



Shine as Lights in the World

Humanities (History & Geography) Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Old and New Toys	Our World	Stone Age-Iron Age	Roman Empire and its impact on Britain	Ancient Greece	WW 2 - Battle of Britain <i>(including history of local area)</i>
Autumn 2	The UK and Peru				Climate zones	
Spring 1	Schools of the Past – (History of the school - local history)	London	The UK	Coasts	Britain's settlement by Anglo-Saxons and Scots	Antarctica
Spring 2	Humanities – Let's travel to a safari	Events beyond living memory - The Great Fire of London	Rainforest	Europe	Viking and Anglo-Saxon struggle for the Kingdom of England	South America
Summer 1	Fieldwork	Significant individuals – Florence Nightingale & Mary Seacole	Ancient Egypt	A non-European society that provides contrasts with British history - Benin	Rivers	Extreme Earth
Summer 2	Significant individuals/events – Neil Armstrong & Ibn Battuta	Our World – Fairford Leys, Aylesbury & Agra, India		Fieldwork	North America	Fieldwork local area study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EARLY YEARS						
Nursery	<p style="text-align: center;"><u>HISTORY</u></p> <p>My Life Story What can I do now? Black History Month (Martin Luther King, Alma Thomas).</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Maps How to get to the church.</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Remembrance Day Why do people wear poppies? What is remembrance?</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Maps How to get to the post box.</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Past and present What did we do yesterday? Last week? At the weekend? (linked to everyday routines). What are you going to do tomorrow?</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Giving instructions Working with a partner to get from one place to another.</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Important Events Birthdays Holidays Family events (e.g. baby sibling)</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Buildings Differences between a village and a town. What different buildings are around us?</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Family History What have I done with my family? E.g. Holidays. Grandparent visit?</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Habitats Where do different animals live?</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Modes of transport Changes in transport over time (e.g. horse and cart to car).</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Maps Creating own maps. Treasure maps.</p>
Reception	<p style="text-align: center;"><u>HISTORY</u></p> <p>Now and then How have I changed since I was a baby? What did I do in Nursery/ Pre-school?</p> <p>Black History Month (Martin Luther King, Mary Seacole).</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>'Barnaby Bear'</p> <p>The world around us The green on a globe/ map is land and the blue is the sea.</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Remembrance Day Explore images, stories and artefacts from the past.</p> <p>Why do people wear poppies?</p> <p>What is remembrance?</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Weather around the world</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Transport Look at images of transport from the past and identify similarities and differences.</p> <p style="text-align: center;"><u>Our School</u></p> <p>Field work Drawing maps of our school. Key features on a map. Where is our school? Where do we play? Following directions to get from one place to another.</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Houses & Homes How have our houses and homes changed since long ago? Where do I live?</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Different Countries Comparing places.</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Famous people from the past Children will know who David Attenborough is and why he is important.</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Where do animals live? Why? Different habitats – some animals live underwater.</p> <p>Children will know that we do not have certain animals in England and will compare with</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p>Past, Present & Future Understand that the past is anything before the current day and the present is now. What will happen tomorrow? What will happen next?</p> <p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>Local area Discuss features of local area. Draw maps of local area.</p>

	<p>Globes/ maps show us different countries around the world – where in the world did you go during the summer holidays? Autumn weather in the UK</p> <p>Recycling, litter picking & looking after our environment.</p>	<p>Discuss weather in different countries at different times of the year.</p>			<p>animals in other countries.</p>	<p>Walk around the local area following a map.</p>
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KEY STAGE 1

