



# St Peter's of Eaton Square C of E Primary School

## Humanities Curriculum Overview

### **IMPLEMENTATION – How We Will Deliver Our Curriculum**

Our children are receptive to learning and have great potential and every adult will continue to promote high standards and a true love of learning. Our teachers will always attempt to use local learning opportunities within walking distance from the school (museums and galleries) to provide meaningful enrichment opportunities for the children.

### **IMPACT – How We Will Evaluate Our Curriculum**

Children at St Peter's will develop detailed knowledge and skills across the whole curriculum taught and given regular opportunities to articulate their learning through opportunities for retrieval practice; to showcase that their fluency and mastery is incrementally improving. They will demonstrate a love of learning through pride in all that they do with the ability to persevere when challenges arise. The quality and breadth of work seen in books and learning environments will showcase their learning over time.

Service, hope, love, forgiveness, faith and wisdom will be integral to their values and relationships.

### **INTENT - Our Curriculum Intent**

The curriculum at St Peter's aims to inspire children to learn, celebrating the rich diversity across St Peter's school, church and wider local community. Our curriculum places every child at the centre of learning. We endeavor to nurture our children's individuality, supporting their development of interpersonal skills and resilience to become creative, critical thinkers.

St Peter's curriculum works in parallel with the national curriculum and provides opportunities for all children including those with SEND and aims to break barriers and challenge stereotypes.

We pride ourselves on having a curriculum that gives a voice to all pupils which enables them to build important life skills, knowledge and cultural capital required for successful life opportunities.

# YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>History</b> Lives of significant individuals: explorers (David Attenborough / Jane Goodall)	<b>Geography</b> Where in the world do we all come from or have ties to? Including a study of our school location.	<b>History</b> Changes within living memory transport and toys.	<b>Geography</b> London and our seasons.	<b>History</b> Study of Queen Victoria	<b>Geography</b> Where is Africa? A comparison between Kenya and the UK.
National Curriculum Reference	The lives of significant individuals in the past who have contributed to national and international achievements.	<u>Geographical Skills and Fieldwork</u> Use 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 physical features; devise a simple map; and use and construct basic symbols in a key. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. 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	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<u>Locational Knowledge</u> Name, locate, identify characteristics of the four countries, capital cities and seas of the UK.  <u>Human and Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom.	Significant historical events, people and places in their own locality.	<u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  <u>Human and physical geography</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

		surrounding environment.				
<b>Trips / Resources / Cross-Curricular Links</b>	<p>Cross curricular opportunities with science.</p> <p>Natural History Museum</p> <p>London Zoo</p>	Learning walk around our school area	<p>British Transport Museum</p> <p>V&amp;A Museum of Childhood</p>	London learning walk	School workshops at the Royal Mews	
<b>Skills Progression</b>	<p><u>Knowledge and understanding of events, people and changes in the past</u> Recall some facts about people/events before living memory. Say why people may have acted the way they did. <u>Historical enquiry</u> Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?". Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. <u>Chronological understanding</u></p>	<p>Knowledge Location I know the four compass points NSEW I know what a continent is and I know I live in Europe. I can name, locate and identify the countries and capitals of the UK. Understanding Place I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at</p>	<p><u>Knowledge and understanding of events, people and changes in the past</u> Recall some facts about people/events before living memory. Say why people may have acted the way they did. <u>Historical enquiry</u> Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?". Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. <u>Chronological understanding</u></p>	<p>Knowledge Location I know the four compass points NSEW I know what a continent is and I know I live in Europe. I can name, locate and identify the countries and capitals of the UK. Understanding Place I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at</p>	<p><u>Knowledge and understanding of events, people and changes in the past</u> Recall some facts about people/events before living memory. Say why people may have acted the way they did. <u>Historical enquiry</u> Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?". Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. <u>Chronological understanding</u></p>	<p>Knowledge Location I know the four compass points NSEW I know what a continent is and I know I live in Europe. I can name, locate and identify the countries and capitals of the UK. Understanding Place I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at</p>

Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born. When my parents/carers were young.

Historical interpretation

Look at books, videos, photographs, pictures and artefacts to find out about the past.

