

| | History | | | Geography | | | | | | | | | | | | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | | | | | | | | | | | | | |
| Reception See 'EYFS Curriculum and Skills Progression Map' for breakdown of knowledge through Autumn and Spring, leading to ELG in Summer term. Early Learning Goal: 'Understanding the World; past and present': <ul style="list-style-type: none"> • Talk about the lives of the 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 | History: own living memory and lived experiences Geography: farming, homes and settlements (e.g. town, village) EYFS knowledge: <ul style="list-style-type: none"> • Stories/texts shared during whole class carpet times, linking to the following topics: all about me, family, homes and our local area, people who help us and pets and vets. • Circle time providing opportunities for the children to discuss and share about themselves, as well as members of their family and community, encouraging them to make sense of their own life-story and family's history. Family photos sent in to share. • Circle time providing opportunities for the children to discuss different family set-ups and share about their families, encouraging them to develop positive attitudes about the differences between people. • Role play opportunities provided for children to role play the lives of the people around them and their roles in society, for example baby clinic, role play home corner for the children to share experiences of home life or what they eat/cook with grandparents. Children role play their family members. | | | History: Important events and people (roles in society, e.g. firefighters) through relevant seasonal events Geography: Harvest, forest/woodland (land use). EYFS knowledge: <ul style="list-style-type: none"> • Stories/texts shared during whole class carpet times, linking to the following topics: signs of Autumn including harvest, forests and woodlands, bonfire night, Halloween, Remembrance Day and Christmas. • Children to observe the changes of the natural environment around them, discussing seasonal changes they have noticed. • Children to understand the process of changing seasons and understand the effect of changing seasons on the natural world around them. • Children to explore the natural world around them and make observations, including a walk to Constantine Woods, and forest school activities. • Children to discuss the events of bonfire night, Halloween, Remembrance Day and Christmas. Children to understand the origin of these events, important people involved and some similarities and differences between these events in the past | | | History: Introduction to timelines through dinosaur stories and activities Geography: exposure to a variety of maps, comparing and contrasting land EYFS knowledge: <ul style="list-style-type: none"> • Stories/texts shared during whole class carpet times, linking to the following topics: castles (generic information and vocabulary), dinosaurs, space and Chinese New Year. • Children to discuss the event of Chinese New Year. Children to understand the origin of this event and some similarities and differences between these events in the past and now, drawing on their own experiences and what has been read in class. • Children to discuss how Chinese New Year is celebrated and explain some similarities and differences between life in this country and life in other countries and find China on maps. • Children to understand the past through settings, characters and events encountered in books read in class and storytelling, discussing castles and why they were built. • Children to compare and contrast characters from stories, including figures from the past, | | | See 'EYFS Curriculum and Skills Progression Map' for breakdown of knowledge through Autumn and Spring, leading to ELG in Summer term. Early Learning Goal: 'Understanding the World; people and communities': <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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 Early Learning Goal: 'Understanding the World; the natural world' <ul style="list-style-type: none"> • Explore the natural world around them making observations • 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 seasons | | | History: Learning about the past through RE topics (Easter). Geography: comparing and contrasting cultures, life and environments in other countries and continents (e.g. Africa). Studying and making maps. EYFS knowledge: <ul style="list-style-type: none"> • Stories/texts shared during whole class carpet times, linking to the following topics: ocean animals, safari animals and Africa, mini beasts, lifecycles, flowers blooming and Easter. • Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Children to explain some similarities and differences between life in this country and life in other countries, linking to the continent of Africa when learning about safari animals. • Children to identify Africa on a globe and atlas and explore Africa on a map. • Children to use knowledge from stories, non-fiction texts and maps to compare and contrast Africa with the UK. • Children to know similarities and differences between the natural world around them and contrasting environments, | | | ELG focus – consolidating understanding through targeted teaching. History: similarities and differences between holidays now and then Geography: geographical features (e.g. coast) and seasonal changes/changes over time. EYFS knowledge: <ul style="list-style-type: none"> • Stories/texts shared during whole class carpet times, linking to the following topics: growing, environment, beach and beach safety, water and holidays. • Children to understand the need to respect and care for the natural environment and all living things, linking to the plants that we have planted. Children to make signs for our garden to ensure they are looked after. Make maps of planted area/garden using photos and introducing the concept of symbols if appropriate. • Children to observe the changes of the natural environment around them, discussing seasonal changes they have noticed. • Children to explore the natural world around them and know some similarities and differences between the natural world around them and contrasting | | | ELG focus – consolidating understanding through targeted teaching. History: comparing and contrasting/similarities and differences e.g. through sports and Olympics Geography: exploring the natural world e.g. continuing to study weather patterns over time (summer) EYFS knowledge: <ul style="list-style-type: none"> • Stories/texts shared during whole class carpet times, linking to the following topics: aspirations, Olympics and sports events. • Children to talk about the lives of the people around them and their roles in society, linking to sport athletes. • Children to know similarities and differences between things in the past and now, drawing on what has been read in class, linking to the Olympics. • Children to learn about the history and origins of the Olympics. • The children talk about the weather with EYFS staff as we provide learning inside and outside so talk about what to wear when outside if it's raining/cold or hot/sunny. • Weather stories are read and songs sung e.g. use EYFS BBC | | |