Year 1 - Golden Nuggets	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY	GEOGRAPHY	HISTORY
	<p><u>Old and New Toys</u></p> <p>Can I find out what toys were like in the past from grandparents?</p> <p>Can I place known objects in chronological order?</p> <p>Can I describe simple similarities and differences between toys from different decades including which materials they are made from? (wood & plastic)</p>	<p><u>The UK and Peru</u></p> <p>What is a map and how can it help us?</p> <p>What is it like to live in the UK? <i>Include physical and human features</i></p> <p>What are the local amenities?</p> <p>Which countries make up the UK?</p> <p>Which seas surround the UK?</p>	<p><u>School of the Past</u> (<i>history of our school-local history</i>)</p> <p>What were schools like in the past?</p> <p>How was school life different for children in the past?</p> <p>What was it like at St. Mary's school in the past?</p>	<p><u>Let's travel to a safari</u></p> <p>Can I locate Africa on a world map and identify the country of Kenya? <i>Use compass points</i></p> <p>What is the climate and weather like in Kenya compared to the UK?</p> <p>Which animals live in Kenya? <i>carnivores, herbivores and omnivores</i></p> <p>What are the landscapes like in Kenya?</p> <p>What are the similarities and differences between Kenya and the UK?</p>	<p><u>Fieldwork</u></p> <p>How can I draw an easy-to-understand map of the school environment? <i>Symbols</i></p> <p>How do you use a map to find routes to specific locations within the school?</p> <p>What are compass directions and how do you use them?</p> <p>What are aerial photographs and how can they be useful?</p>	<p><u>Significant individuals/events – Neil Armstrong & Ibn Battuta</u></p> <p>Who was Neil Armstrong and why is he remembered today?</p> <p>Who was Ibn Battuta and why is he remembered today?</p> <p>To identify similarities and differences between ways of life in different periods.</p>

		<p>Can I locate the UK and Peru on a world map and on a globe?</p> <p>How is life in the UK different to Peru?</p>				<p>To find answers to simple questions about the past from simple sources of information.</p>
	<p>GEOGRAPHY</p> <p>Weather and seasons: (objectives taught across the year)</p> <p>To know the names of the seasons and how the weather and natural world changes through the seasons.</p> <p>To understand the effect of the weather on everyday life</p>					
<p>Links to NC</p>	<ul style="list-style-type: none"> ▫ changes within living memory. 	<ul style="list-style-type: none"> ▫ Pupils should develop knowledge about the United Kingdom ▫ their locality. - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ▫ understand geographical similarities and differences through studying the human and physical 	<ul style="list-style-type: none"> ▫ significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> ▫ Pupils should develop knowledge about the United Kingdom ▫ their locality. - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 	<ul style="list-style-type: none"> ▫ 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 physical features; devise a simple map; and use and construct basic symbols in a key 	<ul style="list-style-type: none"> ▫ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

		geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country				
Vocabulary	Old, new, past, present, compare, differences, similarities, broken, shiny, rusty, clean, ripped, fluffy, scruffy, glass, plastic, fabric, batteries, remote, electric, technology, chronological, timeline, features, Theodore Roosevelt, president	sea, map, habitat. feature., city, town, rural, country, landscape, forest, mountains, river, ruins, children, people, school, transport, continent, Peru, Fairford Leys, England, Europe South America,	Old, new, school, past, present, compare, differences, similarities, Victorian, timeline, dunce hat, cane, punishment, slate, chalkboard, chimney sweep, factory, workhouse, nanny, governess	Map, atlas, globe, Kenya, Africa, continent, world, country, landscape, climate, river, mountains, savannah, people, tribe, rhino, buffalo, lion, leopard, elephant, herbivore, omnivore, carnivore, predator, prey	Maps, key, location, position, route, follow, village, town, river, canal, road, houses, field, grass area, wood, near(er), far, further, close(r), feature (human & physical), North, South, East, West, orienteering, control point, trail, aerial view, symbol.	Explorer, journey, launch, mission, astronaut, survival, discovery, expedition, Neil Armstrong, Michael Collins, Buzz Aldrin, Apollo 11, NASA, Ibn Battuta, Muslim, caravan, Haji
Links to prior learning	<p>Nursery - My Life Story, Past and present and Family history (chronology)</p> <p>Reception - Houses & Homes, Transport and Past, Present & Future (chronology)</p>	<p>Nursery - Habitats</p> <p>Reception – The World Around Us, Different Countries, Where Do Animals Live.</p>	<p>Nursery - Past and present</p> <p>Reception - Houses & Homes and Past, Present & Future</p>	<p>Nursery - Habitats</p> <p>Reception – The World Around Us, Different Countries, Where Do Animals Live.</p> <p>Year 1 – The UK and Peru</p>	<p>Reception – Field work</p>	<p>Nursery - Remembrance Day and Important Events</p> <p>Reception - Remembrance Day and Famous people from the past</p>
	GEOGRAPHY		HISTORY & GEOGRAPHY	HISTORY	GEOGRAPHY	
	Our World		Events beyond living memory- The Great Fire of London Can I place The Great Fire of London on a timeline?	Significant individuals – Florence Nightingale & Mary Seacole	Our World-The Great Outdoors	