Organisation and communication

Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.

another place I have studied).

I can talk about and describe my locality.

Enquiry and Skills

I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world)

I can investigate my locality through fieldwork and make simple observations.

I can talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there).

I can ask and answer some questions to help me investigate.

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## YEAR 2

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

<b>Topic</b>	<b>Geography</b> Around the World	<b>Geography</b> Compare London and Cape Town	<b>History</b> Lives of significant individuals: Nurses (Mary Seacole/Edith Cavell)	<b>History</b> The Great Fire of London	<b>Geography</b> Where does our food come from?	<b>History</b> Female monarchs in the UK (e.g. compare Elizabeth I and Queen Elizabeth)
<b>National Curriculum Reference</b>	<u>Human and Physical Geography</u> Use basic geographical vocabulary 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.	<u>Geographical Skills and Fieldwork</u> Use 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 physical features; devise a simple map; and use and construct basic symbols in a key. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. <u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally.	<u>Human and physical geography</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary 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.	The lives of significant individuals in the past who have contributed to national and international achievements.  <i>Some should be used to compare aspects of life in different periods.</i>

<p><b>Trips / Resources / Cross-Curricular Links</b></p>	<p>Seaside trip</p>	<p>London learning walk.</p>	<p>Visit the Mary Seacole statue</p> <p><a href="https://www.maryseacoletrust.org.uk/gallery/">https://www.maryseacoletrust.org.uk/gallery/</a></p> <p>Florence Nightingale Museum</p>	<p>City of London self-guided walk:</p> <p><a href="https://www.cityoflondon.gov.uk/things-to-do/walks-and-itineraries/self-guided-walks-and-trails/the-great-fire-of-london">https://www.cityoflondon.gov.uk/things-to-do/walks-and-itineraries/self-guided-walks-and-trails/the-great-fire-of-london</a></p>		<p>Royal Mews school workshops</p>
<p><b>Skills Progression</b></p>	<p><u>Knowledge and understanding of events, people and changes in the past</u> Recall some facts about people/events before living memory. Say why people may have acted the way they did. <u>Historical enquiry</u> Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?". Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. <u>Chronological understanding</u> Understand the difference between things that happened in the past and the</p>	<p><u>Knowledge Location</u> I know where in the world the North and South Poles and Equator are. I can identify, name and locate the 7 continents I can name, locate and identify the 5 oceans. I can name, locate and identify the seas surrounding the UK</p> <p><u>Understanding Place</u> I can describe some differences between places near the equator and at the poles. I can compare places at a local scale (eg where I live and another place at a similar scale in a non European country). I recognise and describe simple patterns in the environment (eg the variations in traffic</p>	<p><u>Knowledge and understanding of events, people and changes in the past</u> Recall some facts about people/events before living memory. Say why people may have acted the way they did. <u>Historical enquiry</u> Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?". Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. <u>Chronological understanding</u> Understand the difference between things that happened in the past and the</p>	<p><u>Knowledge and understanding of events, people and changes in the past</u> Recall some facts about people/events before living memory. Say why people may have acted the way they did. <u>Historical enquiry</u> Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?". Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. <u>Chronological understanding</u> Understand the difference between things that happened in the past and the</p>	<p><u>Knowledge Location</u> I know where in the world the North and South Poles and Equator are. I can identify, name and locate the 7 continents I can name, locate and identify the 5 oceans. I can name, locate and identify the seas surrounding the UK</p> <p><u>Understanding Place</u> I can describe some differences between places near the equator and at the poles. I can compare places at a local scale (eg where I live and another place at a similar scale in a non European country). I recognise and describe simple patterns in the environment (eg the variations in traffic</p>	<p><u>Knowledge Location</u> I know where in the world the North and South Poles and Equator are. I can identify, name and locate the 7 continents I can name, locate and identify the 5 oceans. I can name, locate and identify the seas surrounding the UK</p> <p><u>Understanding Place</u> I can describe some differences between places near the equator and at the poles. I can compare places at a local scale (eg where I live and another place at a similar scale in a non European country). I recognise and describe simple patterns in the environment (eg the variations in traffic</p>

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Historical interpretation  
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Organisation and communication  
Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.

during the day, seasonal changes).  
I can identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles.

