

Year	Term 1 Local Area	Term 2 Navigation	Term 3 British	Term 4 Famous Buildings and Individuals	Term 5 The World	Term 6 Sustainability through Time
Year 1	<p>Cox Green</p> <p>Recognise, recall, and describe how local housing and buildings through the times, different types of housing, evolution of local jobs through time, vocabulary linked to cities, towns, villages, farms, etc, locating landmarks on map.</p> <p>Name and locate some places in Cox Green e.g. the library, bus stops, zebra crossing, railway bridge, the butterfly trail, Lillibrook farm (Linked to safety in C and E term 1)</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Use a range of sources such as simple maps, photographs, magnifiers, and local visits.</p> <p>Use their own symbols on an imaginary map</p> <p>Name and locate some places in the UK and wider world. E.g. London, Europe, America, Asia etc.</p> <p>Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p> <p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <p>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p> <p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p>Local housing through the times, different types of housing, evolution of local jobs through time, vocabulary linked to cities, towns, villages, farms, etc, locating landmarks on map.</p> <p>Field Trip – walk around Cox Green to look at different types of houses and buildings. Look at local amenities such as shops, libraries and churches. Look at simple maps.</p>	<p>Navigation & Spatial Sense</p> <p>Follow directions (Up, down, left, right, forwards, backwards), Programme Beebots.</p> <p>Use maps, images, apps, and devices to talk about everyday life- e.g. journeys to and from school etc.</p> <p>Recognise that a map is about a place.</p> <p>Use streets to navigate from Lowbrook to Norden Farm or the butterfly trail behind Cannon Lane.</p> <p>Recognise and be able to follow simple directions.</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Use their own symbols on an imaginary map.</p> <p>Use a range of sources such as simple maps, photographs, magnifiers, and local visits.</p> <p>Recognise the Equator, North and South Pole on a globe. Recognise and understand 4 compass points.</p> <p>Draw, speak and write about Geographical concepts such as what they can see where.</p> <p>4 compass points, navigation from Lowbrook to Norden Farm, directions, treasure maps, Beebots and map symbols, the Equator, North and South Pole, Christopher Columbus. Historical festivals – Guy Fawkes, Remembrance Day, St Andrews Day</p>	<p>United Kingdom</p> <p>Use globes, maps, and atlases to locate the countries and capital cities of the U.K.</p> <p>Use a growing range of subject specific vocabulary.</p> <p>Compare geographical features of towns and the countryside using their existing observations, maps, and photographs.</p> <p>Use aerial photographs to begin to locate countries.</p> <p>Use basic geographical vocabulary to refer to human and physical features identified above.</p> <p>Use globes, maps, and atlases to locate the countries and capital cities of the U.K.</p> <p>Use a growing range of subject specific vocabulary.</p> <p>Compare geographical features of towns and the countryside using their existing observations, maps, and photographs.</p> <p>Use aerial photographs to begin to locate structures such as our school and zooming out to countries.</p> <p>Use basic geographical vocabulary to refer to human and physical features identified above.</p> <p>Draw, speak and write about Geographical concepts such as what they can see where.</p> <p>Use a range of sources such as simple maps, photographs, magnifiers, and local visits.</p> <p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p>Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p>Identification of the UK on world map, Union Flag, country flags and national emblems (e.g. rose, thistle, leek, daffodil, shamrock, dragon, three lions)</p>	<p>Windsor Castle & Queen Elizabeth</p> <p>Use factual knowledge to describe past events.</p> <p>Use factual knowledge to summarise events and make a timeline of Kings and Queens of Windsor castle.</p> <p>Analyse a range of different primary and secondary resources.</p> <p>Investigate geographic facts as to why the castle was built by a river yet on a hill. Make connections between these facts.</p> <p>Draw, speak and write about Geographical concepts such as what they can see where.</p> <p>Tell the difference between past and present in own and other people's lives.</p> <p>Begins to identify and recount some details from the past from sources (e.g. pictures, stories)</p> <p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). Recount changes in own life over time.</p> <p>Put 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Use past and present when telling others about an event.</p> <p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount main events from a significant period in history. Use evidence to explain reasons why people in past acted as they did.</p> <p>Begin to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p>Find answers to simple questions about the past from sources of information (eg. pictures, stories).</p> <p>Study of castle and timeline of Kings and</p>	<p>Weather Patterns</p> <p>Observe and describe daily weather patterns.