



A Year		
<p><b>Food Glorious Food</b> Geography – human impact and environmental change</p>	 <p><b>Place knowledge</b> - Understand geographical similarities and differences through studying the human and physical geography  <b>Geographical skills and fieldwork</b> - Use <b>aerial photographs and plan perspectives</b> to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use <b>simple fieldwork and observational skills</b> to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><a href="#">Bird's Eye View</a></p>
<p><b>Whatever the Weather</b> Geography – weather patterns</p>	 <p><b>Locational knowledge</b> - Name and locate the world's 7 <b>continents</b> and 5 <b>oceans</b>.  Name, locate and identify characteristics of the 4 <b>countries and capital cities</b> of the UK and its surrounding seas  <b>Human and physical geography</b> - Identify <b>seasonal and daily weather patterns</b> in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  <b>Geographical skills and fieldwork</b> - Use <b>world maps, atlases and globes</b> to identify the UK and its countries, as well as the countries, continents and oceans studied. Use <b>simple compass directions</b> (north, south, east and west) and <b>locational and directional language</b> (for example, near and far, left and right), to describe the location of features and routes on a map.</p>	<p><a href="#">A passage to India</a></p> <p><a href="#">Extreme Earth</a></p>
<p><b>Ready for Anything</b> History - significant individuals in the past who have contributed to national and international achievements</p>	 <p><b>select and use</b> a range of sources to find out about the past and is beginning to make comparisons. <b>Describe and categorise</b> historical events and significant people from the past. <b>Recognise</b> that there are reasons why people in the past acted as they did.  <b>artefacts</b> by placing them in order on a time line, using dates where appropriate. <b>select and use</b> basic words and phrases to describe the passing of time, recalling information learned.</p>	<p><a href="#">Go out and Conquer!</a></p> <p><a href="#">Super Heroes don't always wear capes!</a></p>
<p><b>Stone Age, Bone Age</b> History – reasons for settlements and dwellings</p>	 <p>Use a range of evidence to ask questions and find answers to questions about the past, <b>synthesising and summarising</b> this information. <b>Suggest causes and consequences</b> of some of the main events and changes in history, demonstrating an understanding. <b>Summarise</b> and give a broad overview of life in Britain during significant periods of history studied, <b>giving reasons and speculating</b>. Demonstrate <b>understanding</b> and place events or historical figures on a time line using dates. Understand the concept of change over time, <b>reasoning and speculating</b> and also using dates and terms to describe events. Use appropriate vocabulary to explain and demonstrate some understanding. Use a range of skills to communicate information about the past, <b>summarising, synthesising and explaining</b>.</p>	<p><a href="#">Go out and Conquer!</a></p> <p><a href="#">From the Whale Road</a></p>
<p><b>All Around the World</b> Geography – locational comparisons</p>	 <p><b>Locational knowledge</b> - Locate the world's <b>countries</b>, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their <b>environmental regions, key physical and human characteristics, countries, and major cities</b>. Identify the <b>position and significance</b> of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  <b>Place Knowledge</b> - Understand <b>geographical similarities and differences</b> through the study of human and physical geography of a region of the UK, a region in a European country, and a region in North or South America  <b>Human and physical geography</b> - Describe and understand key aspects of: <b>Human geography</b>, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  <b>Geographical skills and fieldwork</b> - Use <b>maps, atlases, globes</b> and digital/computer mapping to locate countries and describe features studied Use the 8 points of a <b>compass</b>, 4 and 6-figure <b>grid references</b>, symbols and keys (including the use of Ordnance Survey <b>maps</b>) to build their knowledge of the UK and the wider world</p>	<p><a href="#">A passage to India</a></p>
<p><b>Rainforest</b> Geography – locational comparisons</p>	 <p><b>Locational knowledge</b> - Identify the <b>position and significance</b> of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  <b>Place Knowledge</b> - Understand <b>geographical similarities and differences</b> through the study of human and physical geography of a region of the UK, a region in a European country, and a region in North or South America  <b>Human and physical geography</b> - Describe and understand key aspects of: <b>Physical geography</b>, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>Human geography</b>, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  <b>Geographical skills and fieldwork</b> - Use <b>maps, atlases, globes</b> and digital/computer mapping to locate countries and describe features studied Use the 8 points of a <b>compass</b>, 4 and 6-figure <b>grid references</b>, symbols and keys (including the use of Ordnance Survey <b>maps</b>) to build their knowledge of the UK and the wider world</p>	<p><a href="#">A passage to India</a></p>
<p><b>Go out and Conquer!</b> History – reasons for settlements and dwellings History - Invasion</p>	 <p>Use a range of evidence to ask questions and find answers to questions about the past, <b>synthesising and summarising</b> this information. <b>Suggest causes and consequences</b> of some of the main events and changes in history, demonstrating an understanding. <b>Summarise</b> and give a broad overview of life in Britain during significant periods of history studied, <b>giving reasons and speculating</b>. Demonstrate <b>understanding</b> and place events or historical figures on a time line using dates. Understand the concept of change over time, <b>reasoning and speculating</b> and also using dates and terms to describe events. Use appropriate vocabulary to explain and demonstrate some understanding. Use a range of skills to communicate information about the past, <b>summarising, synthesising and explaining</b>.</p>	<p><a href="#">Stone Age, Bone Age</a></p> <p><a href="#">From the Whale Road</a></p> <p><a href="#">Vicious Vikings</a></p>
<p><b>It's all Greek to me.</b></p>	 <p>Use a range of evidence to ask questions and find answers to questions about the past, <b>synthesising and summarising</b> this information. <b>Suggest causes and consequences</b> of some of the main events and changes in history, demonstrating an understanding. Demonstrate <b>understanding</b> and place events or historical figures</p>	<p><a href="#">Walk like an Egyptian</a></p>