Enquiry and Skills

I can use atlases, maps and globes to identify and describe some features and places.

I can make and use simple maps and plans (paper and digital) to help me investigate and compare places.

I can use aerial images to help me describe what a place is like and locate key features.

I can read, use and make simple symbols on maps and diagrams (to help me find out about places and share information).

I can investigate my locality through fieldwork and collect data to help me describe and compare places.

I can use geographical vocabulary to ask and

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I can investigate my locality through fieldwork and collect data to help me describe and compare places.

I can use geographical vocabulary to ask and

answer questions about places and give my opinion.

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## YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>History</b> Changes in Britain from the Stone Age to the Iron Age.	<b>Geography</b> Italy	<b>History</b> Ancient Egypt	<b>Geography</b> Where does our food come from?	<b>History</b> The history of Westminster Abbey.	<b>Geography</b> Rivers – The Thames and The River Nile
National Curriculum Reference	Changes in Britain from the Stone Age to the Iron Age.	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. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	A local history study.	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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and

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Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Prime/Greenwich Meridian and time zones (including day and night).

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

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<b>Trips / Resources / Cross-Curricular Links</b>	<a href="https://www.schoolsprehistory.co.uk/2015/06/08/school-workshops-on-the-stone-age-to-iron-age-at-museums-in-england/">https://www.schoolsprehistory.co.uk/2015/06/08/school-workshops-on-the-stone-age-to-iron-age-at-museums-in-england/</a>  Museum of London workshops  Museum of London's <b>London Archaeological Archive and Research Centre</b>		The British Museum		Westminster Abbey Trip.	Cross curricular link with history and our study of Ancient Egypt.  Thames Barrier trip.
<b>Skills Progression</b>	<b>Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical	Identify the position and significance 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). Understand geographical similarities and differences through the study of human and	<b>Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical	Identify the position and significance 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). Understand geographical similarities and differences through the study of human and	<b>Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical	Identify the position and significance 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). Understand geographical similarities and differences through the study of human and

periods.

**Knowledge and Understanding**

Identify key features / events of a period.

Identify key changes over a period of time and give reasons for these.

Explain how the lives of people in the time studied compares with our life today.

Explain how people / events from the past have influenced life today.

Use appropriate historical vocabulary e.g. culture, social, economic and political.

**Interpretation**

Understand that the past has been represented in different ways.

Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources.

Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion.

Identify primary /secondary sources and how this affects reliability.

physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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Begin to use evidence to formulate own interpretation/opinion of historical events and people.  
Examine different types of evidence and draw conclusions.  
Analyse the experiences of others and apply the lessons learnt to one's own life/today's world.  
Discern how and why contrasting arguments and interpretations of the past have been constructed.  
Identify and explain change and continuity within and across periods.

**Enquiry**

Ask questions such as "how did people...?", "what did people do for...?" etc.  
Use evidence to build up a picture of a past events.  
Select and organise relevant historical information.  
Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past.  
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Begin to evaluate the

reliability of different sources of evidence.

**Organisation and Communication**

Discuss different ways of presenting information for different purposes.

Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions.

Present written work in an organised and clearly structured manner.

Summarise the most important points in a short and clear form, using own words.

Use dates and historical terms accurately.

Work independently and in groups, showing initiative.

reliability of different sources of evidence.

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Present written work in an organised and clearly structured manner.

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Use dates and historical terms accurately.

Work independently and in groups, showing initiative.

**YEAR 4**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p><b>History</b> The Roman Empire and its impact on Britain</p>	<p><b>Geography</b> A comparison between Mexico and the UK</p>	<p><b>History</b> The Mayans</p>	<p><b>Geography</b> How do people across the world earn a living?</p>	<p><b>History</b> The Industrial Revolution</p>	<p><b>Geography</b> Volcanoes</p>

**National Curriculum Reference**

The Roman Empire and its impact on Britain.

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.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance 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).

