

## Intent

### Millbay Academy Curriculum Intent:

Pupils will gain a coherent knowledge and understanding of Britain’s past and that of the wider world. As pupils progress, their growing knowledge about the world and its history should help them to develop an understanding of the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Alongside developing the above knowledge and skills, Millbay pupils will:

- learn about Britain’s history from the Stone Age to present day;
- develop an understanding of ancient civilisations and the history of other parts of the world;
- know how individuals have helped shape our society and values;
- make judgements based on historical evidence;
- learn how life has changed over long periods of time and make comparisons;
- undertake local history studies in order to promote understanding of changes to, and influences on, their locality;
- undertake historical enquiry, asking pertinent questions and drawing conclusions from a range of sources;
- learn key transdisciplinary skills (communication, research, social, thinking, self-management)

## Implementation

The MBHS curriculum provides coverage of National Curriculum objectives in each subject area. [LTPs](#) and [MTPs](#) organise learning in a hierarchical and progressive way. End points/residual learning expectations are explicit on long term plans. All of our medium term plans follow the same [structure/sequence](#) which has been designed to effect long term memory retention – this is further supported in humanities and science with the use of [Knowledge Organisers](#).

## Impact

- A well-constructed, well-taught curriculum will lead to pupils learning more and at least 80% achieving ARE.
- Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- Pupils are making progress in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum and are able to make links and identify similarities and differences between different historical periods.
- All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning.
- Children can articulate clearly and confidently what they are learning (LO) why they are learning it and how they are expected to demonstrate this.
- Children consistently complete expected tasks and seek out challenges/next steps to deepen their understanding.
- Children can identify their next steps, areas of strength and areas that are missing. They aren’t fearful of mistakes and see them as learning opportunities.