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| | <ul style="list-style-type: none"> Children to know the similarities and differences between home life in the past and now, drawing on their experiences and what has been read in class. These similarities and differences to be shown in the home corner, for children to role play. Playdough opportunities to look at mirrors and create a playdough face, what is marvellous about me? Children to learn and explore the different types of homes that people around them might live in. Children to learn about the surroundings of our local area (farming). Children are provided with opportunities to explore the school grounds during 'welly walks'. This gives the children opportunity to know the school grounds well through exploration and oracy activities. Map making opportunities are provided through use of physical objects, construction toys, small world and marking making. Children to learn about the different jobs and roles of people in society (e.g. emergency services), encouraging interest in different occupations. Children to know the similarities and differences of these occupations and roles in society, in the past and now. | and now, drawing on their own experiences and what has been read in class. | <p>discussing the different people who lived/worked in a castle.</p> <ul style="list-style-type: none"> Role play costumes linked to the roles people had within castles. Examples of different types of castles are provided for the children to look at and discuss during construction play and sand and water play outside. Sand and water garden play provide great opportunity to create a small world Falmouth, for example with the sea and castle. Children to explore the natural world around them, exploring space and understanding the role/position of Earth within this. Children to learn about an astronaut's role in society, discussing the historical role of Neil Armstrong. Children to explore the natural world around them and know some similarities and differences between the natural world around them and contrasting environments, linking to the landscape of the Mesozoic Era (dinosaurs). Compare and contrast how the world (land) looked at the beginning of the Mesozoic era and now (Pangea). | <p>linking to ocean and safari animals.</p> <ul style="list-style-type: none"> Children to know similarities and differences between the natural world around them and contrasting environments, linking to the different landscapes within Africa (desert, savannah and rainforest), recognising that some environments are different from the one in which they live. Children to explore the natural world around them, observing minibeasts and plants growing. Children to understand the need to respect and care for the natural environment and all living things, linking to the plants that we have planted. Children to make signs for our garden to ensure they are looked after. Make maps of planted area/garden using photos and introducing the concept of symbols if appropriate. Children to observe the changes of the natural environment around them, discussing seasonal changes they have noticed, with a visit to Constantine Woods. Children to discuss the event of Easter. Children to understand the origin of this event and some similarities and differences between these events in the past and now, drawing on their own experiences and what has been read in class. | <p>environments, focusing on the beach environment.</p> <ul style="list-style-type: none"> Discussion is had around how to stay cool in the sun, what to wear and why (seasons and weather). Children to talk about the lives of the people around them and their roles in society, linked to lifeguards (beach safety) and transport jobs (holidays). Visit from the RNLI to enhance this. Children to know some similarities and differences between things in the past and now, discussing how holidays were different in the past, linking to beach photos from past and present. | schools radio programmes linked to the weather and seasons. |
| Year 1 | <p><u>What makes me marvellous?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> The key events of their lives. How their childhood is different from and similar to that of the adults in their lives (e.g. their parents and grandparents) | <p><u>What's in the toy box?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> How their toys are different to that of their grandparents The similarities and differences between toys then and now | <p><u>What makes our school ground special?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Explain the difference between a human and physical feature. Explain the geography of green spaces Identify green spaces in the school grounds | <p><u>Where do I live?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Know where Constantine is located on a map of the UK Use a simple map to locate their home and school Recall where they live Link their homes with other places in the community | <p><u>What is the weather like today?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | <p><u>Why does Falmouth have a castle?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Explain the history of a castle in the local area Recognise the uses of castles List the jobs available in a castle Understand how the uses of castles have changed over time |