<p>Year 2 - Golden Nuggets</p>	<p>What are the world's seven continents and five oceans and can you locate them on a world map?</p> <p>What are the capital cities within the UK and can you locate them on a world map?</p> <p>Can I use compass points to discuss the location of the seven continents and cities in the UK?</p> <p>To study the local area of Fairford Leys including human and physical features (<i>including walk around the local area – link to Ernest Cook/Fairford Leys estate & architect John Simpson</i>).</p>	<p>What was The Great Fire of London and why is it still remembered today?</p> <p>To recognise differences between historical sources and artefacts such as Pepy's diary, artefacts and reports.</p> <p>Why did The Great Fire of London last so long?</p> <p>What changes were made to ensure that a fire of this scale did not happen again?</p> <p>To know which buildings are still standing in Aylesbury from The Great Fire of London</p> <p>GEOGRAPHY & HISTORY</p> <p>To name and locate the capital cities of the countries within the UK (<i>Focus: How has London changed since the Great Fire of London – maps</i>)</p>	<p><i>*Including visit to Claydon House*</i></p> <p>Who were Mary Seacole and Florence Nightingale? To know they both helped influence nursing and hospitals today</p> <p>Can I create a timeline for Mary Seacole and Florence Nightingale's lives?</p> <p>Can I explain how Mary Seacole and Florence Nightingale's lives were different and how they were treated differently?</p> <p>To understand that people can disagree about what happened in the past without one of them being wrong.</p>	<p>What are the world's seven continents and five oceans and can you locate them on a world map?</p> <p>Can I use maps, atlases and globes to locate relevant places and describe the positions using compass points?</p> <p>What are the similarities and differences between Aylesbury and a town in India – Agra</p>
	<p style="text-align: center;">GEOGRAPHY</p> <p style="text-align: center;"><u>Fieldwork/orienteering:</u> (objectives taught across the year at Forest School)</p>			
<p>Links to NC</p>	<ul style="list-style-type: none"> ▫ 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 ▫ understand geographical similarities and differences through studying the human and physical geography of a small area of the 	<ul style="list-style-type: none"> ▫ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<ul style="list-style-type: none"> ▫ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of 	<ul style="list-style-type: none"> ▫ understand geographical similarities and differences through studying the human and physical geography of a

	United Kingdom and of a small area in a contrasting non-European country		life in different periods	small area of the United Kingdom and of a small area in a contrasting non-European country
Vocabulary	Continents, Antarctica, Asia, Africa, North America, South America, Australia, Europe, United Kingdom, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Southern Ocean, England, Scotland, Wales, Northern Ireland, Edinburgh, Belfast, London, Cardiff, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, city, town, village, factory, farm, house, office, port, harbour	Past, present, bakery, diary, fire, rebuilt, River Thames, London, St Paul's Cathedral, 17th century, wind, Samuel Pepys, King Charles II, Sir Christopher Wren	Past, present, Crimean War, Florence Nightingale, Mary Seacole, battlefield, war First World War, injuries, care, nurse soldiers, hospital, patients, sick, nurture, nurturing	Continents, Antarctica, Asia, Africa, North America, South America, Australia, Europe, United Kingdom, Physical, Human, Landmarks, Country Continent, Oceans, Country, City, India, Agra
Links to prior learning	Nursery - Remembrance Day Reception - Remembrance Day and Famous people from the past Year 1 – The UK	Nursery - Remembrance Day Reception - Remembrance Day and Famous people from the past	Reception - Famous people from the past	Nursery - Remembrance Day Reception - Remembrance Day and Famous people from the past Year 1 – The UK
KEY STAGE 2				
	HISTORY Stone Age-Iron Age How did archaeologists find out about the Stone Age and Iron Age period if there was no written history?	GEOGRAPHY The UK Which countries and cities make up the UK?	GEOGRAPHY Rainforests Can I locate countries in Europe and South America on a map?	HISTORY Ancient Egypt What does the term 'ancient' means?