<p>History - achievements of the earliest civilisations</p>	<p>on a time line using dates. Understand the concept of change over time, <b>reasoning and speculating</b> and also using dates and terms to describe events. Use appropriate vocabulary to explain and demonstrate some understanding. Use a range of skills to communicate information about the past, <b>summarising, synthesising and explaining</b>.</p>	
<p><b>B Year</b></p>		
<p><b>Super Heroes don't always wear capes!</b> History - significant events, people and places in their own locality.</p>	<p> <b>select and use</b> a range of sources to find out about the past and is beginning to make comparisons. <b>describe and categorise</b> historical events and significant people from the past. <b>recognise</b> that there are reasons why people in the past acted as they did placing them in order on a time line, using dates where appropriate. the passing of time, recalling information learned. categorising these changes and talking about them.</p> <p style="text-align: right;"><b>sequence events or artefacts by</b> <b>select and use</b> basic words and phrases to describe <b>observe and identify</b> changes that have happened in their own lives,</p>	<p> <b>When I was at school</b></p>
<p><b>A passage to India</b> Geography – weather patterns Geography – locational comparisons</p>	<p> <b>Locational knowledge</b> - Name and locate the world's 7 continents and 5 oceans. <b>Place knowledge</b> - Understand geographical similarities and differences through studying the human and physical geography <b>Geographical skills and fieldwork</b> - Use <b>aerial photographs and plan perspectives</b> to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use <b>world maps, atlases and globes</b> to identify the UK and its countries, as well as the countries, continents and oceans studied. Use <b>simple compass directions</b> (north, south, east and west) and <b>locational and directional language</b> (for example, near and far, left and right), to describe the location of features and routes on a map. <b>Human and Physical Geography</b> - Use <b>basic geographical vocabulary</b> to refer to: Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p> <b>Whatever the Weather</b>  <b>Extreme Earth</b>  <b>All Around the world</b>  <b>Rainforest</b></p>
<p><b>When I was at school</b> History - significant events, people and places in their own locality. Geography – observe, record and explain change to school, grounds, immediate environment.</p>	<p> <b>select and use</b> a range of sources to find out about the past and is beginning to make comparisons. <b>describe and categorise</b> historical events and significant people from the past. <b>recognise</b> that there are reasons why people in the past acted as they did.. placing them in order on a time line, using dates where appropriate. the passing of time, recalling information learned. categorising these changes and talking about them.</p> <p style="text-align: right;"><b>sequence events or artefacts by</b> <b>select and use</b> basic words and phrases to describe <b>observe and identify</b> changes that have happened in their own lives,</p>	<p> <b>Super Heroes don't always wear capes!</b>  <b>Birds-Eye View</b></p>
<p><b>Invasion!</b> History – reasons for settlements and dwellings</p>	<p> Use a range of evidence to ask questions and find answers to questions about the past, <b>synthesising and summarising</b> this information. <b>Suggest causes and consequences</b> of some of the main events and changes in history, demonstrating an understanding. <b>Summarise</b> and give a broad overview of life in Britain during significant periods of history studied, <b>giving reasons and speculating</b>. Demonstrate <b>understanding</b> and place events or historical figures on a time line using dates. Understand the concept of change over time, <b>reasoning and speculating</b> and also using dates and terms to describe events. Use appropriate vocabulary to explain and demonstrate some understanding. Use a range of skills to communicate information about the past, <b>summarising, synthesising and explaining</b>.</p>	<p> <b>Go out and Conquer!</b>  <b>Stone Age, Bone Age</b></p>
