



Humanities

EYFS

Through continuous provision Children in Reception will: Communication and Language *Use new vocabulary in different contexts *Develop social phrases *Listen to and talk about stories from the past or other cultures Personal, Social and Emotional Development *Develop a sense of responsibility and membership of a community *Learn that they are a valuable individual *Build constructive and respectful relationships *Express their feelings and consider the feelings of others *To think about the perspectives of others Physical Development *Use a comfortable grip with good control when holding pens and pencils *Show a preference for a dominant hand *Develop fine-motor skills so that they can use a range of tools competently Literacy *Share books about different countries *Engage in non-fiction books about the past, different cultures and communities Understanding the World *Show an interest in different occupations Expressive Arts and Design *Develop storylines in their play: role-playing families and other traditions *Draw with increasing complexity and detail			Continuous provision area sand activities that support learning and skill development that relate to this subject are: Small World areaChildren develop complex stories using small world equipment like animal sets, train tracks, lego Children explore different dolls and figures from different cultures Reading area- *To explore books, atlases and maps about other countries *To listen and read about stories from other cultures Writing area- *Drawing and writing sentences about family members Creative area- *Using mark-making tools to create pictures of family members *Painting dinosaurs/animals/planets		
Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
*Begin to make sense of their own life-story and family’s history *To show interest in different occupations *To show interest in the lives of the people who are familiar to them *To be able to talk about significant events in their own lives *To understand that people have different beliefs,	*To develop positive attitudes about the differences between people *To know about similarities and differences between themselves and others *To know that children do not always enjoy the same things *To talk about the differences between life	*What is a dinosaur? *Naming different types of dinosaurs *Draw information from a simple map *To be able to talk about past and present events in the lives of family members *To recognise and describe special times or events with family or friends *To begin to understand why people’s lives were different in the past *To know some of the things that make them unique	To understand that people have different religions and beliefs *To explore other traditions *To learn to be respectful of other traditions *To talk about similarities and differences between families and traditions *To be able to name a different country	*Draw information from a simple map *To be able to talk about past and present events in the lives of family members *To recognise and describe special times or events with family or friends *To begin to understand why people's lives were	Explore the natural world around them *To understand that people have different religions and beliefs *To explore other traditions *To be able to describe other traditions from around the world *To compare different countries *To learn a few phrases in a different language *To recognise similarities and differences between things in the past and now

	<p>attitudes, customs and traditions and why it is important to treat them with respect</p> <p>*To be able to identify similarities and differences between people at school</p> <p>*To know about similarities and differences between themselves and others</p> <p>*To understand that people have different opinions and views</p> <p>*To talk about how we can gather as a community</p> <p>*To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>at home and in the past</p> <p>*To learn about Remembrance Day</p> <p>To talk about toys from the past</p> <p>*To find out facts about toys from the past</p> <p>*To recognise that people have different beliefs and celebrate special times in different ways</p> <p>*To identify essential items to buy for everyday living</p> <p>*To recognise and describe special events for family or friends</p> <p>*To show interest in different ways of life</p> <p>*To talk about past and present events in their own lives</p> <p>*To understand the needs of others</p> <p>*To understand that families have different customs</p> <p>*To be able to talk about the lives of their family members</p> <p>*To explore different types of families</p> <p>*To know the differences between past and present events in their own lives, which they live.</p>	<p>*To know that other children have different likes and dislikes and that they may be good at different things</p> <p>*To be able to talk about similarities and differences between communities.</p>	<p>*To observe and talk about the environment</p> <p>*To learn about different types of occupations.</p>	<p>different in the past</p> <p>*To know some of the things that make them knowledge from stories.</p> <p>unique</p> <p>*To know that other children have different likes and dislikes and that they may be good at different things</p> <p>*To be able to talk about similarities and differences between communities</p> <p>*To compare and contrast characters from stories, including figures from the past.</p>	<p>in photos.</p> <p>*To explore the past through settings, stories and characters.</p>
--	--	--	--	--	--	---

	Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
Year 1	History:Me and My World	Geography: Me and My World	History: Toys and Games	Geography: Me and My World	History: Houses and homes - present and past	Geography: Castles
	Growth and family history	Our Local Area: Our School	Toys from the past	Our World and Country	To investigate and identify a variety of homes today.	To find out why some castles were built on hills.
	To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past.	The world we live in: the place where I live (our school, our local area)	To understand some of the ways in which we find out about the past and identify different ways in which it is represented.	To understand geographical similarities and differences through studying the human and physical geography in the context of the UK.	To investigate similarities and differences between homes.	To find out which physical land features made castles easier to defend.
	To find out about events beyond living memory.	Our Local Area:	To ask and answer questions, using other sources to show that they know and understand key features of events.	To name and locate the world’s seven continents and five oceans	To explore homes built a long time ago and identify their features.	To name and locate UK capital cities and their castles.
	To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory.	To recognise human & physical features in the context of children’s own locality. To use simple fieldwork & observational skills to study the surrounding environment in the context of children’s own locality.	To know where the people and events they study fit within a chronological framework.	To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	To find out what Victorian homes were like inside.	To devise a simple map and use and construct a simple key.
	To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant.	To use simple fieldwork & observational skills to study the surrounding environment in the context of children’s own locality.	To develop an awareness of the past, using common words and phrases relating to the passing of time.	To use world maps, atlases and globes to identify the United Kingdom and its countries.	To compare the homes, we live in with homes from the past.	To find out about UK castles that were built by the Normans.
	To know we have connections with other places in the world.	To use simple fieldwork & observational skills to study the surrounding environment in the context of children’s own locality.	To start to compare two versions of a past event.	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the context of the UK.	To know how people lived 100 years ago – Queen Victoria	To find out about the structure of medieval castles.
	To develop an awareness of the past, knowing where people and events studied fit within a chronological framework in the context of learning about how the history of their own family can be represented in a family tree.	To understand basic geographical features: houses (human features). To develop knowledge about children’s locality – jobs (human features). To use basic geographical vocabulary to refer to key human/ physical features.	To describe the characteristics of modern toys.	To use basic geographical vocabulary to refer to key human and physical features in the context of the capital city London.	To identify and explore objects in a Victorian home and their uses.	To find out about the people living in medieval castles.
	To know where the people and events they study fit within a chronological framework.	To use basic geographical vocabulary to refer to key human/ physical features.	To recognise differences between old and new toys.	To use everyday words and phrases to describe objects in the past.	To identify materials used in modern homes and homes in the past.	To find out about how the common people were treated in medieval times.
	Use common words and	Our School:	To use everyday words and phrases to describe objects in the past.	To sort toys by criteria.	To recognise different rooms and household objects from the past.	Skills:
						- use basic geographical vocabulary to refer to key physical features, including:
						- use world maps, atlases and globes
						- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
						- use aerial photographs and plan perspectives to recognise landmarks and basic human and

	<p>phrases relating to the passing of time</p> <p>Recognise that a story that is read to them may have happened a long time ago.</p> <p>To explain how they have changed since they were born.</p> <p>To know my family history - my Family Tree.</p> <p>Skills:</p> <ul style="list-style-type: none">-observe and use pictures, photographs and artefacts to find out about the past-sequence pictures from different periods-sequence artefacts and events that are close together in time-describe memories and changes that have happened in their own lives-order dates from earliest to latest on simple timelines-use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time	<p>To understand the sense of place in relation to home and school in the context of children’s own locality/school.</p> <p>To use simple fieldwork and observation skills to study the school.</p> <p>To devise a simple map and use basic symbols in a key.</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language.</p> <p>To describe the location of features and routes on a map in the context of children’s own locality/school.</p> <p>To develop and follow directional vocabulary in the context of children’s own environment.</p> <p>To recognise a range of map symbols and understand their use.</p> <p>History: The Gunpowder Plot</p> <p>Skills:</p> <ul style="list-style-type: none">-show an understanding of historical terms, such as monarch, parliament, government, war, remembrance-describe significant individuals from the past-talk, write and draw about thin-s from the past; use historical vocabulary to retell simple stories about the past	<p>To identify significant individuals in the past.</p> <p>Skills:</p> <ul style="list-style-type: none">-observe and use pictures, photographs and artefacts to find out about the past-sequence pictures from different periods-start to use stories or accounts to distinguish between fact and fiction-explain that there are different types of evidence and sources that can be used to help represent the past.-observe or handle evidence to ask simple questions about the past-describe memories and changes that have happened in their own lives;recognise some similarities and differences between the past and the present;-identify similarities and differences between ways of life in different periods-use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time	<p>hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Skills:</p> <ul style="list-style-type: none">- use key words about the town and countryside.- use world maps, atlases and globes- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	<p>newest, old, oldest, modern, before, after to show the passing of time</p>	<p>physical features; devise a simple map; and use and construct basic symbols in a key</p>
--	--	--	---	--	---	---

