



## Long Term Plan of Content Coverage for History and Geography

**Subject Intent:** Our History curriculum is designed to develop knowledge and understanding of chronology and of significant local, national and global events. The curriculum enables children to develop an understanding of the lives and experiences of different people in the context of broader historical narratives. It enables them to think critically about the challenges facing peoples of the world during different periods of history, appraising decisions made and considering how we can learn from history's mistakes.

**Big Ideas: Chronology, Innovation, Significance and Legacy**

### Years 1 and 2

Years 1 and 2							
	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle A</b>	Area of Learning	<b>Our Local Area</b> Past and Present		<b>Our World</b> The First Moon Landing		<b>Hot Hot Hot Jamaica</b> Inspirational Individuals	
	Statements from National Curriculum	<p><b>Key Question:</b> What is our locality like and what is it like to live here?  <b>Key Question:</b> How has our locality changed within living memory?</p> <ul style="list-style-type: none"> <li>To name key physical features in the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, plants, city, town, village, factory, farm, house, office, port, harbour and shop. valley, saying which of these are observable in our local area.</li> <li>To locate Chelmondiston, Ipswich and Suffolk on a map (using the shape of our region).</li> <li>To name and locate the four countries and capital cities of the UK.</li> <li>To use aerial photographs/plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>		<p><b>Key Question:</b> What would it be like to live in another part of the world?  <b>Key Question:</b> What would it be like to be a famous explorer and discover a new, unknown place?</p> <ul style="list-style-type: none"> <li>To ask simple geographical questions e.g. <i>What is it like to live in this place? How is this place similar or different to where I live?</i></li> <li>To use simple maps and globes to understand how a journey can be made around the world.</li> <li>To use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and name its surrounding seas.</li> </ul>		<p><b>Key Question:</b> How is life in Jamaica the same and different to life in Suffolk?  <b>Key Question:</b> Why is it important to celebrate the achievements of significant people in history?</p> <ul style="list-style-type: none"> <li>To use world maps, atlases and globes to identify Jamaica (as part of the Caribbean Islands, North and South America and the surrounding oceans).</li> <li>To create a simple map of a route with a key (UK to Jamaica).</li> <li>To use locational and directional language to describe routes on a map (i.e. routes to places in the capital of Kingston.)</li> <li>To use basic geographical vocabulary to identify the human and physical features of a contrasting locality to where we live (Jamaica).</li> </ul>	

		<ul style="list-style-type: none"> <li>• To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• To use photographs of Chelmondiston and the surrounding villages to find out how the local area has changed over time (human features such as houses, shops, amenities).</li> <li>• To name the types of jobs people do in our local area (linking them to the geographical and human features (farms, the river etc) and how these might have changed over time.</li> <li>• To find out about significant people and historical events, relevant to the local area (housing development, building of our school, building of the marina at Woolverstone, the Ganges at Shotley etc.)</li> <li>• To place significant events on a time line (within living memory – for the children – and living memory of family members or local people.</li> </ul>	<ul style="list-style-type: none"> <li>• To name and locate the world’s seven continents and five oceans.</li> <li>• To compare different continents, using geographical vocabulary about the temperature, human and geographical features.</li> <li>• To use maps and globes to locate hot and cold places in the world in relation to the equator and the North and South poles.</li> <li>• To identify rainforests and deserts on a world map and notice proximity to equator.</li> <li>• To place the moon landing on a time line and know that it happened within living memory of some people that they might know.</li> <li>• To know that Neil Armstrong and Buzz Aldrin are considered to be significant individuals because of their role in the first Moon landing.</li> <li>• To explain why the Moon landing was an historic moment.</li> <li>• To understand and explain what makes Neil Armstrong and Buzz Aldrin significant within human history.</li> <li>• To compare the achievement of Neil Armstrong/Buzz Aldrin to the achievements of one other explorer.</li> </ul>	<ul style="list-style-type: none"> <li>• To find out about the weather in this region and compare to weather in Suffolk</li> <li>• To ask geographical questions about the features of a contrasting locality e.g. <i>What is it like to live in this place? How is this place similar or different to where I live? What would I need to pack for a visit there?</i></li> <li>• To identify the hottest places in the world and note their proximity to the equator.</li> <li>• To place Florence Nightingale and Mary Seacole on a time line.</li> <li>• To know that Mary Seacole and Florence Nightingale made a significant contribution to the nursing profession.</li> <li>• To compare the lives of Mary Seacole and Florence Nightingale.</li> <li>• To consider how the lives of significant individuals are celebrated and remembered and why this is important.</li> <li>• To find out why Florence Nightingale and Mary Seacole are inspirational to others.</li> </ul>
SMSC and FBV Connections	<p><b>Spiritual Development:</b></p> <ul style="list-style-type: none"> <li>• To show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• To know about and show respect for different people’s faiths, feelings and values.</li> <li>• To show willingness to reflect on their own experiences.</li> </ul> <p><b>Cultural Development:</b></p> <ul style="list-style-type: none"> <li>• To understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.</li> </ul> <p>To recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>			