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| | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Place events in chronological order Talk, draw and write about the past Ask and answer basic questions about the past Recognise and compare pictures from then and now | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Talk, draw and write about the past Identify similarities and differences between artefacts Find and ask simple questions about the past Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds Make simple maps and plans e.g. of school grounds Use simple locational and directional language (near, far, left, right) to describe location of features and routes | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Locate Constantine on a map of the UK Ask simple geographical questions - What is it like to live in this place? Use simple locational and directional language (near, far, left, right) to describe position of homes in relation to local landmarks Use aerial photographs | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Locate UK on a globe Find the equator on a globe and world map Identify hot and cold countries in relation to the equator Locate the north and south poles on a world map Ask questions surrounding the local weather in relation to the seasons | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Talk, draw and write about the past Ask basic questions about the past Explain what life was like in a Tudor castle Compare life in a castle from then to now |
| Year 2 | <p><u>How can I use a map to find my way?</u></p> <p>Knowledge</p> <p>The children will know:</p> <ul style="list-style-type: none"> Use simple compass directions (north, south, east and west) and directional and locational language 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 | <p><u>What made the fire of London so great?</u></p> <p>Knowledge</p> <p>The children will know:</p> <ul style="list-style-type: none"> When and where the Great Fire of London occurred and what London was like in 1666 Know when and where the fire began, how it spread and how the people tried to fight it Know about the role played by individuals during and after the Great Fire of London Know that some people kept diaries and this is how we know about 17th century London and the Great Fire of London | <p><u>Why are Florence Nightingale and Rosa Parks remembered today?</u></p> <p>Knowledge</p> <p>The children will know:</p> <ul style="list-style-type: none"> Sequence the key dates in the life of Florence Nightingale Discuss how Florence Nightingale changed the world Discuss the life of Rosa Parks and explain how she changed her nation Compare the lives of Rosa Parks and Florence Nightingale | <p><u>What makes Constantine fabulous?</u></p> <p>Knowledge</p> <p>The children will know:</p> <ul style="list-style-type: none"> Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Name and locate the seas surrounding the UK Name and locate the four countries and capital cities of the UK | <p><u>Why are rainforests unique?</u></p> <p>Knowledge</p> <p>The children will know:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage Name and locate the world's 7 continents and 5 major oceans Locate the rainforests of the world and relate this to the location of hot and cold areas of the world | <p><u>What was is like to be a tin miner?</u></p> <p>Knowledge</p> <p>The children will know:</p> <ul style="list-style-type: none"> That mining was one of Cornwall's main sources of income during the 19th century The names of some famous Cornish mines - Geevor, Crofty and King Edward The role of women and children in a mine What it was like to work in a Cornish mine |
| | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Describe where Constantine is on a map using compass directions. Create and follow a given route using directional language and compass skills. Locate physical and human features on aerial photographs. | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Describe events beyond living memory that are significant nationally or globally Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Place key dates in chronological order Recall dates and events beyond living memory that are significant nationally or globally Explain how the lives of significant individuals have contributed to national and international achievements | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Use digital media to record key geographical features of the school grounds Locate key physical and human features in and around the school grounds Locate Constantine, Falmouth and Truro on a map of the UK Label the four countries and seas in and surrounding the UK Identify the different characteristics of the seas surrounding the UK Describe Constantine and the surrounding area using aerial maps using geographical vocabulary | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Locate UK on a world map and globe Locate the 7 continents and 5 oceans on a world map and globe Locate rainforests on a world map and globe Locate the equator on a world map and globe Identify hot and cold areas of the world, in relation to the equator and north and south poles Compare daily weather and seasonal weather in Constantine and a rainforest | <p>Skills</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> Show an awareness of the past and use common words and phrases Identify the similarities and differences with their own lives Ask and answer questions relating to the passing of time Speak about how they found out about the past |
| End of Key Stage One powerful knowledge | <p>History</p> <p><u>Taught in Y1</u></p> <ul style="list-style-type: none"> The difference between toys then and now Who built Pendennis castle and why <p><u>Taught in Y2</u></p> <ul style="list-style-type: none"> When and where the Great Fire of London began and the sources we use to learn about the fire How Florence Nightingale changed the world The life of Rosa Parks and how she changed her nation Mining was one of Cornwall's main sources of income during the 19th century The names of some famous Cornish mines- Geevor, South Crofty and King Edward | | | <p>Geography</p> <ul style="list-style-type: none"> Use simple field work and observational skills to study the geography of their school and its grounds Name and locate the seas surrounding the UK Name and locate the four countries and capital cities of the UK Locate their home town or village on a map Use simple compass directions Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use and understand map symbols Name and locate the world's 7 continents and 5 oceans Identify seasonal and daily weather patterns within the UK Recognise location of hot and cold areas of the world in relation to the equator and north and south poles | | |