</p> <p>Ask and answer simple questions.</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold parts of the world.</p> <p>Express their views on some features of the environment e.g. what they do or don't like.</p> <p>Draw, speak and write about Geographical concepts such as what they can see where.</p> <p>The children will use weather maps and basic symbols (closely linked to S and T).</p> <p>Begins to identify and recount some details from the past from sources (e.g. pictures, stories)</p> <p>Explore aspects of weather and their symbols, meteorologists, climate around the world, make weather measuring instruments, 'Southwold' by Stanley Spencer. Extreme weather – tsunamis and earthquakes Arts and Culture Week: France</p>	<p>21st Century Time Period</p> <p>Use maps, images, apps and devices to talk about everyday life - e.g. journeys to and from school etc</p> <p>Draw, speak and write about Geographical concepts such as what they can see where.</p> <p>Begin to identify and recount some details from the past from sources (e.g. pictures, stories)</p> <p>Find answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <p>Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p> <p>Recount changes in own life over time.</p> <p>Use words and phrases such as recently, before, after, now, later.</p> <p>Use past and present when telling others about an event.</p> <p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount main events from a significant period in history. Use evidence to explain reasons why people in past acted as they did.</p> <p>Find answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <p>Evolution of motor vehicles (Henry Ford), expansion of computer age (touch screens, YouTube, iPads, Smart phones, Skype/Facetime), Timeline of 21st century Sustainability – CO2 emissions and alternative fuel. Sports Week (please teach over this time): History through sport – cycling Tour De France.</p>

			and capital cities of UK countries, famous UK landmarks e.g. Big Ben, Tower Bridge, Stonehenge, Angel of the North, Hadrian's Wall	Queens who lived there, how the castle is built and why? Why is the castle built on the River Thames? Historical festivals – St David's Day, St Patrick's Day, St George's Day Field Trip - Windsor Castle looking at features of the castle, learn about the monarchs who have lived there and the locations of the castle. Theme Day – Kings & Queens		
Year 2	<p>The River Thames</p> <p>Name and locate significant places in RBWM and the River Thames (Henley to London), UK and wider world.</p> <p>Describe places using simple geographical vocabulary.</p> <p>Make observations about features of the map from Henley to London.</p> <p>Map the Thames on a timeline. Recognise and interpret primary and secondary sources to find out about aspects of the past.</p> <p>Develop simple fieldwork and observational skills when studying the River Thames.</p> <p>Use agreed symbols e.g. River features to make a simple map.</p> <p>Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p> <p>Parts of a river, uses of the river, location and key facts about River Thames, important places along the Thames from Henley to London and identify on a map.</p> <p>Field Trip – River and Rowing Museum (the use and features of a river/Wind in the Willows linked to Literacy).</p>	<p>Navigation & The 7 Continents and Seasons</p> <p>Name and locate significant places in the RBWM locality, the UK and wider world using geographical vocabulary.</p> <p>Follow directions NSWE as per Year 1.</p> <p>Name and locate using Geographical resources a wider range of places: 7 continents, 5 oceans, capital cities and counties of UK.</p> <p>Use large scale OS maps.</p> <p>Find land/sea on a globe. Use teacher drawn base maps.</p> <p>Introduction to iPad technology and mapping software Google Maps and Google Earth/aerial photos.</p> <p>Use globes, simple maps and (Infant/Junior) atlases to locate the countries and capital cities of the U.K.</p> <p>Use a growing range of subject specific vocabulary.</p> <p>Compare geographical features of towns and the countryside using their existing observations, maps, and photographs.</p> <p>Use aerial photographs to begin to locate countries.</p> <p>Use basic geographical vocabulary to refer to human and physical features.</p> <p>Identify seasonal and daily weather patterns. (S&T link)</p> <p>Follow a simple route on a map.</p> <p>7 continents, 5 oceans, capital cities and counties of UK, 8-point compass, Google Maps and Google Earth/Aerial photos, directional language, keys</p>	<p>Changes within living memory & 20th Century icons</p> <p>Use factual knowledge to summarise events.</p> <p>Analyse a range of different primary and secondary resources and summarise the behaviour and belief of people.</p> <p>Summarise a chronology of domestic life, clothes, transport, communication methods and women's rights: Emily Pankhurst.</p> <p>Recount changes in own life over time.</p> <p>Put 3 people, events or objects in order using a given scale.</p> <p>Use words and phrases such as recently, before, after, now, later.</p> <p>Use past and present when telling others about an event.</p> <p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount targeted main events from a significant period in history - focus on Suffragettes and context of terms and prior study.