**Years 1 and 2**

Years 1 and 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle B</b>	Area of Learning	<p><b>Seasonal and Daily Weather Patterns</b> Then and Now (context toys or transport)</p>		<p><b>Cold Places</b> Antarctic Explorers (Significant Individuals)</p>		<p><b>Our Country in the UK</b> The Great Fire of London</p>
	Statements from National Curriculum	<p><b>Key Question:</b> What is special about each season of the year? <b>Key Question:</b> How are the toys we play with changed over time?</p> <ul style="list-style-type: none"> <li>To ask simple geographical questions e.g. <i>What is it like to live in this place? How is this place similar or different to where I live?</i></li> <li>To name and locate the world's seven continents and five oceans.</li> <li>To know that Antarctica is a continent, whereas the Arctic is not.</li> </ul> <p>To compare different continents, using geographical vocabulary</p>		<p><b>Key Question:</b> What would it be like to live in a very cold place? <b>Key Question:</b> What would it be like to be a famous explorer and discover a new, unknown place?</p> <ul style="list-style-type: none"> <li>To ask simple geographical questions e.g. <i>What is it like to live in this place? How is this place similar or different to where I live?</i></li> <li>To name and locate the world's seven continents and five oceans.</li> <li>To know that Antarctica is a continent, whereas the Arctic is not.</li> <li>To compare different continents, using geographical vocabulary about the temperature, human and geographical features.</li> <li>To use maps and globes to locate hot and cold places in the world in relation to the equator and the North and South poles.</li> <li>To identify rainforests and deserts on a world map and notice proximity to equator.</li> <li>To place the 'race to the South Pole' on a time line.</li> <li>To learn about the expeditions of significant explorers (Amundsen, Scott and Shackleton) to cold places.</li> </ul>		<p><b>Key Question:</b> How is England the same and different to the other countries of the UK? <b>Key Question:</b> How did London change because of the Great Fire of 1666?</p> <ul style="list-style-type: none"> <li>To ask simple geographical questions e.g. <i>What is it like to live in this place? How is this place similar or different to where I live?</i></li> <li>To use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and name its surrounding seas.</li> <li>To use basic geographical vocabulary to describe similarities and difference when comparing the human and physical features of the four countries of the United Kingdom.</li> <li>To use historical terms to refer to the past.</li> <li>To place the Great Fire of London on a time line.</li> <li>To compare London at the time of the Great Fire to London in the present day.</li> </ul>

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			<ul style="list-style-type: none"> <li>• To explain why the expeditions to the South Pole were significant.</li> <li>• To understand and explain what makes Amundsen, Scott and Shackleton significant within human history.</li> <li>• To compare the achievements of Antarctic explorers to other explorers (Armstrong and Aldrin for example).</li> </ul>	<ul style="list-style-type: none"> <li>• To identify similarities and differences between the ways of life in 1666 and the 2020s.</li> <li>• To order the events of the Great Fire of London.</li> <li>• To explain how we know about the Great Fire of London.</li> <li>• To explain how London changed after the Great Fire.</li> </ul>
	<p>SMSC and FBV Connections</p>	<p><b>Spiritual Development:</b></p> <ul style="list-style-type: none"> <li>• To show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• To know about and show respect for different people’s faiths, feelings and values.</li> <li>• To show willingness to reflect on their own experiences.</li> </ul> <p><b>Cultural Development:</b></p> <ul style="list-style-type: none"> <li>• To understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.</li> </ul> <p>To recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>		