### History and Geography LTP:

YEAR GROUP	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	End points Geog	End points History
<b>Year 1</b>	<p>Unit 1: Geography – Our Local Area (Our School)</p> <p>This unit focuses on the immediate locality of the school. The children will develop location knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps.</p>	<p>Unit 2: History – My Family</p> <p>Children will explore similarities and differences between their own lives and those of people their grandparents' age.</p> <p>The unit focuses on different topics, including homes, toys, shops and schools, and provides opportunities for classroom visitors, as well as trips to the local area and museums. Resources are provided, but to get the most out of this unit, you will need to assemble your own bank of resources so that children can see and handle real objects, rather than just photographs.</p> <p>The resources provided reference mostly the 1940s - 1960s when the majority of the children's grandparents were children. If you find the average age of the children's grandparents is lower, you may want to adjust the planning to reflect a childhood in the 1970s.</p> <p>While this unit focuses on a childhood in Britain, it is possible that many of the children's grandparents may have been born overseas. You also need to be aware that some children may have lost their grandparents. In these cases, you may need to adjust some of the resources.</p>	<p>Unit 3: Geography – People and their Communities Stonehouse and Millbay</p> <p>Children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. Virtual and imagined journeys are important to show Key Stage 1 children similarities and contrasts.</p> <p>The curriculum asks for a focus on teaching about continents then moving children beyond just locational knowledge to a deeper understanding of place knowledge.</p> <p>As a teacher we must be mindful of presenting simplistic, single-view images of countries or whole continents; how can we ever tell a complete view of a location? Balancing images and specific case study examples, even within a lesson, allows for challenges against stereotypes and misconceptions.</p>	<p>Unit 4: History – The Greatest Explorers – Robert Falcon Scott – Pilgrims</p> <p>Children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams.</p> <p>They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that. You may decide to incorporate a visit to a local museum into the unit and some ideas have been included on potential locations.</p>	<p>Unit 5: Geography – Animals and their Habitats</p> <p>This unit gives a geographical context to children's interests in, and prior knowledge of, animals through a study of five continents. It looks at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow.</p> <p>The unit also focuses the children on specific landscapes, people and issues associated with real places. It starts by showing what these animals' homes are like and addressing misconceptions they might have.</p> <p>It offers a chance to introduce North and South America, which is studied in the KS2 Geography Programme of Study.</p>	<p>Unit 6: History – Great Inventions: Brunel (SS Great Britain)</p> <p>children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future.</p> <p>They will begin by learning about the first aeroplane flight, before looking at early aeroplanes in greater depth. They will then focus on the Rainhill Trials of Stephenson's Rocket, using sources from the time to provide context.</p> <p>The children will examine the legacy of both events, and discuss the impact on our world today.</p> <p>You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations.</p>	<p><u>Unit 1: Locational and Place knowledge</u></p> <p>The children will know and understand what is near and what is far and read a plan for the classroom. The children understand a map of the local area and recall a journey and put landmarks in sequence.</p> <p><u>Human and Physical Geography</u></p> <p>The children begin to know about the local area and name key landmarks, e.g. the nearest local green space. (E.g. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.)</p> <p><u>Geographical Skills: Enquiry and Investigation</u></p> <p>Ask and answer basic geographical questions.</p> <p><u>Unit 3 Locational and Place knowledge</u></p> <p>The children can use aerial photos to identify features of a locality.(E.g. look at an aerial map of school) • Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. • The children can name and locate the world's seven continents</p> <p><u>Human and Physical Geography</u></p> <p>The children know about the local area and name key landmarks, e.g. the nearest local green space. (E.g. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.) • The children can learn about the human and physical geography of a small area of a non European country</p> <p><u>Geographical Skills: Enquiry and Investigation</u></p> <p>Investigate different types of weather and changes around us.</p> <p><u>Unit 5 Locational and Place knowledge</u></p> <p>The children can locate places on a map of the local area using locational and directional language. (E.g. Use the name of a continent when describing the location of the habitat of a significant animal.) • The children can recognise a natural environment and describe it using key vocabulary (e.g. make a place in a box that shows the habitat of an animal, with several aspects of the environment labelled including the landscape, food and weather). • The children can name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills. • The children can understand that some of these continents have significant hot and/or cold areas</p> <p><u>Human and Physical Geography</u></p> <p>The children can describe an aspect of the physical and human geography of a distant place using basic geographical vocabulary.</p> <p><u>Geographical Skills: Enquiry and Investigation</u></p> <p>Ask and answer basic geographical questions • Describe similarities and differences between the place Namibia (the home of elephants) and where we live.