</p> <p>Use evidence to explain reasons why people in past acted as they did. Explore the concepts of justice, fairness and equality and the motivation behind the suffragettes.</p> <p>Looks at books and pictures. (Eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understand why some people in the past did things: Roald Dhal and Emily Pankhurst.</p> <p>Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> <p>Describes objects, people, and events.</p> <p>Writes own date of birth.</p>	<p>St Paul's Cathedral & Samuel Pepys</p> <p>Use factual knowledge to describe past events.</p> <p>Use factual knowledge to summarise events and generalise about the past.</p> <p>Analyse a range of different primary and secondary resources e.g. Samuel Pepys diary.</p> <p>Evaluate and summarise the facts around fire safety - then and now?</p> <p>Use words and phrases such as recently, before, after, now, later.</p> <p>Use past and present when telling others about an event.</p> <p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount main events from a significant period in history.</p> <p>Use evidence to explain reasons why people in past acted as they did.</p> <p>Look at books and pictures (eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understand why some people in the past did things.</p> <p>Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> <p>Great Fire of London, timeline of eras surrounding 17th century, buildings then and now, London in 17th Century and now, fire safety then and now</p> <p>Field Trip – St Paul's Cathedral</p>	<p>Life in a Chinese Village – Chan'gou</p> <p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Describe similarities, differences, and patterns e.g. comparing their lives with the lives of children in Chan 'Gou.</p> <p>Use words and phrases such as recently, before, after, now, later.</p> <p>Use past and present when telling others about an event</p> <p>Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> <p>Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p> <p>Make connections and summarise about the achievements of Sir Edmond Hillary and the Empire - Why was the announcement of getting to the top delayed until after the coronation?</p> <p>Human features, physical features, earthquakes, similarities and differences, a day in the life', use of River Lijiang and Jinsha. Mount Everest and Sir Edmund Hillary (importance of same week as coronation), Himalayan Mountain range Arts and Culture Week: China</p>	<p>20th Century Time Period</p> <p>Express views about the environment and can recognise how people sometimes affect the environment by researching the facts about Waste Hierarchy.</p> <p>Recall and place a range of relevant events on a timeline.</p> <p>Use words and phrases such as recently, before, after, now, later.</p> <p>Use past and present when telling others about an event</p> <p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount main events from a significant in history.</p> <p>Use evidence to explain reasons why people in past acted as they did.</p> <p>Look at books and pictures (eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understand why some people in the past did things.</p> <p>Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> <p>Draw labelled diagrams and write about them to tell others about people, events and objects from the past</p> <p>First aeroplane flight, evolution of technology, e.g. WWW, computers and mobile phones (Bill Gates), GPS devices Sustainability – Waste Hierarchy. Sports Week (please teach over this time): History through sport – Tennis, referenced to Wimbledon, famous players.</p>

			<p>Writes simple stories and recounts about the past.</p> <p>A chronology of domestic life, clothes, transport, communication methods, toys & books, food and music. Emmeline Pankhurst- the suffragettes and women's right to vote, The Beatles and the change in music from the 60s, Roald Dahl. Timeline of British icons. Theme day – Roald Dahl book characters</p> <p>Field Trip – Roald Dahl Museum</p>			
Year 3	<p>Windsor</p> <p>Identify key features on a map.</p> <p>Examine beliefs and behaviour characteristics of people in the past.</p> <p>Use factual knowledge to describe past societies, periods and events and begin to make connections between them.</p> <p>Recognise and interpret primary and secondary sources to find out about aspects of the past.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>Make observations about places that change over time.</p> <p>Use Geographical language to describe some aspects of human and physical features.</p> <p>Observe, record, and explain physical and human features of the environment.</p> <p>Begin to use map sites on the internet.</p> <p>Name and locate a wider range of places in Windsor, the UK and Wider world.</p> <p>Uses words and phrases: century, decade.</p> <p>Timeline of Windsor from early settlement until now. Understands timeline can be divided into BC and AD. Recall and place a range of relevant events on a time line.</p> <p>Physical and human features, building the castle on the River Thames and use of the river, Windsor through time, including the fire in 1994.