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| | <p>Key concepts:</p> <ul style="list-style-type: none"> • Similarities and difference • Historical significance • Cause and consequence • Continuity and change <p>Threads woven through learning:</p> <p>KS1</p> <ul style="list-style-type: none"> • Legacy • Significant people and events • Technological advances • Monarchy • Local history | | | | | |
| Year 3 | <p><u>What was life like in the Stone Age?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Where the Stone Age fits onto a timeline featuring known events (using terms BC/AD) • The features of Stone Age life (including that they were nomadic and then began to settle in communities) • How Stone Age people survived in harsh conditions • That the Stone Age people used natural resources to make weapons and clothes • How Britain changed from the Stone Age to the Iron Age • The meaning behind the words Palaeolithic, Mesolithic and Neolithic • The changes which occurred throughout the period of the Stone Age | <p><u>What is it like to live in Greece?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • How to use and interpret maps, globes and digital/computing maps to locate countries and key features • How to identify physical and human features of the locality • How to recognise there are similarities and differences between places | <p><u>How did the ancient Greeks change the world?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • The names of Greek God's and Goddesses • Where to find ancient Greece in the world • How the Olympics have developed over time • The difference between modern and ancient democracy (link to British Values) • The legacy of ancient Greece | <p><u>Why is fair trade important?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • How to locate South American countries on a map • That South American countries grow fair trade crops such as chocolate • How to locate regions where cacao beans are grown • How to identify the weather patterns that are conducive to growing cacao beans and compare these with our school grounds • Most of the world's cocoa is grown in a narrow belt, 10 degrees either side of the equator | <p><u>How have holidays in Cornwall changed over time?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • That Victoria was the Queen in the Victorian era • The Victorian era started in 1819 • The Victorians went on seaside holidays • How to recognise the features of a Victorian holiday • How to recognise the features of a 1950s seaside holiday • Cornwall is a popular holiday destination today • How holidays have changed since the Victorian era | <p><u>Why are our coasts changing?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Where counties are within the UK and the key topographical knowledge • How to name and locate the cities of the UK • Basic geographical vocabulary • How to understand and use a wide range of geographical and specific topic vocabulary • How erosion is impacting our coasts |
| | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> • Discuss the validity of historical sources • Use an increasing range of historical vocabulary • Use primary and secondary sources to find out about the past • Ask and answer historical questions • Present what they know in a variety of ways | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> • Locate countries on maps, globes and digital maps • Compare human and physical features • Identify similarities and differences between places • Describe changes to the landscape or wildlife | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> • Children will order key dates on a timeline • Give some reasons for events and offer historical evidence to support • Compare information available to study the given time period • Explain how ancient Greece impacted the wider world • Show an appreciation for how ancient Greek customs have developed over time | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> • Locate South America and its countries on maps and in atlases • Understand geographical similarities and differences • Compare weather patterns • Examine land use, economic activity and trade links | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast holidays between different time periods • Place key time periods on a British timeline • Identify how holidays were different for rich and poor people • Use evidence from sources to answer questions | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> • Locate regions and counties in the UK on map • Identify physical features of the county • Use vocabulary including floodplain, location, industry, erosion and settlement |
| Year 4 | <p><u>What makes our Earth angry?</u></p> <p>Knowledge The children will know:</p> | <p><u>What have the Romans ever done for us?</u></p> <p>Knowledge The children will know:</p> | <p><u>Where in the world is Nigeria, and what is it like?</u></p> <p>Knowledge The children will know:</p> | <p><u>What happened to the kingdom of Benin?</u></p> <p>Knowledge The children will know:</p> | <p><u>Why are the Tudors remembered?</u></p> <p>Knowledge The children will know:</p> | <p><u>How does the river get to the sea?</u></p> <p>Knowledge The children will know:</p> |