</p>	<p><u>Unit 2 Chronology</u></p> <p>The children start to develop an awareness of the past • The children some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'. • know where the people and events they study fit within a chronological framework</p> <p><u>Events, People and Changes</u></p> <p>The child can explore similarities and differences between their own lives and those of people their grandparents' age.</p> <p><u>Interpretation, Enquiry and Using Sources</u></p> <p>The child can ask and answer questions, choosing parts of sources to show that they know and understand key features • The child can understand some of the ways in which we find out about the past • The child can identify different ways in which the past is represented.</p> <p><u>Unit 4 Chronology</u></p> <p>•The children use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'. •know where the people they study fit within a chronological framework</p> <p><u>Events, People and Changes</u></p> <p>The child can identify at least one relevant cause for, and effect of, several events covered E.g. Understand the effect of an explorer. •The child can consider one reason why an event or person might be significant. E.g. Explain why we remember a particular explorer.</p> <p><u>Interpretation, Enquiry and Using Sources</u></p> <p>The child can ask and answer a few valid historical questions. E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences. •ask and answer questions, choosing and using sources to show that they know and understand the key features of events •The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find</p> <p><u>Unit 6 Chronology</u></p> <p>The children use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'. • know where the people they study fit within a chronological framework • The children can depict on a timeline the sequence of a few objects, events and/or pieces of information.</p> <p><u>Events, People and Changes</u></p> <p>The child can identify relevant features of historical themes, events and people from family, local, national and global history E.g. Retell the events and people linked to the first aeroplane flight. E.g. Identify differences and similarities between early and modern aeroplanes. • The child can identify a few similarities, differences and changes occurring within a particular topic E.g. Identify differences and similarities between early and modern aeroplanes</p> <p><u>Interpretation, Enquiry and Using Sources</u></p> <p>The child can understand some of the ways in which we find out about the past • The child can identify different ways in which the past is represented. • The child can ask and answer questions, choosing parts of sources to show that they know and understand key features</p>
	<b>Year 2</b>	<p>Unit 1: Geography - My City</p> <p>Children will learn about their city, Plymouth. This unit has a focus on the local area, the children's locality beyond the school gate, and builds on children's knowledge and understanding of their school environment.</p> <p>Children will explore their local area using first hand observation to enhance their local awareness along with developing essential map and fieldwork skills.</p>	<p>Unit 2: History – Bonfire Night and the Great Fire of London</p> <p>Children will explore two very different events within the Stuart period. Each event offers three weeks' teaching and learning. First, the children will investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences.</p>	<p>Unit 3: Geography – Journeys: Food</p> <p>Children will have experience of buying and eating food within the UK with the growing geographical understanding of the world. As with many units in KS1, there is a strong element of local area study with a suggested local shop or market as a recommended visit to begin to show the class the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).</p>	<p>Unit 4: History - Holidays</p> <p>Children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in Year 1 when they looked at what it was like to be a child in the 1950s and 1960s.</p> <p>They will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images.</p>	<p>Unit 5: Geography – Our Wonderful World</p> <p>Children will bring together the ideas introduced in the previous KS1 units. This is designed to enhance and solidify their geographical general knowledge. It will also give them an appreciation of the world by introducing natural and man-made wonders, as well as ancient and modern wonders.</p>	<p>Unit 6: History – Our Local Heroes</p> <p>Children will learn about the lives of some of the most significant people in the history of their locality. The unit will support the children in gaining an understanding of the breadth of contributions people can make in order to become significant, and will make links with the prior learning in Year 1: The Greatest Explorers.</p> <p>Children will use a range of sources of evidence, including oral history, visual images and written</p>	<p><u>Unit 1: Locational and Place knowledge</u></p> <p>The child can know about the local area, and name and locate key landmarks and the UK's 'wonders'. (E.g. Create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.) • The child can identify the key characteristics of the capital cities in the UK</p> <p><u>Human and Physical Geography</u></p> <p>The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. • The child can independently use aerial photos to identify physical and human features of a locality. • The child can make observations about, and describe, the local area and its physical and human geography.</p> <p><u>Geographical Skills: Enquiry and Investigation</u></p> <p>Ask and answer simple geographical questions when investigating different places and environments. • The child can investigate and compare the characteristics of the different cities in the UK.</p> <p><u>Unit 3:</u></p>