</p> <p>Field Trip – to Windsor Museum</p>	<p>Navigation & Europe</p> <p>Use a range of sources: Use maps, atlases, globes and digital/computer, satellite mapping to locate countries and describe features studied.</p> <p>Use the 4-point compass points to describe a location relative to another place.</p> <p>Use a legend to find areas of higher ground on a map.</p> <p>Know what a key is and use standard key symbols.</p> <p>Interpret symbols and keys to develop knowledge of the United Kingdom and its relationship with Europe.</p> <p>Use letter/number co-ordinates to locate features on a map.</p> <p>Use the 8-compass points on an OS map to locate features.</p> <p>Use a range of methods, including sketch maps, aerial photographs, plans and graphs, and digital technologies - Google Maps, Google Earth to locate the land and sea on large maps.</p> <p>Use simple compass directions as well as locational and directional language when describing features and routines.</p> <p>Use map sites on the internet.</p> <p>Name and locate a wider range of places in Windsor, the UK and Europe.</p> <p>Make a compass, Google Maps, Google Earth, using maps to focus on Europe – environmental regions, key physical & human characteristics, countries & major cities, Ordnance Survey maps and contour lines.</p>	<p>Victorians</p> <p>Use factual knowledge to summarise events.</p> <p>Analyse a range of different primary and secondary resources and summarise the behaviour and beliefs of people.</p> <p>Evaluate the usefulness of primary and secondary resources.</p> <p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'how did people? What did people do for?' Explore the concept of Empire.</p> <p>Use evidence to describe and evaluate a Victorian Child's life compared to today: Buildings, Culture, School, Lifestyles, Diet, Leisure and Beliefs.</p> <p>Use words and phrases: century, decade.</p> <p>Look at 2 versions of same event and identify differences in the accounts.</p> <p>Life as a Victorian child, comparing the lives of a rich and poor, Industrial Revolution Crimean War (Florence Nightingale), life in Britain then and now. Timeline of era. Theme Day – Victorian Day</p>	<p>Cliveden House</p> <p>Use factual knowledge to describe past events.</p> <p>Use factual knowledge to summarise events and generalise about the past.</p> <p>Analyse a range of different primary and secondary resources.</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>Ask questions such as 'how did people? What did people do for?'</p> <p>Observe, record, and explain physical and human features of the environment.</p> <p>Follow a map accurately around the grounds of Cliveden.</p> <p>Ask and answer more searching questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p> <p>Uses words and phrases: century, decade.</p> <p>Make a simple scale drawing</p> <p>People and use over time, the impact of building the water tower, uses of buildings, history of The National Trust.</p> <p>Field Trip – Cliveden House</p>	<p>Vikings & Anglo-Saxons</p> <p>Use factual knowledge to summarise events.</p> <p>Analyse a range of different primary and secondary resources and summarise the behaviour and belief of people.</p> <p>Evaluate the usefulness of primary and secondary resources.</p> <p>Use words and phrases: century, decade.</p> <p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'how did people? What did people do for?'</p> <p>Use factual knowledge to summarise the beliefs, behaviour and characteristics of the Hunter Gatherers and Vikings.</p> <p>Hunters and Gatherers, Viking Raids, farming, Viking trade, Viking gods and goddesses. Arts and Culture Week: Scandinavia</p>	<p>Neolithic/Mesolithic Time Period</p> <p>Locate places on larger scale maps, e.g. Charles Darwin's journeys.</p> <p>Name and locate a wider range of places in Windsor, the UK and wider world.</p> <p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Use words and phrases: century, decade.</p> <p>Understand timelines which are divided into BC and AD. Relate this period back to term one and prior learning in the school.</p> <p>Moving from hunter gatherers to farming, Charles Darwin. Sustainability – sustainable agriculture. Sports Week (please teach over this time): History through sport – sailing.</p>

	Maidenhead	Navigation & The Americas	Tudors	Hampton Court Palace	Ancient Egypt	Bronze and Iron Age Time Period/ Sustainability –
Year 4	<p>Use factual knowledge to describe past societies, periods and events and begin to make connections between them.</p> <p>Summarise the beliefs, behaviours, and characteristics of people, recognising difference in views and feelings.</p> <p>Name and locate a wide range of places in the locality and UK and wider world.</p> <p>Observe, record, and name the human features of Brunel Bridge during the field trip.</p> <p>Make a short map to or around the Brunel Bridge.</p> <p>Make a simple map to scale.</p> <p>Identify features on aerial photographs.</p> <p>Use Junior Atlases.</p> <p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Describe how some of the past events/people affect life today.</p> <p>Use dates and terms correctly.</p> <p>Discuss most appropriate way to present information, realising that it is for an audience.</p> <p>Location of significant places and their uses/purpose, change of our local area over time.