## Years 3 and 4

Years 3 and 4							
Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Area of Learning  Geography History	<b>Our Locality with the UK</b> Stone Age to Iron Age (focus on tools and farming)		<b>Mountains</b> Ancient Greece		<b>Settlements</b> Anglo-Saxons (link to local history)	
	Statements from National Curriculum	<p><b>Key Question:</b> What is our locality like and what is it like to live here?  <b>Key Question:</b> What was the most significant change from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> <li>• To name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. (KS1 recap)</li> <li>• To understand geographical similarities and differences through a study of the human and physical geography of our locality (village, town, city, farm, stable, port, harbour)</li> <li>• To identify the topographical features of our locality (including local rivers, the Suffolk coast, beaches, heathland, fields, woodlands, forests)</li> <li>• To identify land use patterns in the locality (agricultural, marinas, ports, housing, retail, public services etc.)</li> <li>• To use maps, atlases, globes and digital/computer mapping to locate places and describe and describe human and physical features.</li> </ul>		<p><b>Key Question:</b> How are mountains formed and what would it be like to live in a mountainous region?  <b>Key Question:</b> How similar was life in Ancient Greece to today?</p> <ul style="list-style-type: none"> <li>• To explain how different mountains are formed (fold, fault-block, dome, volcanic) using geographical vocabulary</li> <li>• To name the layers of the structure of the Earth (crust, mantle, outer core, inner core)</li> <li>• To describe the features of a mountain using correct terminology (summit, foot, outcrop, valley, ridge, slope, snow line, tree line, plateau, face)</li> <li>• To use maps, atlases, globes and digital/computer mapping to locate the mountain ranges of the world and the highest peaks in the UK</li> <li>• To describe what it would be like to live in a mountainous area (as compared to our locality)</li> </ul>		<p><b>Key Question:</b> What makes a good location for a settlement?  <b>Key Question:</b> How was our local area affected by the Anglo-Saxons?</p> <ul style="list-style-type: none"> <li>• To explain why settlements developed in certain locations (link to the needs of early settlers, including Anglo-Saxons)</li> <li>• To describe the four different types of settlement (hamlet, village, town and city)</li> <li>• To compare land use in different types of settlement (including a comparison between modern-day and Anglo-Saxons)</li> <li>• To explore how settlements are linked (road and rail networks, rivers, canals, seas) including trade and economic links</li> <li>• To use the eight points of a compass, four and six-digit grid references and map symbols and keys to build knowledge of settlements in the United Kingdom.</li> </ul>	

