Whole School History & Geography Curriculum & Progression Map
Year A

	Topic 1	Topic 2	Topic 4	Topic 6
Whole School Intent	Where are places in the world and what are they like? Understand how human and physical environments are interrelated. Investigate patterns. Use geographical language.	Understanding the lives of significant individuals. Investigate and interpret the past. Understand chronology. Use historical language.	Understanding the lives of significant individuals. Investigate and interpret the past. Understand chronology. Use historical language.	Where are places in the world and what are they like? Understand how human and physical environments are interrelated. Investigate patterns. Use geographical language.
Mulberry Reception & Year 1	**The Enchanted Woodland** 	**Once Upon A Time** 	**Dangerous Dinosaurs** 	**On the Beach**
Enquiry Question	**Does our forest school have enough plants to encourage wildlife?**	**Did our school look different in the past?**	**Why should we remember Mary Anning and David Attenborough?**	**Would it be better for the Three Little Pigs to build houses in Gt Yeldham or Brightlingsea?**
Vocabulary	City, town, village, rural, coastal, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, factory, farm, house, office, shop, map, forwards, backwards, in front of, behind.	Today, yesterday, then, now, after, before, before I was born, when (parents/grandparents) were little, a long time ago, old, new, picture, story, object, timeline, event.	Today, yesterday, then, now, after, before, before I was born, when (parents/grandparents) were little, a long time ago, old, new, picture, story, object, timeline, event, significant people, fossils, prehistoric, Mary Anning, palaeontologist, legacy, David Attenborough.	City, town, village, rural, coastal, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, factory, farm, house, office, shop, map, forwards, backwards, in front of, behind.
EYFS Core Knowledge	• Know that woodlands and forests have similarities. • Know that a forest is bigger. • Know that there are a lot of plants in forests. • Know that forests are different from the coast, a village, a town.	• Know that stories, books and pictures give us information about the past. • Know that Kings and Queens are known as royalty. Some Kings and Queens are real people and some are characters in stories.	• Know that dinosaurs existed before people. • Mary Anning discovered fossils. • Carnivores are animals that eat other animals • Herbivores are animals that eat plants.	• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • A beach is a pebbly or sandy shore, especially by the sea
Year 1 Core Knowledge	• Know that the local environment is a habitat for living things and can change during the seasons. • Know that a map is a picture or drawing of an area of land or sea that can show human and physical features. • Know that a key is used to show features on a map. •Know that a map has symbols to show where things are located.	• Know that the way that people lived in the past is not the same as the way that we live now. •	•Know that dinosaurs existed before people. •Mary Anning is famous for discovering fossils. •Mary Anning was a palaeontologist – someone who studies fossils. •Mary Anning was born in 1799. •In 1823 Mary was the first to discover the complete skeleton of a Plesiosaurus. •Mary died in 1847. •There is a statue of Mary Anning and her dog.	• Rock pools or tide pools are shallow pools of seawater that form on the rocky part of the seashore. Many of these pools only appear at low tide. • Rock pools are habitats for many animals, such as starfish, crabs, anemones, mussels, barnacles and periwinkles. • Identify common features for different groups of animals, including wild and domestic animals.
Possible learning opportunities linked to topic	Draw a simple picture map of an imaginary woodland, including features such as evergreen and deciduous trees, paths, clearings, grassy patches, a stream, gates, fences and dens. Create a simple key. Extend their learning by building their mini woodland in sand and mud trays.	Display the Kings and queens picture cards. Ask the question 'How do we know that these people are kings or queens?' Invite the children to describe the pictures and talk about the clothes that the people are wearing. Provide each child with a photograph of their face stuck to a blank piece of paper. Explain that they are going to draw themselves as a king or queen. Encourage them to think about their outfit and what accessories they will need to show that they are royal. Ask the children to add labels, captions or simple sentences to their pictures.	Create a prehistoric safari using the Prehistoric safari picture cards. Leave a trail of dinosaur footprints leading to a swamp-like area set up with camouflage netting, branches and green and brown fabric and streamers. Hide the picture cards around the area and create a fossil dig in a Tuff Tub with salt dough fossils, damp sand and paintbrushes. Watch the Time machine to the dinosaurs video together and then encourage small groups of children to follow the dinosaur footprints.	Display the Rock pool picture cards and explain that a rock pool is a habitat for different seashore animals and plants. Support the children to read the labels and explore the various plants and animals in a rock pool. Explain that even though sea anemones look like plants, they are animals. They sting fish or crabs with their tentacles and then drag them into their mouths to feed on them.

