

Chronological Knowledge and Understanding	Historical Enquiry - using evidence/ communicating ideas	Interpretations of history	Historical Terms	Humanities											
		Autumn				Spring				Summer					
Class		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul			
		Nursery Rhymes, Ourselves, Toys				Traditional Tales				Seaside					
Year R	History Knowledge And Understanding	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.				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.				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.					
	Geography Topic Geography Strands	Myself, Harvest, Celebrations,				Winter, Space, Traditional Stories				Seaside					
Year 1	History Knowledge	Guy Fawkes				Great Fire of London				Local Study - School, Village and Surrounding Countryside					
	History Understanding	British History (Individuals place in chronology) Understand historical concepts: - "significance" (of individual) - "cause & consequence (of gunpowder plot) who/what was important, why did he do it and what happened - "how do we know this?" sources of information - how do we find out about the past? Gain Historical perspectives - make connections between: national history, political and religion				British History (events place in chronology) Significance of the event Recall and describe event. Evidence from stories and Samuel Pepys (choose parts to support understanding) Which type of evidence is more reliable?				Awareness of the past - chronology from living memory Similarities/differences (compare/contrast) in life in locality over time. First hand accounts from local residents/community Observations about different ways the past is represented: - architecture of local buildings - changes in industry (local businesses)					

	Geography Topic	UK Countries and Cities			Local Study - School, Village and Surrounding Countryside		
	Geography Strands	A, B	A, B, C		D. School Map	B, C	
	History Knowledge	Explorers - Scott of the Antarctic, Christopher Columbus			Victorians	to	Modern Day
Year 2	History Understanding	<p>Where do these explorers fit on a timeline</p> <p>Know why Columbus and Scott of the Antarctic went exploring (Cause)</p> <p>What happened at the time and after (consequences)</p> <p>What impact did the explorers have:</p> <ul style="list-style-type: none"> - Locally - Nationally - internationally 			<p>Changes over time within context of locality (sea side)</p> <p>Compare and contrast changes in industry at the sea side with last years local study</p> <ul style="list-style-type: none"> - tourism - holidays - goods sold - services. <p>Know why seaside holidays grew in popularity - link to technology.</p> <p>Development and socioeconomic factors and what was the impact on the place</p> <p>Photographic evidence, artistic impressions (link to Turner), visit.</p>		
		Geography Topic	Explorers		Africa compared to UK		Local Study - Seaside
Class 3 A	Geography Strands	A. Continents and Oceans	A, B, C. Atlas Work	Similarities and Differences between Wickhambreaux and a small area of Africa	A. Contrast weather patterns in Africa with UK weather patterns		
	History Knowledge	Egyptians			Local Buildings		

	History Understanding	<p>Understand where and when - relate to other main societies (before, at the same time and after). Establish a chronological narrative of Egyptian society - note trends over time and compare start and end (Art, social structure, fashion, homes, government) Devise and explore questions requiring: links between main events on Egyptian timeline, changes within Egyptian time, compare and contrast with changes and trends across different societies e.g. Romans/Greeks, significant people - who and why were they significant? Form responses to questions by selecting relevant historical information from a range of sources (primary, secondary and tertiary)</p> <p>Understand different versions of the past may exist. Egyptian account vs. Hebrew account, suggest reasons for this (religious, historical records)</p>		<p>Build on chronology of significant local events from KS1</p> <ul style="list-style-type: none"> - Explore changes and trends and compare to national (e.g. changes in local industry, housing, church attendance) <p>Explain reasons for changes and describe links between local variation and national accounts. Explore different sources of information and describe reliability</p>	
	Geography Topic		Mountains, Volcanoes and Earthquakes		
	Geography Stands		1. Topography	1. locate mountain ranges and fault lines	1, 2. Physical features and human settlement/land use
Class 3 B	History Knowledge	Romans to Anglo-Saxons			Stone Age to the Iron Age