Next, they will study the Great Fire of London, and decide whether or not it improved London for those living there. They will learn to interpret evidence from the time and afterwards, examining whether the sources are reliable. You may decide to incorporate a visit to a museum into the unit, and some ideas have been included on potential locations.

They will begin to consider the use of story as a source of evidence. The resources provided reference mostly the 1950s and 1960s and refer to grandparents, so you need to be aware that some of the children's grandparents will be older or younger than the average age, some may come from cultures where holidays are not the norm and some children may have recently lost their grandparents.

You may need to adapt and edit the resources as appropriate. This unit is fully resourced, but you may wish to edit the materials and use examples of local resorts to provide links to your local history coverage.

documents. They will also visit the locality to investigate places of interest related to the significant figures. It is recommended that this topic is taught in the summer to facilitate opportunities for off-site visits in good weather.

The unit builds on the skills introduced throughout the other Key Stage 1 units, particularly the use of sources. It will revisit and embed some of the key vocabulary and concepts from previous topics, while introducing new and more challenging terms ready for study at Key Stage 2.

**Locational and Place knowledge**  
The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. (E.g. Using information about food from different parts of the UK. • The child can identify on a map the four countries and capital cities of the UK - showing where regional foods come from. Prepare a 'Great British Picnic' using these foods.)

**Human and Physical Geography**  
• The child can make observations about, and describe, the local area and its physical and human geography. • The child can make comparisons between landscapes within the UK and compare to their own locality.

**Geographical Skills: Enquiry and Investigation**  
• Ask and answer simple geographical questions when investigating different places and environments. • The child can investigate and enquire where local food comes from.

**Unit 5**  
**Locational and Place knowledge**  
The child can name and locate the seven continents and five oceans on a globe or atlas. The child understands why a 'wonderful' location might be special. • The child can compare and contrast different locations using place knowledge. • The child understands what the world's highest mountain is called. • The child understands what a river is and how it is different from a desert. • The child can name some of the world's major rivers. • The child can name an 'ancient' and old-world wonder. • The child understands where the wonders of the human and physical world are. • The child understands the difference between the world wonders, and I can compare them.

**Human and Physical Geography**  
I understand what human and physical geographical elements there are in my local area and the UK. • The child can describe the physical and human geography of a distant place. The child can then describe their locality and how it is different and similar to the distant place

**Geographical Skills: Enquiry and Investigation**  
Ask and answer simple geographical questions when investigating different places and environments. • Investigate specific landmarks of countries around the world and how this compares to St Helens. • Investigate the impact of specific landmarks when looking at the wonders of the world.

**Unit 4**  
**Chronology**  
The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.

**Events, People and Changes**  
The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in aeroplanes from different decades.

**Interpretation, Enquiry and Using Sources**  
The children can identify different ways in which the past is represented •The children use parts of stories and other sources to show they know and understand key features of events •The children use sources to show they know and understand the past

**Unit 6**  
**Chronology**  
The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.

**Events, People and Changes**  
• The child will study significant historical people and places in their own locality. • The child will learn significant people from different continents.

**Interpretation, Enquiry and Using Sources**  
• The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine. • The child will choose parts of sources to show that they know and understand key features of events.

Year 3

**Unit 1: History – The Stone Age**

Children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages.

They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and their way of life.

The main focus will be on the New Stone Age and how those contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site.

Links will be made to the types of evidence introduced at Key Stage 1, and knowledge and skills will be further developed. The unit will also feed forward to Year 3 Unit 2: The Bronze Age and the Iron Age. Where possible, links should be made to the period in your locality.

**Unit 2: Geography – Climate and Weather**

Children are introduced to different ways of communicating geographical data, particularly through different styles of maps.

They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones.

The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.

**Unit 3: History – The Bronze Age and the Iron Age**

Children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods.

Links will be made to the Stone Age period. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods.

Differing interpretations of evidence will be considered. Where possible, options to study local sites have been included.

**Unit 4: Geography – Our World**

Children used several different representations of the world, or parts of it, without questioning them. In this unit, they will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D.

They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.

**Unit 5: History – Our Local Area**

Children will investigate their local area, and consider which buildings are of significance and should be preserved.

They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building's construction, as well as to their prior learning.

There is the possibility of inviting a panel of guests to take part in a question and answer session about local buildings, leading into the children planning and running a campaign to save a particular building.