Milestone 1 (Core Skills)	• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school. • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	•Observe or handle evidence to ask questions and find answers to questions about the past. •Ask questions such as: What was it like for people? What happened? How long ago? •Use artefacts, pictures, stories, online sources and databases to find out about the past. •Identify some of the different ways the past has been represented. •Describe historical events. •Describe significant people from the past. •Recognise that there are reasons why people in the past acted as they did. •Place events and artefacts in order on a time line. •Label time lines with words or phrases such as: past, present, older and newer. •Recount changes that have occurred in their own lives. •Use dates where appropriate. •Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. •Show an understanding of the concept of nation and a nation's history. •Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	•Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. •Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. •Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. •Name and locate the world's continents and oceans. •Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. •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. •key human features, including: city, town, village, factory, farm, house, office and shop. •Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
Early Learning Goal	• Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Draw information from a simple map. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. •Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.	• Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	•Comment on images of familiar situations in the past. •Compare and contrast characters from stories, including figures from the past. •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. •Understand the past through settings, characters and events encountered in books read in class and storytelling.	•Use all their senses in hands-on exploration of natural materials. •Begin to understand the need to respect and care for the natural environment and all living things. •Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. •Draw information from a simple map. •Recognise some similarities and differences between life in this country and life in other countries. •Explore the natural world around them. •Recognise some environments that are different to the one in which they live. •Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. •Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. •Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. •Understand some important processes and changes in the natural world around them, including the seasons.

	Topic 1	Topic 2	Topic 4	Topic 6
Whole School Intent	Understanding the lives of significant individuals. Investigate and interpret the past. Understand chronology. Use historical language.	Where are places in the world and what are they like? Understand how human and physical environments are interrelated. Investigate patterns. Use geographical language.	Understanding the lives of significant individuals. Investigate and interpret the past. Understand chronology. Use historical language.	Where are places in the world and what are they like? Understand how human and physical environments are interrelated. Investigate patterns. Use geographical language.
Apple Year 1 & Year 2	**Magnificent Monarchs** 	**Bright Lights, Big City** 	**Moon Zoom!** 	**Street Detectives**
Enquiry Question	**How did people of power become powerful?**	**How is our capital city different to others?**	**Who should be remembered in space exploration?**	**Where in our local area would be best for a day out?**
Vocabulary	Castle, century, chronology, decade, empire, future, government, hierarchy, kingdom, monarch, monarchy, palace, past, period, power, present, reign, royal, rule, ruler, sovereign, timeline, year, artefact.	City, town, village, rural, coastal, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, factory, farm, house, office, shop, atlas, map, compass, north, south, east, west, climate, capital city, landmark, compare, differences, similarities.	When I was younger, past, present, chronological, order, earlier, later, when my grandparents were young, research, timeline, historical event, artefact, similarities, differences,	City, town, village, rural, coastal, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, factory, farm, house, office, shop, atlas, map, compass, north, south, east, west, climate, local, area, road, activities.
Year 1/Year 2 Core Knowledge	*A significant place is a location that is important to a community or society. *Places can also be significant because of religious or historic events that may have happened in the past near the location. *Different types of royal residency include castles, palaces and stately homes. *A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	* Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. *Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. *Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	* Learn about 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. * A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. * Understand the term significant and explain why a significant individual is important.	* Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. * Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. * An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).