		<ul style="list-style-type: none"> <li>• <b>Changes in Britain from the Stone Age to the Iron Age</b></li> <li>• To place the Stone Age, Bronze Age and Iron Age on a time line.</li> <li>• To learn that the Stone Age people were a ‘hunter/gatherer’ society.</li> <li>• To address the question: ‘How was the Bronze Age period different from the Stone Age, in terms of their use of tools?’ (Focus on the move from the ‘hunter/gatherer’ nomadic lifestyle to early farming techniques and the use of tools.</li> <li>• To understand how our knowledge of the past is constructed from a range of primary and secondary sources (with a focus on tools ranging from the Stone Age to the Iron Age and cave paintings)</li> <li>• To ask and answer questions about the impact of technological developments on lifestyle, comparing the Stone Age, to the Bronze Age and then the Iron Age.</li> <li>• To evaluate the usefulness of an historical source.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ancient Greece – a study of Greek life and achievement and their influence on the Western world</b></li> <li>• To place the key events of the Ancient Greek era on a time line with a focus on the ‘Classical Age’.</li> <li>• To identify some of the key cultural developments of the Ancient Greek era with a focus on politics (city states and democracy), religious beliefs, culture (including theatre and the Olympics) and art.</li> <li>• To understand how our knowledge of the past (with a focus on Ancient Greece) is constructed from a range of primary and secondary sources (with a focus on Greek pottery and theatre masks)</li> <li>• To learn about the significance of the rule of Alexander the Great and be able to communicate this narrative using appropriate historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Britain’s settlement by Anglo-Saxons and Scots</b></li> <li>• To place the key events of the Anglo-Saxon period on a time line (with a focus on their settlement of Britain).</li> <li>• To learn that the Anglo-Saxons were comprised of a number of different tribes who came from Germany, Denmark and the Netherlands.</li> <li>• To ask and answer questions about the reasons for migration from mainland Europe.</li> <li>• To learn about the significance of the Anglo-Saxon settlement of Britain (with a focus on the impact of language and its legacy today – in particular on place names.</li> <li>• To use primary and secondary sources to learn about the daily lives of the Anglo-Saxons.</li> <li>• To combine information from historical sources to write about the Anglo-Saxon settlement of Britain.</li> <li>• To learn about the significance of Alfred the Great.</li> </ul>
	<p>SMSC and FBV Connections</p>	<p><b>Spiritual Development:</b></p> <ul style="list-style-type: none"> <li>• To show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• To know about and show respect for different people’s faiths, feelings and values.</li> <li>• To show willingness to reflect on their own experiences.</li> </ul> <p><b>Cultural Development:</b></p> <ul style="list-style-type: none"> <li>• To understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others. To recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</li> </ul>		

**Years 3 and 4**

Years 3 and 4							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Area of Learning</p> <p>Geography History</p>	<p>Rivers (fieldwork focus) Vikings (link to local history)</p>		<p>Africa Ancient Egypt</p>		<p>Mapping Changing Powers of Monarchs</p>		
<p>Statements from National Curriculum</p>	<p><b>Key Question:</b> Why are rivers important to our local area? <b>Key Question:</b> How have recent excavations changed our view of the Vikings?</p> <ul style="list-style-type: none"> <li>To describe the water cycle (evaporation, condensation, precipitation, collection)</li> <li>To name and locate the local rivers (Orwell, Stour, Deben) and key UK rivers (Severn, Thames, Trent and the Great Ouse) using maps and atlases</li> <li>To name and locate significant rivers in Europe and the wider world (Amazon, Nile, Volga, Yangtze, Danube, Seine)</li> <li>To describe the key features of a river system (source, tributaries, meanders, floodplain, delta, mouth)</li> <li>To describe the processes of erosion and deposition</li> <li>To observe, measure, record and present information about the River Orwell.</li> </ul>		<p><b>Key Question:</b> What would it be like to live in modern-day Egypt? <b>Key Question:</b> What did Ancient Egypt have in common with other civilisations at the time?</p> <ul style="list-style-type: none"> <li>To name and locate the world's seven continents and five oceans (KS1 recap)</li> <li>To name and locate some of the countries on the African continents, concentrating on their environmental regions and key physical and human characteristics (Morocco, Egypt, Ethiopia, Nigeria, Somalia, South Africa, Madagascar, Kenya, Tanzania)</li> <li>To name and locate the key topographical features of the African continent (Sahara Desert, Ethiopian Highlands, Serengeti - savanna, Atlas Mountains, Swahili coast, the Congo rainforest, African Great Lakes, Mount Kilimanjaro)</li> <li>To identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and the Tropics of Capricorn and Cancer</li> </ul>		<p><b>Key Question:</b> How are the Earth's features represented on maps? <b>Key Question:</b> Is the Monarchy still as important and powerful in today's society?</p> <ul style="list-style-type: none"> <li>To use fieldwork to record and present human and physical features in the local area (by sketching maps, making plans and drawing graphs).</li> <li>To use the eight points of the compass to describe the location of the capital cities within the British Isles.</li> <li>To use four figure grid references to locate places in the UK.</li> <li>To understand that maps are drawn to scale.</li> <li>To learn why maps require the use of symbols and a map key.</li> <li>To use map symbols to locate key human and physical features of the local area and beyond.</li> <li>To use Ordnance Survey maps (learning a range of the symbols used) to identify human and physical features of two contrasting localities in the UK</li> </ul>		