</p> <p>River Thames and Brunel Bridge linked to Industrial Revolution</p> <p>Field Trip – Brunel Bridge</p>	<p>Research, find and organise facts about a country into an information leaflet, including headings, sub-headings, planning layout to include graphics, prioritising facts on information value.</p> <p>Use the skill of independent self-directed research on iPad, atlases, and encyclopaedias.</p> <p>Presentation skills - based on research, delivering a persuasive presentation on: "How the Panama Canal changed trade/Aztec life compared to ours/Geographical features of the Galapagos Islands."</p> <p>Know why a key is needed.</p> <p>Recognise basic symbols on an OS map.</p> <p>Use Junior Atlases.</p> <p>Use map sites on the internet.</p> <p>Use 8-point compass points and recognise some ordnance survey symbols on maps.</p> <p>Use 4-compass points to follow/give instructions.</p> <p>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Use dates and terms correctly.</p> <p>Discuss most appropriate way to present information, realising that it is for an audience.</p> <p>Using maps to focus on North and South America including important geographical features (The Panama Canal and the Galapagos Islands, 50 US states, mountains/rainforests and rivers) link to Aztecs (history), 4 to 6 grid reference</p>	<p>Understand the difference between primary and secondary sources of evidence:</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>Use factual knowledge to summarise events.</p> <p>Analyse a range of different primary and secondary sources and summarise the behaviour and belief of people.</p> <p>Evaluate the usefulness of primary and secondary resources.</p> <p>Generalise about aspects of life in the past, hypothesise and elaborate on key events in this period - conflicts during the Tudor period.</p> <p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identify some ideas, beliefs, attitudes and experiences of men, women, and children from the past.</p> <p>Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Gives reasons why there may be different accounts of history.</p> <p>Map the current area of study on a timeline in relation to other studies.</p> <p>Ask questions such as 'what was it like for a during?'</p> <p>Use subject specific words such as monarch, settlement, invader.</p> <p>Use dates and terms correctly.</p> <p>Timeline of Kings and Queens throughout the time period, War of the Roses, Richard III, Henry VIII and his wives, land use and settlement during Tudor period.</p> <p>Field Trip – Hampton Court Palace</p>	<p>Use factual knowledge to describe past events.</p> <p>Use factual knowledge to summarise events and generalise about the past.</p> <p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>Generalise about aspects of life in the past, hypothesise and elaborate on key events in this period.</p> <p>Name and locate a wide range of places in the locality and UK and wider world.</p> <p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identify some ideas, beliefs, attitudes and experiences of men, women, and children from the past.</p> <p>Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Ask questions such as 'what was it like for a during?'</p> <p>Use subject specific words such as monarch, settlement, Empire, invader.</p> <p>Use dates and terms correctly.</p> <p>Timeline of Kings and Queens throughout the time period -extend and relate to term 3's timeline.</p> <p>Cardinal Wolsey, Sir Christopher Wren, tourism since Queen Victoria, The Tale of Two Palaces - Tudor Palace developed by Cardinal Wolsey - Baroque Palace built by William III and Mary II).</p>	<p>Name and locate a wide range of places in the locality and UK and wider world.</p> <p>Use geographical language to identify and explain key aspects of human and physical features as well as links and interactions between people, places, and environments.</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p> <p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Ask and respond to more searching geographical questions including Why and how did they build the pyramids?</p> <p>Identify some ideas, beliefs, attitudes and experiences of men, women, and children from the past. Explore slavery and relate to the building of the pyramids. Was Cleopatra the first real woman leader? Compare to other periods.</p> <p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Locate large places on a large map or globe. E.g. find the UK, Egypt, Southern Hemisphere etc.</p> <p>Use junior atlases.</p> <p>Use words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Ask questions such as 'what was it like for a during?'</p> <p>Use subject specific words such as monarch, settlement, invader.</p> <p>Use dates and terms correctly.</p> <p>Timeline of pharaohs, significance of</p>	<p>Describe how features and places change and the links between people and the environment.</p> <p>Express opinions on environmental issues and recognise that other people may think differently.</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments, and people.</p> <p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describe how some of the past events/people affect life today.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Use words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>Use dates and terms correctly.</p> <p>Ask questions such as 'what was it like for a during?'</p> <p>Discuss most appropriate way to present information, realising that it is for an audience.</p> <p>Invention of the wheel, advancements in agriculture, Potter's wheel & textile production. Iron ploughs, rotary quern, land ownership & grain production, population density distinguishing between areas where people are dispersed (rural) & crowded (towns & cities), the terms urban, suburban and rural.</p> <p>Sustainability – Pollution of global water systems through textile industry.</p> <p>Sports Week (please teach over this time): History through sport – football.</p>