Possible learning opportunities linked to topic	Show the children the Royal residences map and encourage them to use the key to find out the name of each residence and its location. Point out any close by and ask the children to share their experiences visiting them. Give pairs of children one of the sheets from the Royal residences information pack to learn more about one of the residences. After reading, show the images on the Royal residences presentation.	Create a timeline that shows the chronology of events associated with the Great Fire of London. Use vocabulary, such as first, next, finally, then and after that, to talk about their ideas and begin to order information chronologically. Start with the fire breaking out in the Pudding Lane bakery on Sunday morning and end with many smaller fires being put out by Friday afternoon. Imagine what happened at different times of the day and place events in hourly and half hourly intervals.	Use information books and other available historical resources to find out about Yuri Gagarin (the first person to travel into space) or Neil Armstrong and Buzz Aldrin (the first men to land on the Moon). Record their findings in a simple non-chronological report or illustrated sentence, including why they are significant and their impact.	Use satellite imaging tools to look at a number of aerial images of the local area and describe what they can see. Talk about how they think the photograph was taken and what they can tell about the way that local land is used. Make a map of a familiar route they take regularly, remembering features and signs passed along the way. Draw their maps and plans and design a simple key to show the route's physical features.

Milestone 1 (Cores Skills)	•Observe or handle evidence to ask questions and find answers to questions about the past. •Ask questions such as: What was it like for people? What happened? How long ago? •Use artefacts, pictures, stories, online sources and databases to find out about the past. •Identify some of the different ways the past has been represented. •Describe historical events. •Describe significant people from the past. •Recognise that there are reasons why people in the past acted as they did. •Place events and artefacts in order on a time line. •Label time lines with words or phrases such as: past, present, older and newer. •Recount changes that have occurred in their own lives. •Use dates where appropriate. •Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. •Show an understanding of the concept of nation and a nation's history. •Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	•Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. •Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. •Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. •Use aerial images and plan perspectives to recognise landmarks and basic physical features. •Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. •Name and locate the world's continents and oceans. •Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. •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. •Identify land use around the school. •Use basic geographical vocabulary to refer to: •key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. •key human features, including: city, town, village, factory, farm, house, office and shop. •Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. •Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	•Observe or handle evidence to ask questions and find answers to questions about the past. •Ask questions such as: What was it like for people? What happened? How long ago? •Use artefacts, pictures, stories, online sources and databases to find out about the past. •Identify some of the different ways the past has been represented. •Describe historical events. •Describe significant people from the past. •Recognise that there are reasons why people in the past acted as they did. •Place events and artefacts in order on a time line. •Label time lines with words or phrases such as: past, present, older and newer. •Recount changes that have occurred in their own lives. •Use dates where appropriate. •Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. •Show an understanding of the concept of nation and a nation's history. •Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	•Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. •Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. •Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. •Use aerial images and plan perspectives to recognise landmarks and basic physical features. •Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. •Name and locate the world's continents and oceans. •Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. •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. •Identify land use around the school. •Use basic geographical vocabulary to refer to: •key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. •key human features, including: city, town, village, factory, farm, house, office and shop. •Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. •Devise a simple map; and use and construct basic symbols in a key. 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Cherry Year 2 & Year 3	**Ancient Civilisation** 	**Rocks, Relics, & Rumbles** 	**Through The Ages** 	**One Planet, Our World**
Enquiry Question	**What were the biggest achievements for Ancient Egyptians?**	**Why are Volcanoes and earthquakes disastrous?**	**How did life change from the Stone Age to the Iron Age?**	**What skills can I use to learn about the world?**
Vocabulary	BC/AD, decade, century, dates, time period, era, change, chronology, ancient, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, information, Egyptologist, pharaoh, vizier, tomb, sarcophagus, pyramid, hieroglyphs, Ankh, Rosetta Stone, scribe, papyrus, scarab, canopic jar, after-life, irrigation, Shaduf, oasis, sphinx.	Volcano, mantle, magma, volcano, active, pumice, lava, eruption, extinct, crust, dormant, core, ash, tectonic plate, plate boundary, epicentre, magnitude, Richter scale, Mercalli scale, fault, seismic wave, seismograph, tremors, Ring of Fire.	BC/AD, decade, century, dates, time period, era, change, chronology, ancient, settlement, invaders/ invasion, conquer(ed), combat, archaeologists, excavate, evidence, information, prehistory, Neolithic, Palaeolithic, Mesolithic, hunter-gatherers, Skara Brae, Stonehenge, Bronze Age, Iron Age, nomad.	Atlas, globe, map, four-figure grid reference, symbol, key, northern hemisphere, southern hemisphere, equator, compass, cardinal points, intercardinal points, longitude, latitude, human feature, physical feature, settlements, land use, rivers, mountains, volcanoes and earthquakes, the water cycle, climate.