**Unit 6: Geography - Coasts**

Children will learn about the coast of the British Isles. The approach used is to provide a large number and wide range of visual images – we know the idiom that 'a picture is worth a thousand words' – as primary geography is such a visual subject. There is plenty of scope for building on their natural enthusiasm, especially if field work at the coast is possible.

Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism.

Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.

**Unit 2**  
**Human and Physical Geography**  
The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. • The child can locate and describe several contrasting physical environments. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers. Locate and label the mountains/hills where the source of these rivers is found.) • The child has clear understanding of physical and human features linked to climate change and how our world is changing.

• Ask and investigate independently geographical questions when investigating different places and environments and use geographical vocabulary when explaining their findings.

**Unit 4.**  
**Interpret a Range of Sources of Geographical Information**  
The child can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas • The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.) • The child can use an atlas and maps to locate physical regions within the UK. • The child can recognise features and some activities that occur in different settlements using a range of key vocabulary.

**Geographical Skills: Enquiry and Investigation**  
Ask and investigate some geographical questions when investigating different places and environments. • To investigate the impact of climate on physical features within regions.

**Unit 6**  
**Locational and Place knowledge**  
• The child can identify and sequence a range of settlement sizes from a village to a city. The child can describe the characteristics of settlements with different functions, e.g. coastal towns. • The child can locate some coastal places on a map of the UK. • The child can name some of the coastal places. • The child can name (some of) the effects of the sea and tide. • The child can name some localities around the coast of the UK, and the activities that occur in them. • The child can name and describe activities that families and others enjoy at the coast. • The child can write about which place I would like to visit and why.

**Human and Physical Geography**  
The child is able to locate key physical geographical regions in the UK. • The child can understand the basic physical and human geography of the UK and its

**Unit 1**  
**Chronology •**  
The child can sequence some events, objects, themes, periods, and people from topics covered, by providing a few dates and/or period labels and terms. • The child can use time terms, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s' etc. • The child can demonstrate awareness that the past can be divided into different periods of time. • The child can explore trends and changes over time.

**Events, People and Changes •**  
The child can describe some similarities, differences and changes E.g. Describe some similarities and differences between the Earlier and New Stone Ages. • The child can comment on some relevant causes for, and effects on, some of the key events and developments covered. E.g. How life for people during the different periods of the Stone Age. • The child can select what is most significant in a historical account E.g. Describe in some detail some of the most significant features of the Stone Age.

**Interpretation, Enquiry and Using Sources •**  
The child can ask valid questions for enquiries and answer using several sources. • The child can understand how sources can be used to answer a range of historical questions. E.g. Describe how particular sources help provide evidence about different periods. • The child can select and organise information to present in a range of ways.

**Unit 3**  
**Chronology •**  
• The child can use time terms, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s' etc. • The child can demonstrate awareness that the past can be divided into different periods of time. • The child can explore trends and changes over time.

**Events, People and Changes •**  
The child can provide a reason why two accounts of the same event might differ E.g. understanding that our knowledge of the past is constructed from a range of sources therefore why different people may have different accounts of the Bronze and Iron Age. • address historically valid questions about change, similarity and difference