Cycle B

		<ul style="list-style-type: none"> <li>• <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></li> <li>• To place the Vikings on a time line, including their invasions of Britain and their eventual settlement.</li> <li>• To learn where the Vikings came from and what motivated them to invade Britain.</li> <li>• To use the Anglo-Saxon chronicle as a source for learning about the impact of the Viking invasions of Britain.</li> <li>• To learn about the Vikings as navigators, traders and sea farers.</li> <li>• To ask and answer questions about the impact of the Viking Invasions on Britain (with a focus on the struggle for power, Dane Law and Alfred the Great).</li> <li>• To explore the legacy of the Vikings (with a focus on language and place names).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To understand the geographical similarities and differences between the UK and modern-day Egypt</b></li> <li>• <b>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</b></li> <li>• To place the Egyptians on a time line, including the different eras.</li> <li>• To place ‘The Pyramid Building Age’ of the Egyptians on a time line and identify some of the key events (including the start of trade between Egypt and the wider world, pyramid building and other architectural achievements and the formation of the hierarchy of government)</li> <li>• To use primary and secondary sources to ask and answer questions about Ancient Egyptian daily life.</li> <li>• To learn about the advancement of medicine in Ancient Egypt (through learning about mummification).</li> <li>• To explore the significance of Ancient Egyptian beliefs and Gods.</li> <li>• To learn about the use of Hieroglyphs and the relevance of the Rosetta Stone in helping archaeologists learn about the Ancient Egyptians.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – The changing power of monarchs using case studies such as John, Anne and Victoria</b></li> <li>• To place monarchs on a timeline from 1066 to present day (with a focus on King John I, Henry VIII, Queen Mary I, King Charles I and King Charles II, Queen Victoria, Queen Elizabeth and King Charles III).</li> <li>• To learn how the Magna Carta first limited the powers of the Monarchy.</li> <li>• To learn how and why Henry VIII established the Church of England.</li> <li>• To use primary and secondary sources to ask and answer questions about Queen Mary I (Bloody Mary).</li> <li>• To use primary and secondary sources to learn how Charles I caused the abolishment of the monarchy.</li> <li>• To learn about the power and influence of the modern monarchy, comparing the reign of the monarchs from Victoria to Charles III.</li> </ul>
<p>SMSC and FBV Connections</p>	<p><b>Spiritual Development:</b></p> <ul style="list-style-type: none"> <li>• To show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• To know about and show respect for different people’s faiths, feelings and values.</li> <li>• To show willingness to reflect on their own experiences.</li> </ul> <p><b>Cultural Development:</b></p> <ul style="list-style-type: none"> <li>• To understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.</li> </ul> <p>To recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>			



**Years 5 and 6**

Years 5 and 6							
Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle A</b>	Area of Learning  Geography History	<b>Mexico</b> Ancient Maya Civilisation		<b>Our Changing World</b> Victorians (link to local history)		<b>Europe</b> World War Two (link to local history)	
	Statements from National Curriculum	<p><b>Key Question:</b> What would it be like to live in Mexico?</p> <p><b>Key Question:</b> What was everyday life in Maya civilisation? How different was it for the rich and poor?</p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through a study of the human and physical geography of Mexico</li> <li>To identify the topographical features of Mexico (mountain, canyon, desert, rainforest, coast)</li> <li>To identify types of settlement, land use patterns and trade links between Mexico and the rest of the world</li> <li>To use the eight points of the compass, four and six-figure grid references, symbols and keys to build knowledge of Mexico as part of the Americas (North and South America)</li> <li>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Capricorn and Cancer</li> </ul> <p>• <b>A non-European society that provides contrasts with British history – Maya civilisation c. AD 900</b></p>		<p><b>Key Question:</b> How is the Suffolk coastline changing? What does the future hold?</p> <p><b>Key Question:</b> What impact did the industrial revolution have on our local area?</p> <ul style="list-style-type: none"> <li>To describe and understand key aspects of physical geography (in the context of the water cycle, weathering and erosion)</li> <li>To describe the key features of the UK coastline (headland, bay, cave, arch, stack, stump, cliff, beach, spit, bar)</li> <li>To name and locate coastal towns in Suffolk and beyond</li> <li>To use fieldwork to observe, measure, record and present the human and physical features of the local area in relation to coastal erosion and deposition</li> <li>To use symbols and keys, including Ordnance Survey maps to build their knowledge of the UK coast</li> </ul>		<p><b>Key Question:</b> How are the countries of Europe the same and different?</p> <p><b>Key Question:</b> How significant was the Battle of Britain?</p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through a study of the human and physical geography of Europe</li> <li>To identify the topographical features of Europe (mountain ranges, highest peaks, key rivers)</li> <li>To name and locate the world's countries, using maps to focus on Europe (including the location of Russia)</li> <li>To name the capital cities of the countries of Europe (noting which were involved in WW2)</li> <li>To identify key human features such as famous landmarks</li> <li>To identify types of settlement, land use patterns and trade links between the countries of Europe and the rest of the world</li> </ul>	