Year 2/Year 3 Core Knowledge	* Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. *Historical terms include abstract nouns, such as invasion and monarchy. *Features of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion and nutrition.	* Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. *Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.	* Learn about changes in Britain from the Stone Age to the Iron Age. * Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. * Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. * Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. *Farming became more efficient and religion was an important part of life.	* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Countries are located within continents. Countries have capital cities and geographical features. * Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train. * The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates.
Possible learning opportunities linked to topic	Ask the children the meaning of the terms, archaeology and archaeologist. Encourage them to give examples of archaeological finds from previous projects and explain why such discoveries are essential to understand the past. Explain that they will study a selection of artefacts from either ancient Sumer or ancient Egypt. Organise the children into teams and give each group a set of Archaeological finds picture cards from either ancient Sumer or ancient Egypt.	Invite a geologist into school to run a rocks workshop. Provide opportunities for the children to explore, sort and classify different types of rock and investigate their properties. Encourage them to take on the role of assistant geologists, taking photographs of rocks and writing captions and labels to make an informative rocks display.	Arrange a visit to a living museum that specialises in prehistory. Use the Memorable experiences map or the table below to locate a nearby site or visitor. During the visit, organise for the children to take part in a variety of activities, such as viewing prehistoric homes and observing and using artefacts to learn how prehistoric civilisations lived. Where possible, arrange a talk from a museum expert so that the children can ask and answer questions about their experience and expand on the aspects of the visit in which they are most interested.	Introduce the theme of Earth by reading the book The Street Beneath My Feet by Charlotte Guillain. Use the book to introduce the Earth's layers and key vocabulary, such as crust, magma, mantle and core. Use a model of the Earth's layers or the Layers of the Earth presentation to describe the four layers. Invite the children to record the information by completing the Layers of the Earth diagram. Children could use modelling clay to make 3-D models of the Earth's layers to consolidate their understanding.

Milestone 2	•Use evidence to ask questions and find answers to questions about the past. •Suggest suitable sources of evidence for historical enquiries. •Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. •Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. •Suggest causes and consequences of some of the main events and changes in history. •Describe changes that have happened in the locality of the school throughout history. •Give a broad overview of life in Britain from ancient until medieval times. •Compare some of the times studied with those of other areas of interest around the world. •Describe the social, ethnic, cultural or religious diversity of past society. •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Place events, artefacts and historical figures on a time line using dates. •Understand the concept of change over time, representing this, along with evidence, on a time line. •Use dates and terms to describe events. •Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	•Ask and answer geographical questions about the physical and human characteristics of a location. •Explain own views about locations, giving reasons. •Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. •Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. •Use a range of resources to identify the key physical and human features of a location. •Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. •Name and locate the countries of Europe and identify their main physical and human characteristics. •Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. •Describe geographical similarities and differences between countries. •Describe how the locality of the school has changed over time. •Describe key aspects of: •physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. •human geography, including: settlements and land use. •Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	•Use evidence to ask questions and find answers to questions about the past. •Suggest suitable sources of evidence for historical enquiries. •Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. •Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. •Suggest causes and consequences of some of the main events and changes in history. •Describe changes that have happened in the locality of the school throughout history. •Give a broad overview of life in Britain from ancient until medieval times. •Compare some of the times studied with those of other areas of interest around the world. •Describe the social, ethnic, cultural or religious diversity of past society. •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Place events, artefacts and historical figures on a time line using dates. •Understand the concept of change over time, representing this, along with evidence, on a time line. •Use dates and terms to describe events. •Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. •Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	•Ask and answer geographical questions about the physical and human characteristics of a location. •Explain own views about locations, giving reasons. •Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. •Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. •Use a range of resources to identify the key physical and human features of a location. •Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. •Name and locate the countries of Europe and identify their main physical and human characteristics. •Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. 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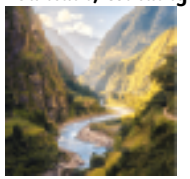