<p>Year 3 - Golden Nuggets</p>	<p>How do the lives of Stone Age and Iron Age people differ today?</p> <p>Do I know when the Iron Age ended and who invaded Britain in 55BC?</p> <p>To know changes in technology, tools and inventions from this period in history.</p>	<p>What are the key physical features of the UK?</p> <p>What are the key human features of the UK?</p> <p>How do you use the eight compass points to describe the location of the countries and cities of the UK?</p> <p>What are the main rivers and seas of the UK and can I locate them using an atlas or map?</p>	<p>What are the northern and southern hemispheres?</p> <p>What are the Tropics of Cancer and Capricorn?</p> <p>To locate the Amazon rainforest on a map and to identify the countries it covers.</p> <p>What is the climate of the Amazon like compared to the UK?</p> <p>To understand the different layers of the rainforest and their ecology.</p> <p>To understand the impact of humans on the rainforest environment.</p>	<p>Can I explain what everyday life was like for men, women and children in Ancient Egyptian times, including the social structure?</p> <p>What was the role, responsibilities and rights of the pharaohs?</p> <p>What are the greatest inventions and achievements of the ancient Egyptians? Include pyramids</p> <p>To know that this era ended with the death of Cleopatra VII in 30 BCE and after her death, Egypt was absorbed by Rome.</p> <p>To make simple deductions about texts and artefacts.</p> <p>GEOGRAPHY</p> <p>Fieldwork</p> <p>To be able to compare land use over time in Aylesbury</p> <p>To use Google Earth to describe features of area studied</p>
<p>Links to NC</p>	<ul style="list-style-type: none"> ▫ changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> ▫ 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) 	<ul style="list-style-type: none"> ▫ 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 	<ul style="list-style-type: none"> ▫ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt <p>Geography</p> <ul style="list-style-type: none"> ▫ and-use patterns; and understand how some of these aspects have changed over time ▫ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

			<p>characteristics, countries</p> <ul style="list-style-type: none"> identify the position and significance of northern and southern hemispheres. <p>geographical regions, physical geography including: climate zones</p>	
Vocabulary	<p>hunter gatherer shelter settlement island ice glaciers survive climate temperature ancestors cave hunters woolly mammoth crop Skara Brae Stonehenge metal tin copper swords arrows iron gold silver excavation, archaeologist, Neolithic, farming, BC/AD, Danesbury, hut, round house, weaving.</p>	<p>United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff, Belfast, capital, north, east, west, north-east, south-east, south-west, north-west, topography, mountains, hills, rivers, location, feature.</p>	<p>Map, atlas, country, continent, equator, hemisphere, tropic, rainforest, weather, climate, tropical, temperate, emergent, canopy, understory, endangered, extinct, deforestation trade, farming, sources, communication,</p>	<p>Timeline chronological order account BC/AD Museum Artefact Archaeology Change Timeline Chronological_Afterlife Akhet Peret Shemu Canopic jars Dynasty Hieroglyphics Mummification Papyrus Pharaohs Sarcophagus Egypt River Nile Pyramids Tombs Rosetta Stone Death Mask</p>
Links to prior learning	<p>Reception – Then and now and Houses and homes</p> <p>Year 2 - Events beyond living memory</p>	<p>Year 1 & 2 - year 1 & 2 geography topics</p>	<p>Year 1 & 2 - physical; geography in year 1 & 2</p>	<p>Reception – Then and now and Houses and homes</p> <p>Year 2 - Events beyond living memory</p> <p>Year 3 – Stone Age – Iron Age</p>