**Interpretation, Enquiry and Using Sources •**

						<p>contrasting human and physical environments. • The child can use aerial photos to identify a range of physical and human features linked to coastal regions.</p> <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> <li>• Ask and investigate some geographical questions when investigating different places and environments. • To enquire whether you can have a varied coastline in a specific region of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• The child can ask valid questions for enquiries and answer using several sources.</li> <li>• The child can understand how sources can be used to answer a range of historical questions. E.g. Describe how particular sources help provide evidence about different periods. • The child can select and organise information to present in a range of ways. • The child can construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul> <p><u>Unit 5 Chronology</u></p> <p>The child can demonstrate awareness that the past can be divided into different periods of time. • The child can explore trends and changes over time.</p> <p><u>Events, People and Changes •</u></p> <ul style="list-style-type: none"> <li>• The child can identify details from local, national, and global history to demonstrate some overall awareness of themes, societies, events and people. • The child will understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
<p>Unit 1: History – Roman Britain</p> <p>children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion.</p> <p>They will use a variety of sources of evidence to investigate the topic, including visual sources of artefacts (the Vindolanda Tablets) and archaeological sites (Hadrian's Wall).</p> <p>The children will analyse written sources from writers such as Tacitus and Dio Cassius and consider why they interpreted events as they did. Wherever possible, take opportunities to link to prior learning undertaken in Year 3 Unit 2: The Bronze Age and the Iron Age.</p> <p>You may decide to incorporate a visit to a local Roman site or museum into the unit, and some ideas have been included on potential locations. Children will investigate how the Roman army was organised, before role playing a reconstruction of a Roman army drill.</p>	<p>Unit 2: Geography – The Americas</p> <p>Children inspired by Johnny Cash singing 'I've been everywhere', travel the North and South American continents, and distinguish between the terms 'continent', 'region', 'country', 'state' and 'city' along the journey.</p> <p>Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states.</p> <p>They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. Children will end the unit using the song 'Route 66' as the stimulus for creating an illustrated, labelled and annotated map of the historic route.</p>	<p>Unit 3: Geography – Rivers and the Water Cycle</p> <p>This unit focuses on rivers, providing excellent opportunities for fieldwork and school-based practical work. It introduces the water cycle and, as the key concept is that water flows downhill, looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features.</p> <p>A case study features one of the UK's major rivers, the River Thames. Cameos of some of the world's great rivers and mountain environments are included to extend children's geographical general or locational knowledge.</p> <p>There is opportunity to consider a local river or stream, and ideas for using local fieldwork to see the processes introduced in school in action. The Blue Danube Waltz and Handel's Water Music are suggested to accompany geographical river studies, for listening to classical music, to provide a context for classical music, and also to provide a context for dramatizing river features through dance and movement.</p>	<p>Unit 4: History – The Ancient Egyptians</p> <p>children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations.</p> <p>The National Curriculum Programmes of Study for History require you to study Ancient Egypt in the context of three other early civilisations: the Shang Dynasty of Ancient China, Ancient Sumer and the Indus Valley civilisation.</p>	<p>Unit 5: Geography – Earthquakes and Volcanoes</p> <p>children will explore the dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people.</p> <p>They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening.</p> <p>They will learn that volcanoes have existed throughout geological time, and that there are several different types. In the Big Finish, the children will make their own erupting volcano!</p>	<p>Unit 6: History – Crime and Punishment</p> <p>In this unit, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time.</p> <p>They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes.</p> <p>The children will also begin to appreciate that some things remain the same over long periods of time. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations.</p> <p>Children can create a display/mini museum to showcase the children's work, showing care and sensitivity towards the subject matter. This is an opportunity for the children to share their work with the rest of the school, as well as with friends and family.</p>	<p><u>Unit 2 Locational and Place knowledge</u></p> <p>The child can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian (including day and night). • The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. • The child can understand how human activity is influenced by climate and weather. • The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. • The child can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian (including day and night). • The child can locate countries in Central America on a map or atlas. • The child can locate countries in North America on a map or atlas. • The child can understand how the human and physical characteristics of North America are connected and make it special. (E.g. Using photos, information sheets and Google Earth, record information about a region in North America. The children will draw out human and physical characteristics. Identify differences and similarities.)</p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>• The child can use digital maps to identify human and physical features. • The child can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of North America.</li> </ul> <p><u>Geographical Skills: Enquiry and Investigation</u></p> <p>The child will ask and investigate geographical questions when investigating different places and environments and use geographical vocabulary when explaining their findings. • The child can discover North America and investigate the countries and regions. • The child will investigate the advantages and disadvantages of tourism and enquire whether tourism is important or not. • The child can describe and compare similarities and differences between some regions in North America.</p> <p><u>Unit 3 Locational and Place knowledge</u></p> <ul style="list-style-type: none"> <li>• The child is able to locate countries within Europe and some capital cities and rivers. • The child can describe some advantages and disadvantages of living in hazard-prone areas. Rivers – flooding • The child can describe where rainfall goes when it falls to Earth. • The child understands that rainwater forms streams and rivers. • The child understands that water evaporates from oceans, seas, lakes and the ground. • The child understands that water condenses as clouds. • The child appreciates how and why rain falls from clouds. • The child can identify a range of rural river features, including settlements. • The child can identify a range of urban river features, including settlements.</li> </ul> <p><u>Human and Physical Geography</u></p> <p>The child can understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p><u>Geographical Skills: Enquiry and Investigation</u></p> <p>Ask and investigate geographical questions when investigating different places and environments • The child can investigate the ways in which people use and change some of the world's major rivers.</p> <p><u>Unit 5 Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> <li>• The child can understand how physical processes can cause hazards to people. • The child can describe some advantages and disadvantages of living in hazard-prone areas. (E.g. Investigate the causes and impacts of the Pompeii earthquake and Naples Bay using images and internet research.) • The child understands what earthquakes are and how earthquakes are caused. • The child understands what volcanoes are and what happens when a volcano erupts. • The child understands that volcanoes can be active, dormant and extinct. • The child understands some of the hazards for people who live in earthquake and volcanic zones.</li> </ul> <p><u>Geographical Skills: Enquiry and Investigation</u></p>	<p><u>Unit 1 Chronology</u></p> <p>The child can use more time terms, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade' etc •The child can give a valid explanation for their sequence. E.g. Sequence many of the main features of the Romans and explain their reasons why.</p> <p><u>Events, People and Changes •</u></p> <p>The child can comment on the importance of numerous causes and effects for some of the key events and developments within topics. E.g. understanding the Roman invasion on Britain and its impact on the lives of the Celts. •The child can explain, with justifications, why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant. •The child can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoints about Bouicca. •The child will address historically valid questions about change, cause and significance</p> <p><u>Interpretation, Enquiry and Using Sources •</u></p> <ul style="list-style-type: none"> <li>•The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses using appropriately vocabulary confidently E.g. the children will consider if the Roman settlement was a positive experience for all involved and explore the long term legacy of the invasion. •The child can recognise how sources of evidence are used to make historical claims. •The child can recognise why some events happened and what happened as a result.</li> </ul> <p><u>Unit 4 Chronology</u></p> <p>The child can use more time terms, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade' etc. • The child can use dates and historical terms when ordering events and objects. E.g. Select from a range of material and sequence using key dates many of the main Ancient Egyptian developments, people and events.</p> <p><u>Events, People and Changes •</u></p> <ul style="list-style-type: none"> <li>• The child can understand how our knowledge of the past is constructed from a range of sources • The child can construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul> <p><u>Interpretation, Enquiry and Using Sources •</u></p> <ul style="list-style-type: none"> <li>• The child can recognise how sources of evidence are used to make historical claims. • The child can understand how our knowledge of the past is constructed from a range of sources • The child can construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul> <p><u>Unit 6 Chronology</u></p> <ul style="list-style-type: none"> <li>• The child can use more time terms, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade' etc</li> </ul> <p><u>Events, People and Changes •</u></p> <p>The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. the children will evaluate the significance of the achievements.</p> <p><u>Interpretation, Enquiry and Using Sources •</u></p> <p>The child can recognise how sources of evidence are used to make historical claims. • The child can recognise why some events happened and what happened as a result.</p>