--	--	--	--	--	--	--

Key Vocabulary	old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing oftime.	where, local area, photograph, address, observe, look, near, far, passport, distance, compass, 4-point, direction, North, East, South, West, plan, aerial view, key, title, fieldwork, environment, travel, transport, distance, position, frequency table, past, present, direction, map, symbols	modern, past,old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time	town, country, village, city, country, farm, house, pros, cons, different, similar, The UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, country, continent, capital city, map, equator, aerial view, bird’s eye view, journey line, landmarks, distance, transport, travel, castle, harbour, beach, port, housing estate, motorway, Google Earth, London, capital city, landmarks, transport, travel, webcam, route, South America, compare, Northern Hemisphere, Southern Hemisphere,population, tourists, natural, valley, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	town , street, city, road, house, bungalow, flat, detached, semi-detached, rooms, roof, slate, Victorian, modern, old, Victoria	turret, castle, rampart, portcullis, drawbridge, knight, arrow slit, moat, flags, armour, shield, tower, lance, dungeon, palace, hill, cliff, mountain, motte and bailey, Normans, medieval,
----------------	---	--	--	---	---	--

	Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
--	----------	----------	---------	---------	---------	---------

Year 2	History- What were seaside holidays like in the past? To identify people from the present and past who are famous · To identify why people became famous · To infer information from pictures of the past · To recognise similarities and differences between the present and the past To introduce Isambard Kingdom Brunel To understand part of Isambard Kingdom Brunel life.	History Guy- Fawkes · To develop an awareness of the past and identify similarities, including differences between ways of life in different periods. To understand significant individuals in the past by learning about the build-up to the Gunpowder Plot and the problems that the plotters tried to overcome. · To find out about Guy Fawkes. · To understand some of the differences in how people such as Guy Fawkes lived, compared with today. To find out about events beyond living memory that are significant nationally by learning about Guy Fawkes and his life. • I can find out about how the Gunpowder Plot started and some of the problems the plotters encountered.	Geography · To use atlases and globes to identify the UK and its countries in the context of using an atlas/ developing atlas skills. · To use an atlas to find places in the UK. · To name and locate the world's seven continents and five oceans in the context of the developing atlas skills. · To use an atlas to find places around the world. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • I can understand what an aerial view is. To 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 in the context of aerial photographs. • I can observe aerial photographs of the school and local area.	Geography: Africa To locate the continent of Africa on a world map. · To understand where Kenya is in the world. · To investigate and identify the physical and human features in Kenya. To use atlases and maps to find Kenya, Nairobi and other cities in Kenya. To compare rural and city locations in Kenya. To identify the main rivers and mountains in Kenya. To compare the climate in Kenya to that of the UK.	History-Florence Nightingale • To find out who Florence Nightingale was and when she lived. • To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there. • To find out how Florence Nightingale improved the conditions at the Scutari hospital. • To find out about Florence Nightingale's later life. • To identify similarities and differences between medical care now and in Victorian times. • To be able to order and summarise events in the life of Florence Nightingale.	Geographical Features -Jungles • To use basic geographical vocabulary, in the context of Jungles. • To locate jungles around the world and begin to describe them. • To identify some features and weather of Indian tropical seasonal forests. • To identify the locations of mangroves and describe their features and weather. • To identify the locations and features of cloud forest. • To compare British woodland to a tropical jungle. • To summarise what has been learned about the locations, weather and geographic features of jungles.

	Skills: ·show an understanding of historical terms, such as monarch, parliament, government, war,remembrance; ·talk, write and draw about things from the past;	Skills: ·use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past.				comparing using map skills
Key vocabulary	Explorers, Voyage, Chronological, Similarity and differences, historic, significant, exploring, mission, Antarctic, mission, navigate		United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Equator, north, south, hemisphere, country, continent, similar, different, sea, ocean, mountain, city, town, village, factory, farm, house, office, port, harbour and shop, Africa, Kenya, Nairobi.	victorian, Scutari, hospital, contribution, soldiers, hospital, nurse, patient, Crimean War,Mary Seacole, Florence Nightingale	Scale, route, planner, grid vegetation, urban, rural challenge, diverse, places, resources, natural and human environments.

	Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
<div>Year 3</div>	History: Stone Age to Iron Age To introduce the definition and time scale of human prehistory. To find out about early humans and the Palaeolithic period. To find out about people who lived in the Mesolithic period. To find out how people lived in the Neolithic period. To find out about how people lived in the Bronze Age. To find out about how people lived in the Iron Age. To recap and summarise the prehistory of Britain.	<i>Geography</i> : Settlements To draw a simple sketch map including To show major landmarks. To use a key on a map to show how land is used. To draw a sketch map to show settlement in an area. To create a sketch of an area, showing relative distance between the buildings. To describe land use in urban and rural	History: Ancient Greece Who Were the Ancient Greeks? To begin to find out who the ancient Greeks were, To understand the different types of government in ancient Greece. To compare and contrast the two city-states of Athens and Sparta To use sources to find out about daily life in ancient Greece	Geography: Modern Greece To locate the world’s countries, using maps, to focus on Europe – place Greece on a map in relation to other European Countries. To understand geographical similarities and differences through the study of human and physical geography of London, England and Athens, Greece.	History: Early Civilisation The Railway Revolution To explore where and when the first civilisations began. To find out about the first writing systems. To explore trade in early civilisations. To find out about mathematical understanding in early civilisations. To explore the technology and inventions of early civilisations. To explore the buildings and architecture of early civilisations.	Geography: Journey around the UK Countries and Cities: Name and locate the countries and cities of the UK Rivers and Seas: Name and locate the main rivers and seas of the UK Around the Counties: Name and locate some of the counties of the UK Hills and Mountains: name and locate areas of high ground in the UK

	<div>·use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past.</div>	<div>areas in the UK. To compare the land space used for farming and buildings</div>	<div>To know about religion in ancient Greece To find out about the ancient Greek scholars and philosophers To know how modern-day life has been influenced by the ancient Greeks To understand how our knowledge of the past is constructed from a range of sources. Skills:</div>		<div>To consolidate knowledge and understanding of early civilisations. To learn about the first underground railways below the streets of London. Skills: ●Compare more than two versions of the same event or story in history and identify differences;</div>	<div>How London Grew: Go on a journey through time to see how London has changed Our Changing Nation: Go on a journey through time to see how the UK has changed</div>
			<div>Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses of theBattle of Marathon. Greek Gods and Goddesses Understand the methods of historical enquiry, how</div>			

Key Vocabulary						

	Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
Year 4	<p>History: The Romans</p> <p>To learn about the Roman Army To learn about Roman life in Britain To learn about Roman slavery To learn about Julius Caesar To learn about Boudicca To understand what the Romans did for us To learn the religions of the Roman Empire To learn about Roman numerals To Learn about Roman Gladiators</p> <p>Skills:</p> <p>-Use appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; -present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; -start to present ideas based on their own research about a</p>	<p>Geography: Somewhere to Settle</p> <p>To identify different types of settlements. To learn where the Roman Empire was To learn about Hadrian’s wall</p> <p>To identify things settlers need from a settlement site.</p> <p>To explain why settlements develop in certain locations.</p> <p>To use maps to identify settlements build by invaders.</p> <p>To compare land use in different settlements.</p> <p>To be able to use maps to identify links between settlements.</p> <p>To know the important features of a settlement site.</p>	<p>History: The Egyptians</p> <p>To learn who the ancient Egyptians were To learn what life was like in Ancient Egypt To know about Tutankhamun To know about theEgyptian hieroglyphics To learn about the Egyptian gods.</p> <p>Skills:</p> <p>-present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; -start to present ideas based on their own research about a studied period.</p>	<p>Geography: Human and Physical features around the world.</p> <p>To learn about the river Nile To compare with other rivers around the world To learn about the Sahara desert To compare deserts across the world</p> <p>Skills:</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; -use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; -use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</p>	<p>Geography: We are adventurers and Explorers</p> <p>To explore countries of the world To locate Jamaica and other Caribbean islands on a map. To learn about the capital city, Kingston. To identify the route taken by the Windrush. To know What crops are imported/exported</p> <p>Skills:</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; -use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; -use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital</p>	<p>History: Crazy Carnivals and Fairground Fun</p> <p>To learn about the history of Carnival To use map skills to find the Caribbean To understand how the Caribbean got the name ‘West Indies’ To create a timeline for Windrush To compare Caribbean and African culture To learn about slavery and routes across the Atlantic</p>

	studied period.				technologies; -use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation and landmark.	