Year 4 - Golden Nuggets

HISTORY

Roman Empire and its impact on Britain

- Can I explain how Rome was found and how it expanded into an empire?
- Can I explain how the Roman society was structured and how this was the same/different to the ancient Egyptian civilisation.
- Can I explain what everyday life was like for men, women and children during this time and compare it to the ancient Egyptians?
- Did the Romans believe in God?
- What did the Romans do for fun?
- To see that there are different interpretations because of gaps in evidence

GEOGRAPHY

Coasts

- Can I describe the physical features of a coast using the words; physical features, coastal erosion and deposition.
- What are the different types of beaches and how do these shape coastal environments?
- How does human activity effect coastal environments?
- Can I use maps to identify coasts around the world?

GEOGRAPHY

Europe

- Can I compare the physical and human features of a region of the UK and Europe by identifying similarities and differences?
- To use maps to locate countries in Europe.

HISTORY

Benin

- Can I explain what sort of place Benin was a thousand years ago and how we know?
- How do we know about The Kingdom of Benin from AD 900 to 1300?
- What was life like during this era?.
- To understand the changes that took place when European settlers arrived in Benin and started trading.
- To understand when and why Britain became involved with Benin and the effects of this on the people of Benin.
- To start to raise questions about historical artefacts and their rightful ownership.

GEOGRAPHY

North America

- Can I locate North America on a map and describe its location using geographical vocabulary?
- How do I use maps to locate the major cities of North America?
- Can I identify the different climate zones of North America on maps, making reference to latitude?
- How do climate zones in North America impact natural disasters?
- What are time zones?
- To use globes and digital/computer mapping to locate countries and describe features studied – link back to countries studied in years 1 – 3*

Links to NC

- the Roman Empire and its impact on Britain
- the Roman Empire by AD 42 and the power of its army
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.
- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

- name and locate counties and cities of the United Kingdom key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;

- locate the world's countries, using maps to focus on Europe (including the location of Russia)
- understand geographical similarities and differences through the study of human and physical geography of a region in a European country

- a non-European society that provides contrasts with British history

- the Prime/Greenwich Meridian and time zones
- globes and digital/computer mapping to locate countries and describe features studied
- 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 simple compass directions
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their

					<p>environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> ▫ 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>Vocabulary</p>	<p>Civilisation, democracy, past, ancient, timeline, battle chronology/chronological, era, period, trade, empire, ceremony, religious, army, soldier</p>	<p>Coast, coastal, beach, sand, shingle, land use, human activity, environment, atlas, globe, map, tourist, dockland, fishing.</p>	<p>Europe, country, features, continent, physical, human, capital city, population, nationality, flag, currency, similarities, differences, compare, variety, locate.</p>		