		<ul style="list-style-type: none"> <li>• To place the civilisation of the Ancient Maya on a timeline, including key events of the era.</li> <li>• To place the civilisation of the Ancient Maya on a map.</li> <li>• To learn about the significance of trade within the ancient civilisation of the Maya.</li> <li>• To use primary and secondary sources to learn about key aspects of daily life within the ancient Maya civilisation (including the calendar, mathematics, language and farming)</li> <li>• To ask and answer questions about the fall of the Ancient Maya civilisation.</li> <li>• To combine information from historical sources to write about daily life for the Ancient Maya.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A local history study – a study of aspects of national history that is reflected in the locality</b></li> <li>• To place the Victorian period on a time line (Victoria’s ascension to the throne and her death).</li> <li>• To place key technological developments on a time line (the flying shuttle, the spinning Jenny, the steam engine, the steam locomotive, the electric motor, the telephone, the telegraph and the first car).</li> <li>• To use primary and secondary sources to explore the impact of the Industrial Revolution (with a focus on economic migration and the growth of towns and cities) noting cause and change.</li> <li>• To ask and answer questions about the social reform that was prompted by the Industrial Revolution (with a focus on regulations linked to work, child labour and education).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – a significant turning point in British history – The Battle of Britain</b></li> <li>• To place World War 2 on a timeline.</li> <li>• To ask and answer questions about the lead up to the outbreak of WW2 and Britain’s decision to declare war on Germany.</li> <li>• To place key events from WW2 on a timeline (with a focus on Britain’s involvement and the home front).</li> <li>• To learn about the significant individuals involved in WW2 (Adolf Hitler, Winston Churchill, Benito Mussolini, Joseph Stalin).</li> <li>• To learn about the Allies and the Axis powers and use these terms correctly.</li> <li>• To use primary and secondary sources to learn about life on the ‘Home Front’, including rationing, make do and mend, black out regulations and evacuation.</li> <li>• To learn about the Battle of Britain and understand it as a turning point in British history.</li> </ul>
	<p>SMSC and FBV Connections</p>	<p><b>Spiritual Development:</b></p> <ul style="list-style-type: none"> <li>• To show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• To know about and show respect for different people’s faiths, feelings and values.</li> <li>• To show willingness to reflect on their own experiences.</li> </ul> <p><b>Cultural Development:</b></p> <ul style="list-style-type: none"> <li>• To understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.</li> </ul> <p>To recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>		

