayan civilisation. Pupils will build upon this understanding in Yr6 when they learn about Ancient Greece.</p> <p><u>In Yr5, cross curricular links can be made with the Science and Computing curriculum in which pupils learn about the movement of the Earth, and other planets, relative to the Sun in the solar system and the causations of day, night and the seasons. Pupils learn about geocentric and heliocentric models of the universe and can compare and contrast these with the Mayan model of the universe.</u></p> <p><u>Further, cross curricular links can be made with the English and Communication curriculum in which pupils demonstrate their understanding of an early Islamic civilisation by writing a first-person account.</u></p>	<p>I can use precise historical terms relating to the study of history.</p> <p>I can closely examine artefacts and use my observations to sequence them chronologically.</p> <p>I can note connections, contrasts and trends over time.</p> <p>I can use a range of sources of information to make historical discoveries.</p>	<p>Time AD BCE Century Year Era Age Artefact Historian Archaeologist Mayan Victorian</p> <p>Place Mesoamerica Chichen Itza Urban Slum Orphan Workhouse British Empire</p> <p>Civilisation Hierarchy Society Tribe Nation Nationality Country Border Frontier Empire Colony Administration</p>	<p>Belief Primary Source Secondary Source Evidence Perception Interpretation Bias Chronicler Belief system Worship God Polytheism Christianity Diety Sacrifice Temple Priest</p> <p>Progress Industry Industrial Revolution Invention development impact Sanitation Innovation numerical system calendar Astrology Code Glyph</p> <p>Interdependence Tade</p>
	<p>I can complete a local study linked to a historically significant period in the local history.</p>	<p>In Yr2, pupils completed an element of local study with the focus on the Norman Invasion of Kent. In Yr5, pupils explore what life was like for local children in the Victorian period. Pupils will further develop their understanding of the historical experience of local children in Year 6 when they explore how local children were impacted by WW1 and WWII.</p> <p><u>In Yr5, cross curricular links can be made with the Design and the Arts curriculum in which pupils will have the chance to explore the lives and work of significant Victorian artists, designers and architects. Pupils will also research and experiment with polyprint tiles to gain an understanding of the role that printing played in Victorian society.</u></p>	<p>I understand the difference between primary and secondary sources of information.</p> <p>I understand and take into account the concept of historical bias.</p> <p>I can understand and can describe the extent to which historical events</p>	<p>Progress Industry Industrial Revolution Invention development impact Sanitation Innovation numerical system calendar Astrology Code Glyph</p> <p>Interdependence Tade</p>	

		Further cross curricular links can be made with the <u>English and Communication curriculum in which pupils demonstrate their understanding of a significant period of local history by using it as the setting for a piece of narrative writing, inspiration for a poem, or the subject for a non-chronological report.</u>	shape our current environment.	Import Export Economy
Place	I can describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water.	<p>In Yr1, Yr2, Yr3 and Yr4 pupils learned about land usage. In Yr5, pupils are introduced to the concept of natural resources. Pupils gain an understanding of how and why these natural resources are important to our everyday lives. Pupils explore which of these natural resources are present in the United Kingdom and which need to be imported. Pupils gain an understanding of the unequal distribution of global natural resources and explore how this has affected global development. Pupils use India as a case study. Pupils explore how and why Britain colonised India in order to harness its vast natural resources. Pupils explore how modern India is now able to utilise its own natural resources to promote economic growth. Pupils will build on this understanding in Yr6 when they explore key aspects of economic activity such as trade links.</p> <p><u>In Yr5, cross curricular links can be made with the Science and Computing curriculum in which pupils compare and group together materials on the basis of their properties. Pupils can use and apply this understanding to evaluate why certain materials are so sought after and valuable.</u></p>	<p>I can utilise precise geographical vocabulary to analyse key geographical features and processes.</p> <p>I can use fieldwork to analyse the physical and human features and processes in my local environment.</p> <p>I can identify the position of significant positions of latitude and longitude, including; Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>	<p>Equality Inequality Fairness Distribution Resources energy food minerals water Wealth Oppression Exploitation</p> <p>Place USA Mexico Brazil Venezuela Colombia Peru Bolivia Chili Argentina India The British Empire</p> <p>Interdependence Trade Import Export Economy</p> <p>Civilisation Empire Colony Colonialization</p> <p>Physical mountain hill summit range river source meander mouth</p>
	I can describe and understand key aspects of rivers and mountains.	<p>In Yr2, pupils examined the topography of their direct locality. In Yr3 pupils named and located Britain's major mountains and rivers. In Yr4 pupils learned about the role that rivers and mountains played in the water cycle. In Yr5, pupils complete an in-depth study of Rivers and Mountains. Pupils can build upon this understanding in Yr6 when they explore the role that rivers play in supporting economic activity and trade links.</p> <p><u>In Yr5, cross curricular links can be made with the English and Communication curriculum in which pupils can demonstrate their understanding of rivers and mountains by creating non-chronological reports on the subject.</u></p>	<p>I can use a range of sources of information to develop my geographical understanding.</p>	<p>Classification Biome Vegetation Belt Climate Zone</p> <p>Climate temperate Polar Sub Polar Temperate Topical Equatorial Arid Rainforest Savannah Desert Chaparral Grassland</p>