<p>Links to prior learning</p>	<p><u>Year 3</u> – The Stone Age-Iron Age/The UK</p>		<p><u>Year 1</u> – The UK and field work <u>Year 2</u> – Our world & London <u>Year 3</u> – The UK</p>	<p><u>Year 1</u> – The UK and field work <u>Year 2</u> – Our world & London <u>Year 3</u> – The UK</p>	<p><u>Year 3</u> – Ancient Egypt. Stone Age to Iron Age <u>Year 4</u> – Roman Empire</p>	<p><u>Year 1</u> – The UK and field work <u>Year 2</u> – Our world & London <u>Year 3</u> – The UK</p>
<p>Year 5 - Golden Nuggets</p>	<p>HISTORY</p> <p><u>Ancient Greece</u></p> <p>Who were the ancient Greeks and why are they remembered today?</p> <p>What was life like in Ancient Greece compared to Ancient Egypt? Use secondary resources.</p> <p>Can I explain how society was organised during this era?</p> <p>Did the Ancient Greeks believe in god?</p>	<p>GEOGRAPHY</p> <p><u>Climate zones</u></p> <p>To identify the position and significance of major lines of latitude & latitude and the Equator.</p> <p>How have humans affected the environment over time?</p> <p>What is a biome and can I locate biomes around the world?</p> <p>To use maps, atlases, and digital maps to locate</p>	<p>HISTORY</p> <p><u>Britian’s settlement by Anglo-Saxons and Scots</u></p> <p>To know the chronology of key events.</p> <p>Where did the Anglo-Saxons come from and why?</p> <p>What was life like during the era?</p> <p>What was the social structure like during this period in comparison to Ancient Egypt, Ancient Greece and the Romans era.</p> <p>Crime and punishment</p>	<p>HISTORY</p> <p><u>Vikings</u></p> <p>To understand that history is continuously being rewritten as new evidence comes to light.</p> <p>To understand the concept of monarchy and hierarchy.</p> <p>Who was Alfred The Great?</p> <p>To understand the legacy of the Anglo-Saxons and their importance in the emergence of England as a nation.</p>	<p>GEOGRAPHY</p> <p><u>Rivers</u></p> <p>What are the key features of rivers?</p> <p>How can rivers change the landscape over time?</p> <p>How are rives in the UK, Europe and South America used?</p> <p>What is a water cycle?</p> <p>What is flooding and how does this effects people and the environment?</p>	<p>GEOGRAPHY</p> <p><u>Fieldwork – local area study</u></p> <p>To use the eight points of a compass.</p> <p>To use maps to locate places and to describe features.</p> <p>To use fieldwork to observe and record human and physical features in the local area.</p>

		places and geographical features.				
Links to NC	<ul style="list-style-type: none"> ▫ Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> ▫ identify the position and significance of Latitude & Equator, land use over time ▫ use maps, atlases & globes 	<ul style="list-style-type: none"> ▫ Britain’s settlement by Anglo-Saxons and Scots ▫ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century 	<ul style="list-style-type: none"> ▫ Britain’s settlement by Anglo-Saxons and Scots ▫ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century 	<ul style="list-style-type: none"> ▫ key topographical features (including hills, mountains, coasts and rivers), and land-use patterns ▫ understand how some of these aspects have changed over time – rivers ▫ physical geography-rivers 	<ul style="list-style-type: none"> ▫ use the eight points of a compass, four and six-figure grid references, symbols and key ▫ 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
Vocabulary		Past, ancient, timeline, battle, army, soldier, chronology/chronological, era, period, trade, slave, empire, controversy/controversial athlete, ceremony, religious, civilisation, polis, agora, scribe, hoplite, infantry, democracy, tyrant,	Earth, day night north, south, east, west, weather rainfall seasons rainfall weather degrees Equator Arctic Antarctic globe time zone climate temperature environment rainforest tropical seasons ice cap polar latitude longitude Prime/Greenwich Meridian Tropic of Cancer Tropic of Capricorn biome precipitation biome	Ancient timeline evidence source imprint shield belief era period trade invasion invader settler cemetery kingdom pagan Christianity cathedral Angles, Saxons and Jutes burial mound Sceptre Bretwalda Conversion missionaries Abbey grave goods burial mound urn	Past ancient timeline evidence source imprint shield belief wealth chronology/chronological archaeology/ist era period trade invasion invader raid settler kingdom monk/monastery reputation stereotype Pagan Angles, Saxons and Jutes Vikings Scandinavia longship longhouse contemporary	Water cycle, evaporation, condensation, precipitation, groundwater, runoff, closed, cycle Country, county, world, Fairford leys, UK, Buckinghamshire, Europe, north, east, west, north-east, south-east, south-west, north-west,