## Years 5 and 6

Years 5 and 6							
Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle B</b>	Area of Learning  Geography History	<p style="text-align: center;"><b>Volcanoes and Earthquakes</b> Romans (link to local history)</p>		<p style="text-align: center;"><b>World Biomes and Climate Zones</b> Ancient Sumner</p>		<p style="text-align: center;"><b>Local Area Study (fieldwork)</b> Crime and Punishment</p>	
	Statements from National Curriculum	<p><b>Key Question:</b> What would it be like to live in a region affected by volcanoes and earthquakes?</p> <p><b>Key Question:</b> Did the Romans have a positive influence on Britain today?</p> <ul style="list-style-type: none"> <li>To name the layers of the structure of the Earth (crust, mantle, outer core, inner core)</li> <li>To explain how volcanoes are formed using geographical vocabulary</li> <li>To name and locate some of the world's most famous volcanoes (including the location of the 'Ring of Fire')</li> <li>To explain how volcanoes can affect people's lives</li> <li>To explain what causes an earthquake and how earthquakes are measured</li> <li>To locate areas of significant seismic activity on the world map</li> <li>To explain what causes tsunamis and how they affect people</li> </ul> <ul style="list-style-type: none"> <li><b>The Roman Empire and its impact on Britain</b></li> <li>To place the Roman Empire on a time line.</li> <li>To use historical and maps and modern atlases to locate the Roman Empire and</li> </ul>		<p><b>Key Question:</b> What is unique about each of the world's biomes?</p> <p><b>Key Question:</b> What can we learn from the achievements of the Ancient Sumner?</p> <ul style="list-style-type: none"> <li>To name and locate the world's biomes on a world map</li> <li>To name and locate the world's climate zones on a world map</li> <li>To describe the key characteristics of the world's biomes such as climate and which plants and animals are typically found there</li> <li>To identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and the Tropics of Capricorn and Cancer</li> <li>To use maps and atlases to locate the world's climate zones and biomes</li> <li>To compare climate zones using data linked to weather patterns</li> </ul> <ul style="list-style-type: none"> <li><b>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Sumner</b></li> </ul>		<p><b>Key Question:</b> What are the key human and physical features of the local area and how have they changed over time?</p> <p><b>Key Question:</b> How are punishments in today's legal system different to those used in the past?</p> <ul style="list-style-type: none"> <li>To name and locate counties and cities in the UK</li> <li>To identify the key human and physical features of our locality</li> <li>To understand how some aspects of human geography, such as land use patterns, have changed over time</li> <li>To use fieldwork to observe, measure, record and present the human and physical features of the local area, using a range of methods, including sketch maps, plans and graphs</li> </ul> <ul style="list-style-type: none"> <li><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Changes in an aspect of social history – Crime and Punishment</b></li> <li>To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study</li> </ul>	

		<p>identify the corresponding, modern-day countries included.</p> <ul style="list-style-type: none"> <li>• To place the Roman invasions of Britain on a timeline (Julius Caesar and Emperor Claudius).</li> <li>• To explore why the Romans invaded Britain (for the precious metals (gold, tin and iron and the cattle)</li> <li>• To use primary and secondary sources to learn about what daily life was like under Roman rule.</li> <li>• To learn about the Roman army and to understand how it became one of the most successful armies in the world.</li> <li>• To explore the impact (positive and otherwise) of the Romanisation of Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• To locate Mesopotamia on an historical map of the world.</li> <li>• To understand that the relevance of the location of Mesopotamia in the 'Fertile Crescent'.</li> <li>• To identify the modern-day countries that made up Mesopotamia.</li> <li>• To place the Ancient Sumer on a time line.</li> <li>• To use primary and secondary sources to ask and answer questions about daily life in Ancient Sumer.</li> <li>• To learn about the importance of schooling in Ancient Sumer (i.e., as a means to share information to keep society developing).</li> <li>• To learn how the Ancient Sumerian civilization was organised and how this compares to other civilizations studied (Roman, Greek and Egyptian).</li> </ul>	<ul style="list-style-type: none"> <li>• To note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>• To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• To understand how our knowledge of the past is constructed from a range of sources</li> </ul>
	<p>SMSC and FBV Connections</p>	<p><b>Spiritual Development:</b></p> <ul style="list-style-type: none"> <li>• To show a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• To know about and show respect for different people's faiths, feelings and values.</li> <li>• To show willingness to reflect on their own experiences.</li> </ul> <p><b>Cultural Development:</b></p> <ul style="list-style-type: none"> <li>• To understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.</li> </ul> <p>To recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>		