Key Vocabulary						
----------------	--	--	--	--	--	--

	Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
Year 5	<p>History - Anglo-Saxons</p> <p>To study the archaeological evidence at Sutton Hoo, to ask and answer questions.</p> <p>To find out who the Anglo-Saxons were and where they came from.</p> <p>To find out who the Picts and Scots were and</p> <p>where they lived.</p> <p>To be able to use various historical sources to find out about Anglo-Saxon life.</p> <p>To explore Anglo-Saxon culture including art, music, legends and poetry.</p> <p>To explore the spread of Christianity in Britain.</p> <p>To use what has been discovered at Sutton Hoo to draw conclusions about who was buried there.</p> <p>- know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural,religious; - present, communicate and organise ideas about from the past using detailed discussions and debates and different</p>	<p>Geography - Earthly changes</p> <p>To explain Global Warming</p> <p>To identify activities that lead to global warming</p> <p>To know the effect of global warming</p> <p>To use symbols on a map to identify areas affected by global warming</p> <p>To understand the effect of greenhouse gases</p> <p>To learn how people can reduce global warming</p> <p>- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - To 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</p>	<p>History - Benin</p> <p>To understand the formation of the kingdom of Benin</p> <p>To understand the religious beliefs of the people of ancient Benin.</p> <p>To learnt about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180).</p> <p>To learn about the Benin Kingdom from different artefacts.</p> <p>To understand how and why the kingdom of Benin came to an end.</p> <p>·Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about how the kingdom of Benin</p>	<p>Geography - Earth's systems</p> <p>Biomes and ecosystems</p> <p>Major rainforests of the world</p> <p>The water system and its importance to life</p> <p>Earthquakes</p> <p>Ocean currents</p> <p>- To 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 -To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) -To describe and understand key aspects of physical geography,</p>	<p>Geography - Map Skills</p> <p>To use an atlas to locate countries around the world</p> <p>To use map symbols</p> <p>To use the eight points of a compass to build knowledge of the United Kingdom and the wider world</p> <p>To use four and six-figure grid references</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time</p> <p>- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	<p>History - Tudors</p> <p>·The Kings and Queens of the Tudor times</p> <p>·Tudor houses</p> <p>·Differences in Tudor clothing</p> <p>·Rich Tudors vs Poor Tudors</p> <p>·Henry VIII</p> <p>·To compare how the Tudors celebrated Christmas to Christmas nowadays.</p> <p>-know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural,religious; - present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters.</p>

	genres of writing such as myths, instructions, accounts, diaries, letters, -Construct informed responses that involve thoughtful selection and organisation of historical information - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance	physical and human characteristics, countries, and major cities -To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) -To describe and understand key aspects of physical geography,	formed. -Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of ancient Benin -Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the art of Benin .	Tributary, confluence, meander, ox bow, estuary mouth, source, biomes, climate zones	(including hills, mountains, coasts and rivers) -To describe and understand key aspects of physical geography,	
--	--	---	---	--	---	--

Key Vocabulary			Trade Deforestation Derelict Economy		
----------------	--	--	--------------------------------------	--	--

	Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
Year 6	History	Geography: Our changing World	History: The Shang Dynasty	Geography: Rivers	History: How has Britain changed since 1948?	Geography: The amazing Americas
	<p>To explore what Britain was like before the first Viking invasions.</p> <p>To find out about the Viking invasions of Britain.</p> <p>·To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.</p> <p>To find out why King Alfred was dubbed ‘Alfred the Great’.</p> <p>· To explore what life was like for Vikings living in Britain.</p> <p>To find out how and when England became a unified country.</p> <p>To find out about the end of the Anglo-Saxon and Viking era in Britain..</p>	<p>To explain what weathering and erosion mean.</p> <p>To describe how different types of weathering change rocks.</p> <p>To explain how erosion and deposition form coastal features.</p> <p>To explain how water and weather have changed the coastline of the UK over time</p> <p>To understand how the international borders of Europe have changed over time.</p> <p>To give reasons why a landscape might have changed over time.</p> <p>To predict how human factors might change the landscape in the future.</p> <p>Skills:</p> <p>·Using maps, atlases and globes to focus on Europe (including UK)</p> <p>·Use symbols</p> <p>·Use keys</p> <p>·Use fieldwork to observe, measure, record and present the human and physical</p> <p>·Using sketch maps, plans and graphs and digital technologies</p>	<p>The achievements of the earliest civilizations.</p> <p>·The Shang Dynasty of Ancient China</p> <p>·To learn about ancient civilisations.</p> <p>·To learn about the Shang dynasty and its most important contribution to life now.</p> <p>To understand the way of life for Ancient China</p> <p>To know who the first Shang king was.</p> <p>· To compare the lives of rich and the poor in Ancient China</p> <p>To devise historically valid questions about change, cause, similarity and difference, and significance by learning about leadership .</p> <p>To understand the world’s perceptions of Asian leadership.</p> <p>·</p> <p>Skills:</p> <p>·To have chronologically secure knowledge</p> <p>·To be able to organize relevant historical information</p> <p>·To recognise connections, contrasts and trends overtime</p>	<p>To understand where our water comes from</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and identify major rivers.</p> <p>To know the features of a river.</p> <p>To understand the impact of rivers in China.</p> <p>·Researching the purpose of major rivers in China</p> <p>Compare the use of rivers in China to those in England.</p> <p>Skills:</p> <p>Using maps, atlases and globes to focus on Europe (including UK)</p> <p>·Use eight point sofa compass</p> <p>·Use six figure grid reference</p> <p>·Use symbols</p> <p>·Use keys</p> <p>·Use fieldwork to observe, measure, record and present the human and physical features in the areas where the Vikings settled.</p> <p>·Using sketch maps, plans and graphs and digital technologies</p>	<p>Continue to develop chronologically secure knowledge of History.</p> <p>·To identify major changes in Britain since 1948.</p> <p>·Research information about rivers across periods studied,</p> <p>· To understand connections, contrasts and trends over time</p> <p>· Undergo a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>·To learn more about the history of London Bridge.</p> <p>·To identify different forms of transport within London and how they have changed.</p> <p>Skills:</p> <p>·To have chronologically secure knowledge</p> <p>·To be able to organize relevant historical information</p> <p>·To recognise connections, contrasts and trends overtime</p>	<p>To identify the continents and countries of the world.</p> <p>To name and locate the ancient and new wonders of the world.</p> <p>To compare climatic zones</p> <p>To understand the processes that give rise to key physical , human and geographical features of North and South America</p> <p>·Learn how these are interdependent and how they bring about spatial variation and change over time.</p> <p>·Describe and understand key aspects of : Physical Geography, including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Skills:</p> <p>Using maps, atlases and globes to focus on Europe (including UK)</p> <p>·Use eight point sofa compass</p>

	·To recognise connections, contrasts and trends overtime					·Use six figure grid reference ·Use symbols ·Use keys

Key Vocabulary	Derby, Rugby, Whitby, Selby, Grimsby, Norway, Sweden ,Denmark, longship, Warriors, longship,	erosion, weathering, chemical, biological, satellite, climate, landscape, mountains, volcanoes, deserts, geographical features,elevation,basin,fertile, infrastructure, coastal plains, savannah, highlands, conservation, apartheid, biome, topography, Erosion deposition Headland Resort Cliff Bay delta	Ancient, civilization achievements	Tributary, confluence, meander, ox bow, estuary mouth, source, biomes, climate zones China's natural barriers include mountains,_deserts, rivers fertile ,natural barriers Gobi Desert , Himalaya Mountains	Britain, homelife, worklife, technology, population, culture, inventions, era, changes, trends, leisure, entertainment, historical, chronological, decade.	Northern/southern hemisphere, longitude, latitude continent, climate, physical geography, human geography, equator. spatial variation, vegetation Geographical influences / significance 6 figure grid reference Climate change Ordnance Survey Geographical Information System
----------------	--	--	------------------------------------	--	--	---