Horse chestnut Year 4 & Year 5	**Invasion** 	**Misty Mountain, Winding River** 	**Traders and Raiders** 	**Interconnected World**
Enquiry Question		**What are the features of mountains and rivers and why do we need them?**	**How did Vikings dye their clothes?**	
Vocabulary	BC/AD, dates, time period, era, change, chronology, Angle, Anglo-Saxon, archbishop, Battle of Hastings, Celt, Celtic, Ceorl, Christianity, Church, danelaw, East Anglia, Essex, Heptarchy, hierarchy, invader, invasions, jarl, jorvik, jute, karl, Kent, king, kingdom, longship, Mercia, monastery, monk, myth, mythology, Norman, pagan, Pict, raider	Evaporation, precipitation, condensation, sun, groundwater, wind, sea, river, runoff, source, waterfall, river mouth, meander, lake, delta, confluence, reservoir, channel, sediment, altitude, floodplain, upper course, middle course, lower course, industry, commerce, recreation, agriculture, household, community, necessary, needs, luxury, wants.	Account, afterlife, Angle, Anglo-Saxon, artefact, Arthurian, attack, battle-axe, Britannia, charm, chieftain, conquer, custom, dark ages, defend, deity, Germanic, indigenous, invader, jute, kingdom, legend, longhouse, Middle Ages, monk, Offa's Dyke, plunder, raiders, Roman Empire, runestone, skald	atlas, canal, capital city, cardinal point, climate, compass, continent, coordinate, country, desert climate, destination, direction, dry season, Earth, enquiry, equator, fieldwork, globe, grid map, human feature, inter cardinal point, location, map, physical feature, polar climate, population, river, route
Year 4/ Year 5 Core Knowledge	*A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. * Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. * The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. * During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans.	* An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. * A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved. * Rivers, and the landscape that surrounds them, have different characteristics. The upper course of a river is typically steep, narrow and rocky. The water is fast-flowing and turbulent. The middle course of a river is wider, deeper and curves in meanders. The water flows more slowly. The lower course of a river is flat and wide. The water runs into estuaries or creates deltas. * The River Trent is the third longest river in the UK. The river has a range of physical and human features along its course. * Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.	* Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. * Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. * Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. * Explain the cause, consequence and impact of invasion and settlement in Britain. *	* The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). * A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map. * The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. * The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama.
Possible learning opportunities linked to topic	Use the After the Romans presentation to revisit the causes and consequences of the end of Roman rule in Britain. Highlight the impact of this, including the invasions of the Scots and Picts, decline of Roman ways, people moving from towns to hillforts, the end of the use of money, literacy declining and the lack of written records.	Introduce the topic to the children by watching the Rivers video. After watching the video, discuss important learning points and answer any questions the children may have about the content. Give each child a Rivers word mat and then play the video again. Ask them to highlight the words as they hear them in the video. Challenge the children to match the words on the word mat to the correct definition on the River definitions recording sheet. Gather the children together and use the River definitions answer sheet to check their work.	Find out the dates of significant events in the period of history between AD 410 and 1066. Work collectively to check dates and order to produce a timeline. **Note:** Provide a range of information cards that outline significant events of the period. For example, Roman rule ends in Britain, Saxon raids worsen, Offa's Dyke is built, Viking raiders first attack Britain and Alfred becomes king. There are many more to choose from.	Display a range of geographical resources, such as maps, atlases, compasses, globes and information books. Ask the children the question, 'What have you learned about the subject of geography so far?' Invite them to share their initial ideas and record these in a class list or mind map. Then put the Geographical terms word cards on tabletops. Ask the children to walk around the tables and write knowledge statements on sticky notes that relate to that word.