						Ask and investigate geographical questions when investigating different places and environments • The child can investigate why people choose to live near volcanoes and is there a way of making life safer?		
Year 5	<p>Unit 1: History – The Anglo-Saxons</p> <p>children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. Links will be made to prior learning, particularly to Year 4 Unit 2: Roman Britain.</p> <p>Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds.</p> <p>They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists. You may decide to incorporate a visit to a museum into the unit, and some ideas have been included on potential locations.</p>	<p>Unit 2: Geography – Changes in our Local Environment</p> <p>children will find out about the regions of the UK, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity in their own area, writing a magazine article.</p>	<p>Unit 3: History – The Vikings</p> <p>children will learn about the Vikings, and consider the reasons why they raided and then settled in Britain.</p> <p>They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular.</p> <p>They will examine King Alfred's struggle and victory over the Vikings, linking back to Year 5 Unit 1: The Anglo-Saxons. Links will also be made to Year 4 Unit 2: Roman Britain. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations.</p>	<p>Unit 4: Geography – Europe: A Study of the Alpine Region</p> <p>children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book on mountain formation, design an Alpine home, and produce literature for visitors to the area using geographical vocabulary.</p> <p>The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series.</p>	<p>Unit 5: History - Journeys</p> <p>children will explore the question of why people go on a journey, and look at five very different types of journeys in depth.</p> <p>The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush. Finally, they will examine why refugees make dangerous journeys today. This approach supports the children in developing their chronological understanding, and helps them gain a greater sense of period.</p> <p>The children will make links to the journeys made by those peoples already studied in earlier Key Stage 2 units, such as Roman Britain, The Anglo-Saxons and The Vikings. They will also be prompted to remember the journeys made by the explorers studied in Year 1: The Greatest Explorers. The journeys here represent those made both to and from the United Kingdom. They differ between journeys made by choice and journeys necessary for survival.</p>	<p>Unit 6: Geography – Journeys: Trade</p> <p>children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.</p>	<p>Unit 2</p> <p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> <li>Building on prior learning in Year 2 the child is able to locate and understand different regions within the UK. • The child can recognise that some regions are different from others. • The child understands that land use patterns in the UK have changed over time</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>The child is able to locate key physical geographical regions in the UK. • The child is able to identify the key physical and human geography of a region. (UK Landscapes) • The child can understand the basic physical and human geography of the UK and its contrasting human and physical environments. • The child can recognise that there are physical and human differences within countries and continents. • The child understands and can explain why land use in our local area may differ to other areas.</li> </ul> <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> <li>Ask and investigate some geographical questions when investigating different places and environments. • To investigate how many different ways land can be used in the UK beyond our local area.</li> </ul> <p><u>Unit 4.</u></p> <p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> <li>The child is able to locate countries within Europe and some capital cities and rivers. • The child can identify some countries in Europe; • The child can identify important physical features of an area of Europe. • The child can highlight the human geography of an area of Europe.</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>The child can use physical and political maps to describe key physical and human characteristics of regions of Europe • The child can understand how the human and physical characteristics of one region in Europe are connected and make it special. (E.g. Using photos, information sheets and Google Earth, record information. Compare cities, drawing out human and physical characteristics. Identify differences and similarities.) • The child can understand hazards from physical environments such as avalanches in mountain regions.</li> </ul> <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> <li>Ask and investigate geographical questions when investigating different places and environments • The child investigates key landscapes and features within Europe. • Investigate how specific landmarks within Europe in depth study impact on the region</li> </ul> <p><u>Unit 6</u></p> <p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> <li>The child is able to locate countries within Europe and some capital cities and rivers. • The child can identify some countries in Europe; • The child can identify important physical features of an area of Europe. • The child can highlight the human geography of an area of Europe.</li> </ul> <p><u>Human and Physical Geography</u></p> <p>Children will find out about the UK's global trade links and map the journeys taken by items, and research the pros and cons of buying local or imported goods. The child can use physical and political maps to describe key physical and human characteristics of regions of Europe • The child can understand how the human and physical characteristics of one region in Europe are connected and make it special. (E.g. Using photos, information sheets and Google Earth, record information. Compare cities, drawing out human and physical characteristics.</p> <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> <li>Ask and investigate geographical questions when investigating different places and environments • The child investigates key landscapes and features within Europe. • Investigate how specific landmarks within Europe in depth study impact on the region</li> </ul>	<p><u>Unit 1 &amp; 3</u></p> <p><u>Chronology</u></p> <p>The child can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. • The child can identify where people, places and periods of time fit into a chronological framework. • The child can describe links and contrasts within and across different periods of time</p> <p><u>Events, People and Changes •</u></p> <p>The child can understand and describe some features associated with themes, societies, people and events E.g understand aspects of life in the Anglo Saxons times and Viking times. • The child can place several valid causes and effects in an order of importance relating to events and developments. E.g. List several causes and place them in an order of importance as to why the Vikings came to Britain. • The child can identify different interpretations for events, developments and people covered E.g Discuss and critically analyse whether the Anglo Saxons times were really a 'Dark Age'. • The child can describe the significant issues in many of the topics covered • The child can identify if there was really a struggle between the Anglo Saxons and the Vikings.</p> <p><u>Interpretation, Enquiry and Using Sources •</u></p> <p>The child can recognise how our knowledge of the past is constructed from a range of sources. • The child can evaluate sources and make simple inferences. • The child can choose relevant sources of evidence to support particular lines of enquiry. • The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. E.g. Investigate the struggle of the Anglo-Saxons and Vikings from several sources and reach a conclusion at the end of an enquiry. • The child can accept and reject sources based on valid criteria when carrying out particular enquiries. E.g. Ask questions about the usefulness and reliability of sources relating to whether we really know if there was a struggle between the Anglo Saxons and the Vikings. • The child can recognise how our knowledge of the past is constructed from a range of sources.</p> <p><u>Unit 5</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>The child can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. • The child can identify where people, places and periods of time fit into a chronological framework.</li> </ul> <p><u>Events, People and Changes •</u></p> <p>The child can provide overviews and explain of the most significant features of different themes, individuals, societies and events covered. E.g. Give a summary of the main features of Mayan society. • The child can note connections, contrasts and trends over time e.g How similar and how different were the Maya in 900AD to: Stone Age Britain (700,000BC to 4,500BC) and Britain in 900AD? (Anglo-Saxons and Viking Britain)? • The child will establish clear narratives within and across periods they study • The child will regularly address historically valid questions about similarity and difference and significance</p> <p><u>Interpretation, Enquiry and Using Sources •</u></p> <p>The child can recognise how our knowledge of the past is constructed from a range of sources. • The child can evaluate sources and make simple inferences. • The child can choose relevant sources of evidence to support particular lines of enquiry. • The child can recognise how our knowledge of the past is constructed from a range of sources.</p>
	Year 6	<p>Unit 1: Geography – South America: The Amazon</p> <p>children will find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being</p>	<p>Unit 2: History – The Maya Civilisation</p> <p>children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture.</p>	<p>Unit 3: Geography – Protecting the Environment</p> <p>children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as</p>	<p>Unit 4: History – The Ancient Greeks</p> <p>children will learn about aspects of political, social and cultural Ancient Greek life.</p> <p>They will focus on some areas in depth, such as the systems of</p>	<p>Unit 5: Geography – Our World in the Future</p> <p>children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps</p>	<p>Unit 6: History – The Impact of War</p> <p>children will research and compare the impact of the First and Second World Wars on their locality.</p> <p>The unit does not aim to study the First or Second</p>	<p><u>Unit 1</u></p> <p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> <li>The child can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest Amazon focus • The child can identify an important environmental issue. (E.g. Make an animation to show why the Amazon rainforest is valuable and why it should be protected.) • The child can locate most countries in South America using an atlas. • The child can locate cities, countries and regions of South America on physical and political maps. • The child can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. – What is life like in the Amazon?</li> </ul>