					pharaohs and the structures built, links to Egyptian landmarks – pyramids and River Nile. Theme Day - Egyptian Arts and Culture Week: Egypt	
Year 5	<p>The River Thames</p> <p>Use geographical language to identify and explain the physical features of the River Thames and the links between people and the environment.</p> <p>Observe, measure and record features using a range of methods e.g. sketch maps, plans, graphs and digital technologies (measuring and interpreting water levels at the museum and presenting data to the group).</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>Source of the River Thames, erosion and deposition, geographical features along the river, features of river basins – springs, mountain streams, channels, lakes, estuaries, coastline, comparison of Thames to other major UK and world rivers</p> <p>Field Trip – River and Rowing Museum</p>	<p>Navigation & Famous Explorers</p> <p>Name and locate an increasing range of places in the world including topically significant features and events.</p> <p>Locate and name key lines of latitude and longitude on a map and recognise OS symbols.</p> <p>Use the eight points of a compass to build knowledge of the UK and the wider world on a map.</p> <p>Use eight points of a compass to locate points around the school</p> <p>Use four and six figure grid references to build knowledge of the UK and wider world</p> <p>Use atlases to locate places using latitude and longitude references (up to 4 figure coordinates).</p> <p>To use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Develop an understanding of the concept of different time zones through interpretation of time zone maps.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Explorers – Ernest Shackleton and Captain Scott, Arctic and Antarctic Circle (human and physical features, imaginary lines and boundaries), transportation aids in GPS, Strava, etc. How do we remember? - Remembrance Day assembly</p>	<p>WW1</p> <p>Use factual knowledge to summarise events.</p> <p>Analyse a range of different primary and secondary resources and summarise the behaviour and beliefs of people.</p> <p>Evaluate the usefulness of Primary and Secondary resources</p> <p>Generalise about aspects of the past and suggest omissions and means of finding out missing information. E.g. Are the historic sources all English?</p> <p>Use evidence to hypothesize about the reasons for historical events that caused WW1 situations and the actions of individuals.</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Look at different versions of the same event and identify differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others.</p> <p>Compare maps with aerial photographs - analyse their use now and in WW1.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>Map the current area of study on a timeline in relation to other studies.</p> <p>Timelines up to WW1 running alongside this uses timelines to place and sequence local, national, and international events.</p> <p>Causes of the War, the Western Front, the Home Front, the end of the War</p> <p>Field Trip – Imperial War Museum</p>	<p>Roman Empire, The Colosseum & Julius Caesar</p> <p>Use factual knowledge to summarise events.</p> <p>Analyse a range of different primary and secondary resources and summarise the behaviour and belief of people.</p> <p>Evaluate the usefulness of Primary and Secondary resources</p> <p>Generalise about aspects of the past and suggest omissions and means of finding out missing information. E.g. Who wrote the history of the Roman Empire?</p> <p>Use evidence to hypothesize about the reasons for historical events that led to Romanisation and why was this not wholly successful in Britannia.</p> <p>Identify changes within and across historical periods.</p> <p>Look at different versions of the same event and identify differences in the accounts.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others</p> <p>Begin to draw a variety of Thematic maps based on own data.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>Ancient Roman buildings, roads, architecture, power of the army, Hadrian's Wall, Romanisation, climate of the Mediterranean Theme Day - Romans</p>	<p>India/Nepal</p> <p>Name and locate the key features and historical events in India.</p> <p>Demonstrate understanding of why and how some features or places are similar or different and why and how they change? E.g. Partition</p> <p>Ask and respond to questions that are more causal e.g. Why is it happening in that place? Could it happen here? Explore this through Ghandi and the notion of Passive Resistance.