History Understanding	<p>Roman empire development (overview) and Roman occupation of Britain (in depth)</p> <p>Impact of the Roman occupation on British history</p> <p>Developments in:</p> <ul style="list-style-type: none"> - Art - Architecture - Religion - Democracy - Industry (trade) - Culture <p>Reasons for the collapse of the empire, the Anglo-Saxon invasion, place names and village life. Compare these with modern village life (build on KS1)</p> <p>Types of evidence – local archaeology – visits.</p>		<p>Early history</p> <p>Why did humans start to form settlements? How did this impact society, culture, art etc.?</p> <p>Understand evidence validity – why is there a lack of historical records?</p>		
Geography Topic		Rivers and Rainforest			
Geography Stands		1, 3. Tropics. South America. Environmental regions	Similarities and differences between UK and Amazon	1, 2. Biomes and human settlement	
History Knowledge	Ancient Greeks		Islands and Coasts		

Class 4 A

<p>History Understanding</p>	<p>Compare with Egyptian societal development timeline, note similarities and differences. Timeline of significant events and people – building an empire</p> <p>Devise historically valid questions using accurate terminology requiring indepth analysis of:</p> <ul style="list-style-type: none"> - Changes in culture and impact on modern day - Developments in Philosophy and how this impacted beliefs - Mathematics – impact on life, art, architecture and technology - Changes in governmental structure – compare with other societies e.g. Egypt, Rome, Modern - Religious beliefs - Leisure activities <p>Suggesting reasons for these changes based on evidence</p> <p>Suggest reasons for different accounts and interpretations of the past – understand what is meant by validity and reliability</p> <p>Identify features of primary, secondary and tertiary evidence and categorise accounts.</p>				<p>Changes in Industry</p>		
<p>Geography Topic</p>	<p>Climate Zones</p>			<p>Islands and Coasts</p>			
<p>Geography Stands</p>	<p>3. Latitude and Longitude, meridian and time zones</p>	<p>1. Locate climate zones and countries within</p>	<p>1. Biomes and vegetation belts</p>	<p>2. Map reading, Topography and land use</p>	<p>1, 2. Physical - island formation, coastal features. Human - Economic activity, Tourism and Trade</p>	<p>1,3 Visit a coast</p>	

Class 4 B

History Knowledge	Changes in Britain Since 1900			Mayans	
History Understanding	<p>Building on KS1 topic (Victorians to modern day within context of leisure) Timeline of main events (WW1, WW2, space race, moon landing)</p> <p>Causes of events leading up and contributing to WW2 – assess the magnitude of the impact.</p> <p>Changes in socio-economic circumstance (trends in fashion, homes, industry, sociocultural development, government)</p> <p>Suggest reasons and assess impact.</p> <p>Look at different historical interpretations of causes of WW2 – Allied and Axis perspectives</p> <p>Explain factors affecting the validity and reliability of primary, secondary and tertiary sources and relate this to the magnitude of impact on supportive validity of answers.</p> <p>Perspectives on changing political environment. Lasting impact of war on women in society</p>			<p>Societal development and contrast with other major societies at the time. Mayan interpretation and organisation of time.</p> <p>Compare developments and timeframe to others (Greek, Roman, Egyptians)</p> <p>Compare and contrast society with Britain</p> <p>Identify historically significant developments of Mayan civilisation, explain why they are significant.</p>	
Geography Topic		UK and Local Geography			
Geography Stands		2. Counties		2. Industry	2, 3. Satellite tracking and local walks

Geography Strands		FS	KS1				KS2		
	Locational	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.	A - name and locate the world's seven continents and five oceans	B - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			1 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	2- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	3 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
	Place	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.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country				Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		
	Human and Physical	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	A - 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	B - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	C - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		1 - Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	2 - Describe and understand 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>Skills and Mapping</p>	<p>Describe....using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries using when appropriate-maps.</p>	<p>A - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>B - 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</p>	<p>C - 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>	<p>D - 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.</p>	<p>1 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>2 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>3 - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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