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Identify the position and significance 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).

describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		including trade links, and the distribution of natural resources including energy, food, minerals and water.		
<b>Trips / Resources / Cross-Curricular Links</b>	<a href="https://www.museumoflondon.org.uk/museum-of-london/permanent-galleries/roman-london">https://www.museumoflondon.org.uk/museum-of-london/permanent-galleries/roman-london</a>  The Museum of London		The British Museum  <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/americas">https://www.britishmuseum.org/learn/schools/ages-7-11/americas</a>	Invite parents in to discuss their jobs	Museum of Power Langford  London Museum of Water and Steam  <a href="https://waterandsteam.org.uk/">https://waterandsteam.org.uk/</a>	Science Museum
<b>Skills Progression</b>	<p><b>Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods.</p> <p><b>Knowledge and Understanding</b> Identify key features / events of a period. Identify key changes over a period of time</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects</p>	<p><b>Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods.</p> <p><b>Knowledge and Understanding</b> Identify key features / events of a period. Identify key changes over a period of time</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects</p>	<p><b>Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods.</p> <p><b>Knowledge and Understanding</b> Identify key features / events of a period. Identify key changes over a period of time</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects</p>

and give reasons for these.  
Explain how the lives of people in the time studied compares with our life today.  
Explain how people / events from the past have influenced life today.  
Use appropriate historical vocabulary e.g. culture, social, economic and political.

**Interpretation**

Understand that the past has been represented in different ways.

Give reasons for different ways in which the past is presented.  
Begin to evaluate the usefulness of different sources.

Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion.

Identify primary /secondary sources and how this affects reliability.

Begin to use evidence to formulate own interpretation/opinion of historical events and people.

Examine different types of evidence and draw conclusions.

of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Discern how and why contrasting arguments and interpretations of the past have been constructed. Identify and explain change and continuity within and across periods.

**Enquiry**

Ask questions such as "how did people...?", "what did people do for...?" etc.

Use evidence to build up a picture of a past events.

Select and organise relevant historical information.

Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past.

Begin to evaluate the reliability of different sources of evidence.

**Organisation and Communication**

Discuss different ways of presenting information for different purposes.

Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Discern how and why contrasting arguments and interpretations of the past have been constructed. Identify and explain change and continuity within and across periods.

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**Organisation and Communication**

Discuss different ways of presenting information for different

<p>Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative.</p>	<p>purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative.</p>	<p>purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative.</p>
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## Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Geography</b> Compare a city in Scandinavia with London.	<b>History</b> Ancient Greece	<b>Geography</b> Mountains	<b>History</b> Medicine and Disease Through Time	<b>Geography</b> Key human and physical geography of UK.	<b>History</b> WWI
<b>National Curriculum Reference</b>	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,	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

key physical and human characteristics, countries, and major cities.  
Identify the position and significance 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)  
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.  
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  
Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of

environmental regions, key physical and human characteristics, countries, and major cities.  
Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital

	natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.				technologies.	
<b>Trips / Resources / Cross-Curricular Links</b>	London learning walk	<a href="http://freshwatertheatre.co.uk/sessions.php?ref=beowulf-anglo-saxons">http://freshwatertheatre.co.uk/sessions.php?ref=beowulf-anglo-saxons</a> The British Museum	The Natural History Museum The Science Museum		Country walk – map skills	Imperial War Museum
<b>Skills Progression</b>	<p><b>Locational knowledge</b> 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some</p>	<p><b>Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Use dates and timelines to place events, periods and cultural movements from around the world. Note connections, contrasts and trends over time.</p> <p><b>Knowledge and</b></p>	<p><b>Locational knowledge</b> 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some</p>	<p><b>Chronology.</b> Establish narratives within and across periods studied. Use dates and timelines to place events, periods and cultural movements from around the world. Note connections, contrasts and trends over time.</p> <p><b>Knowledge and Understanding</b> Identify key features / events of a period. Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with</p>	<p><b>Locational knowledge</b> 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some</p>	<p><b>Chronology</b> Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Use dates and timelines to place events, periods and cultural movements from around the world. Note connections, contrasts and trends over time.</p> <p><b>Knowledge and Understanding</b> Identify key features / events of a period.</p>

of these aspects have changed over time. Identify the position and significance 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)

**Place knowledge**

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

**Human and physical geography.**

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity

**Understanding**

Identify key features / events of a period. Identify key changes over a period of time and give reasons for these.