<p><b>Vicious Vikings</b> History - Invasion</p>	<p> Use a range of evidence to ask questions and find answers to questions about the past, <b>synthesising and summarising</b> this information. <b>Suggest causes and consequences</b> of some of the main events and changes in history, demonstrating an understanding. <b>Summarise</b> and give a broad overview of life in Britain during significant periods of history studied, <b>giving reasons and speculating</b>. Demonstrate <b>understanding</b> and place events or historical figures on a time line using dates. Understand the concept of change over time, <b>reasoning and speculating</b> and also using dates and terms to describe events. Use appropriate vocabulary to explain and demonstrate some understanding. Use a range of skills to communicate information about the past, <b>summarising, synthesising and explaining</b>.</p>	<p> <b>Go out and Conquer!</b></p>
<p><b>Birds-Eye View</b> Geography – observe, record and explain change to school, grounds, immediate environment. Geography – human impact and environmental change</p>	<p> <b>Locational knowledge</b> - Name and locate <b>counties and cities</b> of the UK, geographical regions and their identifying <b>human and physical characteristics, key topographical features</b> (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <b>Human and physical geography</b> - Describe and understand key aspects of: <b>Human geography</b>, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>Geographical skills and fieldwork</b> - Use <b>maps, atlases, globes</b> and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a <b>compass</b>, 4 and 6-figure <b>grid references</b>, symbols and keys (including the use of Ordnance Survey <b>maps</b>) to build their knowledge of the UK and the wider world. Use <b>fieldwork</b> 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>When I was at school.</b>  <b>Food Glorious Food</b></p>
<p><b>Extreme Earth</b> Geography – weather patterns</p>	<p> <b>Locational knowledge</b> - Identify the <b>position and significance</b> of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>Human and physical geography</b> - Describe and understand key aspects of: <b>Physical geography</b>, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>Geographical skills and fieldwork</b> - Use <b>maps, atlases, globes</b> and digital/computer mapping to locate countries and describe features studied.</p>	<p> <b>Whatever the weather</b>  <b>A passage to India</b></p>

**Walk like an Egyptian  
History - achievements of the earliest  
civilisations Egyptian**



Use a range of evidence to ask questions and find answers to questions about the past, **synthesising and summarising** this information. **Suggest causes and consequences** of some of the main events and changes in history, demonstrating an understanding. Demonstrate **understanding** and place events or historical figures on a time line using dates. Understand the concept of change over time, **reasoning and speculating** and also using dates and terms to describe events. Use appropriate vocabulary to explain and demonstrate some understanding. Use a range of skills to communicate information about the past, **summarising, synthesising and explaining**.

 **It's all Greek to me!**