Milestone 2/3	•Use evidence to ask questions and find answers to questions about the past. •Suggest suitable sources of evidence for historical enquiries. •Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. •Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. •Suggest causes and consequences of some of the main events and changes in history. •Describe changes that have happened in the locality of the school throughout history. •Give a broad overview of life in Britain from ancient until medieval times. •Compare some of the times studied with those of other areas of interest around the world. •Describe the social, ethnic, cultural or religious diversity of past society. •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. •Place events, artefacts and historical figures on a time line using dates. •Understand the concept of change over time, representing this, along with evidence, on a time line. •Use dates and terms to describe events. •Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. •Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	•Ask and answer geographical questions about the physical and human characteristics of a location. •Explain own views about locations, giving reasons. •Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. •Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. •Use a range of resources to identify the key physical and human features of a location. •Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. •Name and locate the countries of Europe and identify their main physical and human characteristics. •Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. 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Oak Year 5 & Year 6	**A Child's War** 	**Sow, Grow and Farm** 	**Maafa** 	**Investigating Our World**
Enquiry Question	**How did WWII impact Britain?**	**What does farming look like around the world?**	**Why did Benin decline and eventually fall?**	**How do Geographers investigate the world?**
Vocabulary	Allied Powers, Axis Powers, civilian, concentration camp, evacuee, invade, nazi, persecute, propaganda, rationing, Rhineland, Treaty of Versailles, evacuation, blitz, sirens, Anderson shelters,	adolescent, adult, agriculture, allotment, altitude, amenity, apex predator, arable farming, asexual reproduction, atmosphere, biome, campaign, carbon footprint, climate zone, commercial farming, emission, ethical, fair-trade	abolish, Africa, Americas, chattel, civilisation, coffee, colonisation, Congo Basin, dehumanise, descendent, diaspora, emancipation, enslavement, exploitation, indenture, indigenous, Benin, Maafa, punishment.	amenity, biodiversity, biome, boreal, climate zone, compass direction, continent, contour line, currency, equator, gradient, GMT, OSM, prime meridian, river basin, savannah, sea level, terrain, time zone.
Year 5/Year 6 Core Knowledge	○ WWII started because Hitler invaded Poland in 1939. ○ In Britain children had to be evacuated which means they had to go and live with other people far away from major areas of Britain such as London. ○ British women has to take a variety of jobs and played a vital role on the home front. ○ Rationing meant that each person was only allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed. ○ The Blitz was the name given to the bombing raids that Germany launched against Britain in 1940, during World War II (1939–45). For eight months German airplanes dropped bombs on major cities in England. This meant there was a lot of damage. ○ The Holocaust has come to play a central role in how the country remembers WWII. Typically, the Holocaust is used as a symbol of the evils of Nazism and as such, it is readily adopted as part of a popular narrative of 'why we fought'.	*Around 40% of the UK's food has been imported and much of it has been processed. * A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment. * Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs. * A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.	○ Benin city is the location of the ancient Kingdom of Benin. It is located in Nigeria, which is in the west of Africa. The Ancient Kingdom of Benin is NOT located in the modern country of Benin, this is a different country in Africa. ○ The Kingdom of Benin rose to become a powerful empire in the 16th Century but was destroyed when it was invaded by British forces. ○ It began as a small group of villages that joined together to improve trading and security. The people worked hard as farmers and craftsmen so that the Kingdom had high quality goods to trade with foreigners. ○ The Obas were very powerful and were treated like gods, during their rule the Benin Kingdom expanded its boundaries. ○ Over time there were arguments about who would be the next Oba and this lead to civil wars. British troops invaded and gained control. In the 1960s it became part of independent Nigeria.	*Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. * Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. * The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later. * Industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources. * Relative location is where something is found in comparison with other features.