Explain how the lives of people in the time studied compares with our life today.

Explain how people / events from the past have influenced life today.

Use appropriate historical vocabulary e.g. culture, social, economic and political.

**Interpretation**

Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources.

Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Identify and explain change and continuity within and across periods.

**Enquiry**

of these aspects have changed over time. Identify the position and significance 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)

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Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity

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Understand that the past has been represented in different ways.

Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources.

Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Identify and explain change and continuity within and across periods.

**Enquiry**

Use evidence to build up a picture of a past events. Begin to devise historically valid questions. Select and organise

of these aspects have changed over time. Identify the position and significance 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)

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Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

**Human and physical geography.**

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity

Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political.

**Interpretation**

Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources.

Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Identify and explain change and continuity within and across periods.

**Enquiry**

Use evidence to build up a picture of a past events. Begin to devise

including trade links, and the distribution of natural resources including energy, food, minerals and water

### **Geographical skills and fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Use evidence to build up a picture of a past events.

Begin to devise historically valid questions.

Select and organise relevant historical information.

Identify primary and secondary sources.

Gather information from several sources to form a fluent account.

Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past.

Form own opinions about historical events from a range of sources.

### **Organisation and Communication**

Discuss different ways of presenting information for different purposes.

Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc.

Contribute keenly and

including trade links, and the distribution of natural resources including energy, food, minerals and water

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Present written work in an organised and clearly structured manner.

Summarise the most

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Summarise the most important points in a

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Present written work in an organised and clearly structured manner.  
Summarise the most important points in a short and clear form, using own words.  
Use dates and historical terms accurately.  
Choose the most appropriate way to present information.  
Work independently and in groups, showing initiative.

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Use dates and historical terms accurately.  
Choose the most appropriate way to present information.  
Work independently and in groups, showing initiative.

## Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Geography</b> North America	<b>History</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<b>Geography</b> Japan and its earthquakes	<b>History</b> The Shang Dynasty	<b>Geography</b> Natural Resources and Global Warming	<b>History</b> WWII and The Blitz
National Curriculum Reference	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,	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,	A local history study.  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

	<p>countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>		<p>Meridian and time zones (including day and night).</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Egypt; The Shang Dynasty of Ancient China.</p>	<p>minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
<p><b>Trips / Resources / Cross-Curricular Links</b></p>	<p>The British Museum</p> <p>The Horniman Museum and Gardens</p>	<p><a href="https://vikingschoolvisits.com/">https://vikingschoolvisits.com/</a></p>	<p>Natural History Museum</p>	<p>The British Museum</p>		<p>Imperial War Museum</p>

**Skills  
Progression**

**Locational knowledge**

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.  
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  
Identify the position and significance 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)

**Place knowledge**

**Chronology**

Understand BC and AD.  
Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later').  
Use words and phrases to describe periods of time: "millenia", "century" and "decade".  
Establish narratives within and across periods studied.  
Use dates and timelines to place events, periods and cultural movements from around the world.  
Note connections, contrasts and trends over time.

**Knowledge and Understanding**

Identify key features / events of a period.  
Identify key changes over a period of time and give reasons for these.  
Explain how the lives of people in the time studied compares with our life today.  
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Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

**Human and physical geography.**

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-

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**Interpretation**

Understand that the past has been represented in different ways.

Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources.

Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Identify and explain change and continuity within and across periods.

**Enquiry**

Use evidence to build up a picture of a past events. Begin to devise historically valid questions. Select and organise relevant historical information.

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**Organisation and Communication**

Discuss different ways of presenting information for different purposes.

Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc.

Contribute keenly and confidently in class discussions.

Present written work in an organised and clearly structured manner.

Summarise the most important points in a short and clear form, using own words.

Use dates and historical terms accurately.

Choose the most appropriate way to present information.

Work independently and in groups, showing initiative.

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