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| | <ul style="list-style-type: none"> • The structure of the Earth including tectonic plates • How to name and label types of volcanoes • How different volcanoes are formed • The structure of a volcano • The events of a volcanic eruption | <ul style="list-style-type: none"> • The impact of the Roman Empire on British history • Recall the attempted invasion of Julius Caesar • Understand the power of the Roman army in 42AD • Recall the successful invasion by Claudius and comment on the reasons for building Hadrian's wall | <ul style="list-style-type: none"> • How to use and interpret maps, globes and digital/computing maps to locate countries and key features • Physical and human features of the locality • There are similarities and differences between places • How to identify the northern and southern hemispheres. | <ul style="list-style-type: none"> • That the Kingdom of Benin began in 900CE • That the Kingdom of Benin was in Africa, in what is now Nigeria • The kingdom became affluent through trading with Europeans (including the British) in the 15th century • The slave trade was a significant source of wealth for the Kingdom • It ended in 1897CE when the British invaded | <ul style="list-style-type: none"> • That Henry the VIII was the king of England • When the Tudor period began and ended including the Battle of Bosworth • That Henry VIII and Elizabeth I were significant Tudor monarchs. • To explain and recall the marriages of Henry VIII | <ul style="list-style-type: none"> • Human and physical features of UK cities and counties • Features on an OS map using 4 figure grid references • Physical features such as rivers on an OS map • The features of the water cycle and rivers • How erosion changes rivers over time |
| | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Use geographical terms e.g. tectonic plates, volcanoes, earthquakes etc. • Ask questions such as 'How does it compare to other places?' and 'What feature does it have?' • Describe how people have been affected by changes in the environment • Plan the steps and strategies for an enquiry | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Use historical terms relating to the Romans • Place the Romans era on a timeline • Communicate their learning in an organised and structured way • Identify the motives behind the Roman invasion • Summarise the main events of the Roman invasion • Discuss the successful invasion and conquest by Claudius • Describe and discuss Hadrian's Wall | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Locate countries on maps, globes and digital maps • Compare human and physical features • Identify similarities and differences between places • Describe changes to the landscape and wildlife | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Place dates from the ancient Kingdom of Benin on a timeline • Identify changes over time in the Benin kingdom • Identify and analyse sources • Understand that history is created through different perspectives • Comment on the consequence of the British invasion | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Place Tudor dates in chronological order • Discuss the differences between rich and poor • Research using a range of primary and secondary sources • Compare the validity of historical sources | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Draw and recognise the water cycle • Identify physical features of cities, counties and regions in the UK • Plan the steps and strategies for an enquiry • Draw complex accurate maps with complex keys |
| Year 5 | <p style="text-align: center;">Why is the planet melting?</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">The children will know:</p> <ul style="list-style-type: none"> • How humans affect the environment over time • About changes to world environments over time • Why people seek to manage and sustain their environment • About weather patterns around the world and relate these to climate zones • About the wider contexts of places • How to locate the tropics and the significance of longitude and latitude | <p style="text-align: center;">What was it like to be a Victorian?</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">The children will know:</p> <ul style="list-style-type: none"> • The differences between the lives of the rich and the poor • The Queen of England was Queen Victoria • Queen Victoria reigned from 1819-1901 • How Doctor Barnardo changed the lives of poor children • How to communicate how Victorians have influenced our Christmas traditions • How employment changed in the Victorian era | <p style="text-align: center;">Why did the world go to war?</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">The children will know:</p> <ul style="list-style-type: none"> • The role of opinion and propaganda • How World War II began and how it impacted life in Britain • Keys dates from the past century and place them in chronological order • How to make confident use of a variety of sources in independent research | <p style="text-align: center;">Why is London an important city?</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">The children will know:</p> <ul style="list-style-type: none"> • The location of capital cities of countries of the British Isles and the UK, seas around the UK, • European countries with high populations and large areas and the largest cities in each continent • How rivers erode, transport and deposit materials • The significance of the prime/Greenwich Mean Time and times zones including day and night | <p style="text-align: center;">How do forces work?</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">The children will know:</p> <ul style="list-style-type: none"> • The physical characteristics and key topographical features of the countries within North America • Where a variety of places are in relation to human and physical features • The world's climate zones | <p style="text-align: center;">Who won the Space Race?</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">The children will know:</p> <ul style="list-style-type: none"> • Key Space travel events in chronological order • How to use a variety of different sources to provide an account of the Moon landing • The future of Space travel and tourism • How to present findings and communicate in a variety of ways |
| | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Identify ways human affect the environment e.g. global warming • Identify how the world's environments have changed over time e.g. how the sea levels have changed • Give reasons why people seek to manage their environment • Compare weather patterns around the world and relate these to climate zones | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Place dates in chronological order on a timeline • Use primary and secondary sources to extend their knowledge • Use a range of key vocabulary such as century, decade and chronological • Compare how life is different then and now, and for rich and poor people | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Give examples of how Britain changed as a result of the war • Speculate and provide reasons for the changes in Britain's history • Compare and contrast the differences between life before and after World War II • Devise historically valid questions about the changes in Britain's history | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Locate capital cities of countries of the British Isles and the UK and seas around the UK • Compare London with European countries with high populations and large areas and the largest cities • Locate the River Thames on a map • Identify how rivers erode, transport and deposit materials | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • List the physical characteristics of countries within North America • Compare the physical and human features of a region of the UK and a region in North America • Describe where places are in relations to their human and physical features | <p style="text-align: center;">Skills</p> <p style="text-align: center;">The children will be able to:</p> <ul style="list-style-type: none"> • Evaluate the usefulness and limitations of a variety of sources • Understand that the type of information available depends on the time studied • Make conclusions, with evidence, as to the most likely version of events • Place dates into chronological order • Provide a historical account based on more than one source |