		halts, Pankration, pagan, polytheistic	Ecosystem deciduous coniferous tundra savanna taiga greenhouse effect carbon dioxide global warming	chronology chronological archaeology/ist	runes futhark	location, navigate, OS map, aerial, rural, urban, village town, feature, human, physical
Links to prior learning	<p>Year 3 – Stone Age to Iron Age and Ancient Egypt</p> <p>Year 4 – Roman Empire and Benin</p>	<p>Year 2 – Our World</p> <p>Year 3 – The UK and Rainforests</p> <p>Year 4 – Coasts, Europe, North America</p>	<p>Year 1 – Significant individuals</p> <p>Year 3 – Ancient Egypt and Stone Age to Iron Age</p> <p>Year 4 – Roman Empire and Benin</p> <p>Year 5 – Ancient Greece</p>	<p>Year 1 – Significant individuals</p> <p>Year 3 – Ancient Egypt and Stone Age to Iron Age</p> <p>Year 4 – Roman Empire and Benin</p> <p>Year 5 – Ancient Greece & Anglo-Saxons/Scots</p>	<p>Year 1 and 2 – Weather & Seasonal Changes</p> <p>Year 3 – The UK & Rainforests</p> <p>Year 4 – Coasts & Europe</p> <p>Year 5 – Climate Zones</p>	<p>Year 1 – Fieldwork & The UK/Peru</p> <p>Year 2 – Fieldwork & Our World</p> <p>Year 3 – The UK & Fieldwork</p> <p>Year 4 – Coasts & Europe</p> <p>Year 5 – Rivers</p>
Year 6 - Golden Nuggets	<p>HISTORY</p> <p>Battle of Britain</p> <p>How did WW2 begin?</p> <p>How did Britain withstand the threat of war?</p> <p>Which countries were involved in WW2?</p> <p>What was the Blitz?</p>	<p>GEOGRAPHY</p> <p>Antarctica</p> <p>Where are the locations of the polar regions in relation to European countries?</p> <p>What are the key differences of Antarctica including the land use and animals?</p>	<p>GEOGRAPHY</p> <p>Extreme Earth</p> <p>What are the key aspects of earthquakes, tsunamis and volcanoes?</p> <p>To know the locations and names of some of the world's best-known volcanoes and earthquakes.</p>	<p>GEOGRAPHY</p> <p>South America</p> <p>To locate the world's key geographical climate zones and to use appropriate technical vocabulary.</p> <p>Which countries make up South America and what are their key</p>	<p>HISTORY</p> <p>Post War Britain since 1948</p> <p>How did the role of women change after the war?</p> <p>What role did Aylesbury play in the battle?</p>	

	<p>How were people kept safe during the war? Evacuation</p> <p>To be able to use and recall dates of key events and phases in the war.</p> <p>What was rationing?</p> <p>How and why did the war end?</p> <p>How were children at St. Mary's school affected by the war? <i>(use of school log books)</i></p> <p><i>To link national and international events to local history, through visiting Waddesdon Manor and finding out about the lives of evacuees, Nicholas Winton (local figure) and Kindertransport children who were relocated to our local area during the 1930s and 1940s (English unit – Candle in the Dark text)</i></p>	<p>What are glaciers and how are they formed?</p> <p>What do scientists believe is causing ice to melt in Antarctica and what do they state are the effects?</p> <p><i>Links to Shackleton's journey</i></p>		<p>physical and human characteristics?</p> <p>To understand key aspects of human geography, including land use, economic activity and the distribution of natural resources.</p> <p>To understand the concept of trade and its impact on an area and its people, including Fair Trade.</p>	<p>Explore the effects of the war on the lives of everyday people and reflect on the different experiences they would have had.</p> <p>To understand the relevance of post war changes on the UK today <i>(establishment of the NHS and welfare state, Windrush)</i></p> <p>GEOGRAPHY</p> <p><u>Fieldwork - local area study</u></p> <p>To use the eight points of a compass, grid references, symbols and a key to interpret maps.</p> <p>To observe, measure and record the human and physical features of the local area.</p>
<p>Links to NC</p>	<ul style="list-style-type: none"> ▫ a significant turning point in British history 	<ul style="list-style-type: none"> ▫ physical geography – volcanos , 	<ul style="list-style-type: none"> ▫ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer 	<ul style="list-style-type: none"> ▫ physical geography, including: climate zones ▫ locate the world's countries, using maps to focus on 	<ul style="list-style-type: none"> ▫ a significant turning point in British history <p>GEOGRAPHY:</p>