	<p>I can name and locate countries and major cities in North and South America.</p>	<p>In Yr1 pupils learned the names for the 7 continents of the world. In Yr1, Yr2 and Yr3 pupils learned to locate and name the countries, regions and cities of the United Kingdom. In Yr4 pupils located and named countries and cities in Europe. In Yr5, pupils name and locate significant North and South American cities. Pupils will build on this understanding in Year 6 when they explore economic aspects including trade links.</p> <p><u>In Yr5, cross curricular links can be made with the Geometry- Position and Direction component of the Maths curriculum in which pupils are taught to describe position on a grid. Pupils can use grid references to pinpoint North and South American countries and cities on Maps.</u></p>		<p>erosion transportation sediment deposition riverbed riverbank tributary</p>
	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p>	<p>In Yr2 pupils compared and contrasted their locality with a contrasting locations (Vietnam). In Yr3 pupils completed an in-depth study of the United Kingdom. In Yr4 pupils studied a European location. In Yr5 pupils complete a geographical study of a North or South American location.</p> <p><u>In Yr5, cross curricular links can be made with the English and Communication curriculum in which pupils demonstrate their understanding of geographical area of North or South American location by creating a piece of writing persuading people to visit.</u></p>		
	<p>I can describe and understand key aspects climate zones, biomes and vegetation belts.</p>	<p>In the Yr1 to Yr4, pupils have built up a bank of geographical understanding. They have studied a number of local, European, Asian and American locations in detail. They have also developed an understanding of key terminology such as Equator, latitude, North Pole and South pole. Pupils have studied the climate of their local area and have compared it with the climates of a number of locations around the world. Pupils have explored the characteristics of hot and cold places. In yr5, pupils will extend this understanding with a study into climate zones, biomes and vegetation belts. Pupils will revisit and build upon this understanding in KS3.</p>		

Year 6

Curriculum Area	Coverage	Curriculum Progression	Skills of Enquiry	Key Concepts and Vocabulary
Time	I can study Ancient Greece life and achievements and analyse their influence on the western world.	<p>In Yr3 pupils studied ancient Egypt. In Yr5, pupils studied the Mayan civilisation. In Yr6 pupils complete a study of Ancient Greek life and achievements. Pupils will use their own experiences of modern western society to explore the extent to which Ancient Greece has impacted the modern world.</p> <p><u>In Yr6, cross curricular links can be made with the English and Communication curriculum in which pupils demonstrate their understanding of Ancient Greece by using it to inspire and inform diary entries, myths and legends, and non-chronological reports.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils use and apply their understanding of search engines to complete effective internet searches.</u></p>	<p>I can use precise historical terms relating to the study of history.</p> <p>I can closely examine artefacts and use my observations to sequence them chronologically.</p> <p>I can note connections, contrasts and trends over time.</p> <p>I can use a range of sources of information to make historical discoveries.</p>	<p>Place</p> <p>Greece Athens Sparta Persia Parthenon Acropolis Architecture Britain Germany English Channel Western Front Eastern Front</p> <p>Conflict</p> <p>War Peace Invasion Military Army Navy Alliance Conquest Diplomacy Enemy Resistance Hoplite</p> <p>Civilisation</p> <p>Society Nation Nationality Country Border city state Philosophy Olympics Culture</p> <p>Belief</p> <p>Mythology Mount Olympus</p> <p>Time</p> <p>AD BCE Century Year</p>
	I can analyse contrasting methods of governance from different times and places.	<p>In Yr2 to Yr5, pupils learned about contrasting forms of governance. Tribal in Yr3 and Yr5. Absolute Monarchy in Yr2. Modern Democracy in Yr3. Empire in Yr4 and Yr5. In Yr6, pupils can compare and contrast Ancient Greek democracy with the other methods of governance that they have learned about so far. Pupils will then be able to compare and contrast this to an Authoritarian Dictatorship later in the year when studying Nazi Germany.</p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils use and apply their understanding of search engines to complete effective internet searches.</u></p>	<p>I understand the difference between primary and secondary sources of information.</p> <p>I understand and take into account the concept of historical bias.</p> <p>I can understand and can describe the extent to which historical events shape our current environment.</p>	<p>I understand the difference between primary and secondary sources of information.</p> <p>I understand and take into account the concept of historical bias.</p> <p>I can understand and can describe the extent to which historical events shape our current environment.</p>