</p> <p>Select a map for a specific purpose - e.g. find the India/Pakistan border and use OS maps to find specific places e.g. the Taj Mahal.</p> <p>Draw labelled diagrams and write about them to tell others about people, events, and objects from the past- Map Mount Everest in relation to Chang 'Gou, England and New Zealand.</p> <p>Begin to use atlases to find out about features and places - e.g. does India have the largest population for its size? What is the wettest part of the world?</p> <p>Effectively use index and contents pages within atlases.</p> <p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Geographical and historical aspects, culture and customs of Indians, Himalayan Mountains – how are mountains formed, physical features of a mountain including the peak. Arts and culture: India</p>	<p>Early Islamic Civilisation Time Period</p> <p>Express and explain their opinions on environmental issues and recognise that other people may think differently.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Mesopotamian, Romans, Victorians, Victorians, era, period. Place the work of Rifaia Al-Aslamia in historical context 622AD (Compare to Florence Nightingale and the Crimean war 1853).</p> <p>Identify changes within and across historical periods.</p> <p>Identify and elaborate on some social, cultural, religious, and ethnic diversities of societies studied in Britain and wider world.</p> <p>Examine and make comparisons between Florence Nightingale and Rifaia Al-Aslamia</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>Did the same happen to the hanging gardens of Babylon?</p> <p>Baghdad AD 900, Mesopotamia, the building of Baghdad, dark age or golden age, the House of Wisdom, The Mongol attack in 1258</p> <p>Sustainability – habitats destroyed by housing developments.</p> <p>Sports Week (please teach over this time): History through sport – Boxing</p>

	<p>The River Thames during the Industrial Revolution</p>	<p>Navigation & Time Zones</p>	<p>WW2 and Aftermath</p>	<p>Houses of Parliament & Famous Prime Ministers</p>	<p>Ancient Greece</p>	<p>Medieval Time Period</p>
<p>Year 6</p>	<p><u>Field Trip – Sky Academy</u> (linked with S&T and LOL) - At the Sky Academy: Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations measurements and recordings.</p> <p>Use a range of sources to generalise about aspects of the past and elaborate on describing the Industrial Revolution periods whilst making links between now and then.</p> <p>Hypothesize about the reasons for the Industrial Revolution and summarise the beliefs and behaviours of this time. Recognise the difference in view and feelings of those in the Industrial Revolution compared to those of today.</p> <p>Choose reliable sources of factual evidence to describe houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion, and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Give own reasons why changes may have occurred, backed up with evidence.</p> <p>Recognise patterns in human and physical features and understand the conditions, processes and changes that influence these patterns.</p> <p>Generalise and hypothesise about the change of use on the River Thames and Canal systems that were driven by the Industrial Revolution.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Trade and development of British Empire in 19th Century, import/export, Introduction to canals and how they work, Grand Union canal history and its uses, change of use of canal systems since 1700s, Suez Canal history and its uses, Compare Grand Union Canal and Suez Canal. (Canal River Trust)</p> <p>Human Geography along the River Thames, change in population density, Mountain Ranges around the world and sources of rivers, tectonic plates. Field Trip – Sky Academy (linked with S&T and LOL)</p>	<p>Locate and name key lines of latitude and longitude on a map using OS maps</p> <p>Use eight points of a compass to locate points outside the school.</p> <p>Use four and six figure grid references to build knowledge of the UK and wider world</p> <p>Use atlases to locate places using latitude and longitude references.</p> <p>To use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p> <p>Begin to use 6 figure grid refs: use longitude and latitude on atlas maps.</p> <p>Develop an understanding of the concept of different time zones through interpretation of time zone maps. Use an atlas and a time zone map to identify the time in certain cities in relation to the UK.</p> <p>Begin to draw a map using plans of increasing complexity.</p> <p>Locate significant places on word maps.</p> <p>Ordnance Survey, Time Zones, GMT, 180° line (International Date Line), Tropics, latitude and longitude, scale on a map, straight line navigation, biomes, bad elf GPS, Following OS map, plotting routes Remembrance Day assembly</p>	<p>Use factual knowledge to summarise events.</p> <p>Analyse a range of different primary and secondary resources and summarise the behaviour and belief of people.</p> <p>Evaluate the usefulness of Primary and Secondary resources - The ENIGMA machine.</p> <p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understand that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history. How NAZI Germany used Propaganda to mobilise its population.