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| | <ul style="list-style-type: none"> Identify ways the coast is changing through climate change | | <ul style="list-style-type: none"> Use historical sources to analyse the past | | | <ul style="list-style-type: none"> Understand the causes of the Space Race |
| Year 6 | <p>What did the Egyptians teach us?</p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> How Tutankhamun's tomb was discovered The burial rituals of the ancient Egyptians How Egyptian artefacts and ruins tell us about their culture, and religious beliefs What Egyptian life was like for different groups of people How the Egyptian society has had an impact on modern society Why people chose to settle in certain areas in ancient Egypt | <p>Are rainforests important?</p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Key aspects of physical geography including climate, biomes and vegetation belts, rivers and mountains The position and significance of the latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones | <p>What legacy did the Celts leave in Cornwall?</p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Where the Celts settled in Cornwall How the Celtic people lived and organised their lives What happened when Celtic tribes clashed and compare the Celtic times and the Stone Age | <p>What powers Earth?</p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Key aspects of human geography including types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water | <p>Were all Vikings vicious?</p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> The Vikings were a civilisation who travelled and conquered different parts of the world Our knowledge of the history of the Vikings is constructed using sources produced by Anglo Saxons who they fought with The Viking conquests in Britain including the Lindisfarne attack Recall chronological dates from Viking Britain Places around the world in which the Vikings settled That not all Vikings were vicious and challenge historical misconceptions | <p>Can you find your way home?</p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Build on his/her knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. |
| | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> Place the Egyptian period on a timeline Order key events within the ancient Egyptian period Compare and contrast ancient Egyptian life with modern life Describe the legacy of the ancient Egyptians Confidently use a range of key vocabulary including legacy and civilisation | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> Use atlases to find out about the features of places Collect statistics e.g. rainfall Describe and understand the physical geography of places Explain how human activity has caused change to the environment and explain how humans are trying to control their environment | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> Order dates in chronologically order Describe periods of British history Construct informed responses that involve a thoughtful selection of evidence Use historical evidence to support their arguments | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> Ask questions such as 'How does it compare to other places?' and 'What feature does it have?' Recognise that people have a differing quality of life living in different locations and environments Describe how people have been affected by changes in the environment Explain about key natural resources, for example water in the locality Plan the steps and strategies for an enquiry | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> Handle and chronologically date artefacts Discuss historical inaccuracies and evaluate sources Place dates in chronological order Give reasons for events Use a wide variety of sources to collect information | <p>Skills The children will be able to:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics and key topographical features Use maps, atlases, globes and digital computer mapping to locate countries and to describe features studied Use maps, charts etc. to support decision making about the location of places |
| KS2 End of Key Stage Two powerful knowledge | <p>History <u>Taught in Y3</u></p> <ul style="list-style-type: none"> How the Olympics have developed over time That life in the Stone Age was mainly nomadic How Britain changed from the Stone Age to the Iron Age | | | <p>Geography</p> <ul style="list-style-type: none"> How to use and interpret maps, globes and digital/computing maps There are similarities and differences between places Where counties are within the UK and the key topographical knowledge How erosion is impacting our coasts How to locate countries and key features Physical and human features of the locality Human features of UK cities, regions and or counties Features on an OS map using 6 figure grid references | | |