	<p>I can complete an in-depth study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. (Invasion and Settlement)</p>	<p>In Yr2 to Yr5, pupils developed a chronological understanding of the invasion and settlement of the British Isles- Yr3- Early settlers, Yr4- Celts and Romans, Yr3- Anglo Saxons, Yr2- Normans and Vikings. In Yr6, Pupils consider how close Britain came to an invasion during WW1 and WW2. Pupils also consider how the immigration in the war and post war years affected British society and has created the multicultural society that we now live in.</p> <p><u>In Yr6 cross curricular links can be made with the Design and the Arts curriculum in which pupils can explore work of early 20th century European artists. By doing so, pupils can develop strong schemas of learning on the social context of WW1 and WW2. Further links to the Design and the Arts curriculum can be made by exploring the role that photomontages played in the production of wartime propaganda.</u></p> <p><u>Further cross curricular links can be made with the English and Communication curriculum in which pupils demonstrate their understanding of WW1 and WW2 by using it to inspire and inform Persuasive writing, Diary entry, Play scripts and performance, Newspaper report and Narrative writing.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils use and apply their understanding of search engines to complete effective internet searches.</u></p>		<p>government dictator Athenian Democracy Oligarchy</p>	<p>Era Age Ancient Modern Artefact Historian Archaeologist Ancient Greece WW1 WW2 Pre-war Inter-war Post-war</p>
<p>Place</p>	<p>I can describe and understand key aspects economic activity including trade links.</p>	<p>In the Y1 to Yr5, pupils have gained significant geographical understanding of the human and physical aspects of world geography. In Yr2. Yr3 and Yr4. pupils studied land usage which included industry, agriculture and commerce. In Yr5, pupils explored the unequal distribution of natural resources. In Yr6, pupils build upon this understanding to develop a broad understanding of how trade works on a local, national and global scale. Pupils will build upon and use these skills in KS3.</p> <p><u>In Yr6, cross curricular links can be made with the Consolidation and Themed Projects section of the Maths</u></p>	<p>I can utilise precise geographical vocabulary to analyse key geographical features and processes.</p> <p>I can use fieldwork to analyse the physical and human features and processes in my local environment.</p>	<p>Interdependence Trade Market Merchant Trade Route Voyage Tax Import Export Economy Commerce</p>	<p>Equality Distribution Resources energy food minerals water Wealth Oppression Exploitation Fairtrade</p>

		<p><u>curriculum in which pupils use and apply their understanding of trade to set up their own small business enterprises.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils use and apply their understanding of search engines to complete effective internet searches.</u></p>	<p>I can identify the position of significant positions of latitude and longitude, including; Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>I can use a range of sources of information to develop my geographical understanding.</p>	<p>Supply Demand Goods Global Supply Chain</p> <p>Progress Globalisation Sustainability Environment Industry</p> <p>Scale North East North West South East South West Grid reference Symbol Key</p>
	<p>I can use</p> <ul style="list-style-type: none"> - eight points of a compass, - four and six-figure grid references, - symbols and key to build knowledge of the United Kingdom and the wider world. 	<p>In Yr2, pupils were introduced to the 4 compass points and have learned to use this directional vocabulary to put locations into geographical context ever since. In Yr2, pupils created maps of their local area and pupils have used a range of different types of maps to complete geographical enquiry in Yr1 to Yr5. In Yr6, pupils are introduced to the 8 points of the compass and learn to use 4 and 6 figure grid references to pinpoint exact locations. Pupils will build upon and use these skills in KS3.</p> <p><u>In Yr6, cross curricular links can be made with the Geometry- Position and Direction component of the Maths curriculum in which pupils use grid references to support their understanding of translations and reflections.</u></p>		