</p> <p>Generalise about aspects of the past and suggest omissions and means of finding out missing information. E.g. Are the historic sources all English?</p> <p>Elaborate on factual knowledge when describing past periods, and events and making connections between them.</p> <p>Use evidence to hypothesize about the reasons for historical events that caused WW2, situations, and the actions of individuals.</p> <p>Choose reliable sources of factual evidence to describe houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion, and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identify how any of above may have changed during a time period. Give own reasons why changes may have occurred, backed up with evidence.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Timelines 1918 – current day Use timelines to place events, periods and cultural movements from around the world. Map the current area of study on a timeline in relation to other studies.</p> <p>The outbreak of war, evacuation, rationing, the role of women. Study on Alan Turing</p>	<p>Use factual knowledge to describe past Prime ministers and summarise the beliefs and behaviours that characterised their views. Elaborate on factual knowledge and use a range of sources, including Citizenship and Ethics debates, to consider connections between them.</p> <p>Ask and respond to questions that are more causal e.g. what happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test hypothesis about people, places, and geographical issues.</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</p> <p>Choose reliable sources of factual evidence to describe houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion, and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identify how any of the above may have changed during a time period.</p> <p>Give own reasons why changes may have occurred, backed up with evidence.</p> <p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understand that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history</p> <p>Form own opinions about historical events from a range of sources.</p> <p>e.g. Winston Churchill (WW2), Margaret Thatcher (First woman), Tony Blair (War in Iraq), Theresa May (Brexit), significance of HP as a government building, roles of MPs, planning and delivering debates, the voting system and current issues e.g. Brexit</p>	<p>Use factual knowledge to describe past events.</p> <p>Use factual knowledge to summarise events and generalise about the past.</p> <p>Analyse a range of different primary and secondary resources</p> <p>Choose reliable sources of factual evidence to describe houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion, and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identify how any of the above may have changed during a time period.</p> <p>Give own reasons why changes may have occurred, backed up with evidence.</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</p> <p>Elaborate when using factual knowledge on Ancient Greece and make connections to life today.</p> <p>Extent of the Greek Empire created by Alexander the Great. Olympic Games and its origins in Olympia. The importance of deities, especially Zeus and the relevance of Olive Leaf Wreaths. Democracy in Ancient Greece and impact on modern world.</p> <p>Understand what curriculum was like in Ancient Greece. Who was eligible for education? School life for boys and home education for girls.</p> <p>Great Thinkers, their area of influence and knowledge and their contribution to today's world. Religion in Greek Culture Arts and culture: Greece</p> <p>Field Trip – URE Museum of Greek Archaeology, Reading</p>	<p>Use all key periods as reference points: BC, AD and refer to the period already learnt up to today.</p> <p>Name and locate an extensive range of places in the world including topically significant features and events - make connections to global warming, loss of the Amazon etc.</p> <p>Ask and respond to questions that are more causal e.g. what happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test hypothesis about people, places, and geographical issues.</p> <p>Understand general world weather patterns linked to Science and Technology and apply the scientific knowledge to the Geographical discipline linked to sustainability.</p> <p>Follow a short route on an OS map - River Dart to Leigh Torr Devon.</p> <p>Begin to use 6 figure grid refs: use longitude and latitude on atlas maps.</p> <p>Timeline- the medieval period, the Feudal system and Magna Carta. Warfare and medieval castles, Knights, Windsor castle, The War of the Roses, The Battle of Hasting, Doomsday book, The invention of the printing press Johannes Gutenberg Timeline- the medieval period Sports Week (please teach over this time): History through sport – cricket</p>

			The holocaust, Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb Timelines 1918 – current day Theme Day – Evacuees Field Trip – Bletchley Park			
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All classes to complete starter activities based on globe work and current issues affecting chosen country.
 All classes to add their studied time periods to a collective school timeline displayed in ILE.

Colour Key:

Timeline skills

Skills and practical field trips Field Trips

Link to locality (River Thames)

Themed Weeks

Theme Days