Possible learning opportunities linked to topic	Imagine leaving home for an unknown period of time, packing your belongings into a box no bigger than a shoe box. Ask children to think carefully about what they would need and to bring their box of belongings into school. When the children arrive at school, give each of them a label, telling them to which part of the United Kingdom they will be evacuated. Try to ensure that friendship groups are sent to different places. You might want to give parents and carers advance warning. After separating, come back together to discuss how it felt.	Give the children a copy of the Allotments information sheet to read. Discuss the information given and highlight the factors that make an allotment successful. Explain to the children that they will be visiting a local allotment to investigate the geographical hypothesis, 'The allotment is well-situated in the locality.' Use the Geographical hypothesis recording sheet during their visit to carry out their fieldwork, talking to allotment holders to gather additional data.	Ask the questions 'Did you find out anything about Africa's history while doing your research?' and 'Do you have any knowledge of what Africa was like in the past?' After gathering children's initial thoughts, share the African kingdoms and empires presentation to introduce them to the richness and diversity of ancient African civilisations. After exploring the presentation, provide groups of children with the African kingdoms and empires sorting cards and an A3 copy of the African kingdoms and empires recording sheet.	Show the children the Time zones video on BBC Bitesize to introduce the children to time zones. Talk about the video, including why Earth has time zones, and address any misconceptions, if necessary. Show the Time zones presentation to explain how time zones are calculated. Use the information to prompt discussion and questioning and encourage the children to calculate time zones worldwide.

Milestone 3	○ Use sources of evidence to deduce information about the past. ○ Select suitable sources of evidence, giving reasons for choices. ○ Use sources of information to form testable hypotheses about the past. ○ Seek out and analyse a wide range of evidence in order to justify claims about the past. ○ Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. ○ Understand that no single source of evidence gives the full answer to questions about the past. ○ Refine lines of enquiry as appropriate. ○ Identify continuity and change in the history of the locality of the school. ○ Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. ○ Compare some of the times studied with those of the other areas of interest around the world. ○ Describe the social, ethnic, cultural or religious diversity of past society. ○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. ○ Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ○ Identify periods of rapid change in history and contrast them with times of relatively little change. ○ Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. ○ Use dates and terms accurately in describing events. ○ Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. ○ Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ Use original ways to present information and ideas.	○ Collect and analyse statistics and other information in order to draw clear conclusions about locations. ○ Identify and describe how the physical features affect the human activity within a location. ○ Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. ○ Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. ○ Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). ○ Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. ○ Name and locate the countries of North and South America and identify their main physical and human characteristics. ○ Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). ○ Understand some of the reasons for geographical similarities and differences between countries. ○ Describe how locations around the world are changing and explain some of the reasons for change. ○ Describe geographical diversity across the world. ○ Describe how countries and geographical regions are interconnected and interdependent. ○ 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. ○ Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	○ Use sources of evidence to deduce information about the past. ○ Select suitable sources of evidence, giving reasons for choices. ○ Use sources of information to form testable hypotheses about the past. ○ Seek out and analyse a wide range of evidence in order to justify claims about the past. ○ Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. ○ Understand that no single source of evidence gives the full answer to questions about the past. ○ Refine lines of enquiry as appropriate. ○ Identify continuity and change in the history of the locality of the school. ○ Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. ○ Compare some of the times studied with those of the other areas of interest around the world. ○ Describe the social, ethnic, cultural or religious diversity of past society. ○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. ○ Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ○ Identify periods of rapid change in history and contrast them with times of relatively little change. ○ Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. ○ Use dates and terms accurately in describing events. ○ Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. ○ Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ Use original ways to present information and ideas.	○ Collect and analyse statistics and other information in order to draw clear conclusions about locations. ○ Identify and describe how the physical features affect the human activity within a location. ○ Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. ○ Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. 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