			<p>and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> ▫ describe and understand key aspects of physical geography, including: climate zones) ▫ describe and understand key aspects of human geography, including: types of settlement and land use ▫ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Europe (including the location of Russia) (Year 3 Spring 2 & Year 4 Spring 2) and North and South America, concentrating on their environmental regions (Year 3 Spring 2), key physical and human characteristics, countries, and major cities – Year 6 Spring 2</p> <ul style="list-style-type: none"> ▫ understand geographical similarities and differences through the study of human and physical geography of – region in South America 	<ul style="list-style-type: none"> ▫ use the eight points of a compass, four and six-figure grid references, symbols and key ▫ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
<p>Vocabulary</p>	<p>Axis, allies, Nazi party, cause, effect, change (long-term and short-term), primary source, secondary source, relevance, reliability, propaganda, the Home Front, the Blitz, the Battle of Britain, rationing, evacuee Nicholas Winton, Kindertransport, Waddesdon Manor,</p>	<p>Equator, Northern/Southern hemisphere, North Pole, South Pole, Arctic Circle, Antarctic Circle, Polar regions, peninsula, weather, climate, ice sheet/continental glacier, ice cap, ice shelf, iceberg, adaptation, desert, mammal, vertebrate/invertebrate, migratory, hypothermia, food chain, food web, predator,</p>	<p>Natural disaster, earthquake, devastation, Earth's crust, plates, tectonics, fault lines, Richter Scale, tsunami, tidal wave, volcano, magma, lava, ash cloud</p>	<p>Continent, Southern Hemisphere, ocean, Pacific, Atlantic, latitude, longitude, Equator, Tropics, time zone, Greenwich meridian Names of South American Countries and territories. Countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana,</p>	<p>Aneurin Bevan, NHS, Britain, Aylesbury, politician, Labour, taxes, welfare state, Windrush</p>

		prey, carnivore, herbivore, interdependence, global warming.		Paraguay, Peru, Suriname, Uruguay, Venezuela. Territories: Falkland Islands (belong to UK); French Guiana (belongs to France), climate, tropical wet, tropical dry, temperate, arid, semi-arid, highland trade, fair, cost of living, livelihood, import, export, producer	
Links to prior learning	<p><u>Year 1</u> – Significant individuals and History of St Mary’s School</p> <p><u>Year 2</u> – Events beyond living memory and Significant individuals</p> <p><u>Year 4</u> – Roman Empire</p> <p><u>Year 5</u> – Anglo-Saxons and Scots</p>	<p><u>Year 2</u> – Our world</p> <p><u>Year 3</u> – Rainforests</p> <p><u>Year 4</u> – coasts</p> <p><u>Year 5</u> – climate zones</p>	<p><u>Year 2</u> – Our world</p> <p><u>Year 3</u> – Rainforests</p> <p><u>Year 4</u> – coasts</p> <p><u>Year 5</u> – climate zones</p>	<p><u>Year 1</u> - UK</p> <p><u>Year 2</u> – Our World, London</p> <p><u>Year 3</u> – Rainforests</p> <p><u>Year 4</u> – coasts</p> <p><u>Year 5</u> – climate zones</p>	<p><u>Year 1</u> – Significant individuals and History of St Mary’s School</p> <p><u>Year 2</u> – Events beyond living memory and Significant individuals</p> <p><u>Year 4</u> – Roman Empire</p> <p><u>Year 5</u> – Anglo-Saxons and Scots</p>