Taught in Y4

- Understand the impact of the Roman Empire on British history
- Recall the attempted invasion of Julius Caesar
- Know that Henry VIII was the King of England
- Explain and recall the marriages of Henry VIII

Taught in Y5

- Know that Queen of England was Queen Victoria
- Queen Victoria reigned for 63 years (from 1837-1901)
- The differences between the lives of the rich and the poor
- The role of opinion and propaganda (WW2)
- How to use a variety of different sources to provide an account of the Moon landing
- The future of Space travel and tourism

Taught in Y6

- The burial rituals of the ancient Egyptians
- How the Egyptian society has had an impact on modern society
- Our knowledge of the history of the Vikings is constructed using sources produced by Anglo Saxons
- Vikings were a civilisation who travelled and conquered different parts of the world
- That not all Vikings were vicious and challenge historical misconceptions
- How Celtic people lived and organised their lives

Taught across the key stage

- Keys dates and events from periods studied - place them in chronological order

Key concepts:

- Similarities and difference
- Historical significance
- Cause and consequence
- Continuity and change

Threads woven through learning:

KS1

- Legacy
- Significant people and events
- Technological advances
- Monarchy
- Local history

KS2 (as above, plus)

- Invasion
- Empire
- Civilisation

- How humans affect the environment over time
- Why people seek to manage and sustain their environment
- Weather patterns around the world and relate these to climate zones
- Location of capital cities of countries of the British Isles and the UK, seas around the UK
- Where a variety of places are in relation to human and physical features
- The position and significance of the latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones
- Key aspects of human geography including types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water
- How to use fieldwork to observe, measure, record and present the human and physical features in the local area