damaged and how it can be protected.

The unit builds on previous work the children may have done in Key Stage 1 on rainforests and climate, and the units of work on North America and Climate, earlier in this series

The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable.

They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence. While studying the unit, it is important to check the news for information about any new finds about the culture. Throughout the unit, the children will make links to other societies they have studied, including those covered in Year 3 Unit 1: The Stone Age and Year 4 Unit 1: The Ancient Egyptians.

Children will have the opportunity to utilise and celebrate their knowledge and communicate it through a creative activity, by making a Maya-style codex. The completed codices can then be displayed so they can be shared with the rest of the school, parents and families.

conducting an enquiry into how the school can become more sustainable.

government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest.

While they will gain an overview of the time period, the main focus will be on the Classical period. Elements of the unit can also be used in a study of post-1066 British history and the legacy of Greek culture.

The children will utilise a variety of sources of evidence to develop their knowledge and understanding of the time period. Links will be made to prior learning on the nature of empires, particularly Year 4 Unit 2: Roman Britain. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations.

them see change as positive and to feel optimistic about the changes that lie ahead.

World Wars, as these are both part of the secondary school curriculum. Some context about the wars is provided for the children, but the focus of the sessions is on the HomeFront and how the wars impacted on the community. In the course of the unit, the children will make a number of visits around the local community to gather or check evidence.

There is no requirement here to travel further afield on a visit, unless you wish to extend their knowledge of the war further or visit a local museum with relevant displays.

Throughout the unit, the children will be required to use the skills they have developed over the scheme, particularly those relating to local history. This unit provides an excellent opportunity to showcase their development in all areas, and as such, is ideal for their last term in primary school.

**Human and Physical Geography**  
The child is able to identify physical and human features of the Amazon and describe the impact of human influence.

**Geographical Skills: Enquiry and Investigation**  
• Ask and investigate independently geographical questions when investigating different places and environments and use geographical vocabulary when explaining their findings. • To investigate how life in the Amazon is changing and explore whether it can be protected.

**Unit 3**  
**Locational and Place knowledge**

The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. • The child can recognise broad land-use patterns of the UK. (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.) • The child can understand where our energy and natural resources come from. (E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.) • The child knows information about a region of Europe and South America, its physical environment and climate, and economic activity. (E.g. Design an app/webpage/leaflet for tourists, selecting a range of information about the physical and human environment.)

**Human and Physical Geography**  
The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. • The child can locate and describe several contrasting physical environments. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers. Locate and label the mountains/hills where the source of these rivers is found.) • The child has clear understanding of physical and human features linked to climate change and how our world is changing.

**Geographical Skills: Enquiry and Investigation**  
• Ask and investigate independently geographical questions when investigating different places and environments and use geographical vocabulary when explaining their findings.

**Unit 5**  
**Locational and Place knowledge**

The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time linking to our world will change in the future. • The child can generate ideas and designs that will meet the needs of the community. • The child understands how to make their designs sustainable. • The child understands the different types of industry, housing and employment currently available in the local area and how they have changed over time. • The child understands that community needs may change in future, and that this will affect local industry and employment opportunities. • The child understands that the location of amenities and public services in communities is important.

**Human and Physical Geography**  
• The child has a clear understanding of physical and human features linked to climate change and how our world is changing.

**Geographical Skills: Enquiry and Investigation**  
To understand the threats to the health of our planet and investigate whether there are any possible solutions. • To plan and investigate fieldwork to be able to answer what, in our region, should we preserve for the future?

The child can provide overviews and explain the most significant features of different themes, individuals, societies and events covered. E.g. Give a summary of the main features of Mayan society. • The child can note connections, contrasts and trends over time e.g How similar and how different were the Maya in 900AD to: Stone Age Britain (700,000BC to 4,500BC) and Britain in 900AD? (Anglo-Saxons and Viking Britain)? • The child will establish clear narratives within and across periods they study • The child will regularly address historically valid questions about similarity and difference and significance e.g Was the Mayan writing system similar to Britain's in AD 900?

**Interpretation, Enquiry and Using Sources •**  
The child can recognise how our knowledge of the past is constructed from a range of sources. • The child can evaluate sources and make simple inferences. • The child can choose relevant sources of evidence to support particular lines of enquiry. • The child can recognise how our knowledge of the past is constructed from a range of sources.

**Unit 4**  
**Chronology**

The child can use more time terms, such as BCE/AD and period labels and terms E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade' etc. • The child can use dates and historical terms when ordering events and objects. E.g. Select from a range of material and sequence using key dates many of the main Ancient Greek developments, people and events.

**Events, People and Changes •**  
The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. the children will evaluate the significance of the achievements and legacy of the Ancient Greeks. • The child can explain how and why it is possible to have different interpretations of the same event or person. E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games. The child can understand how our knowledge of the past is constructed from a range of sources • The child can construct informed responses that involve thoughtful selection and organisation of relevant historical information

**Interpretation, Enquiry and Using Sources •**  
• The child can recognise how sources of evidence are used to make historical claims. • The child can understand how our knowledge of the past is constructed from a range of sources • The child can construct informed responses that involve thoughtful selection and organisation of relevant historical information

**Unit 6**  
**Chronology**

The child can use dates and a wide range of historical terms when sequencing events and periods of time. • The child can develop chronologically secure knowledge of the events and periods of time studied. • The child can analyse links and contrasts within and across different periods of time.

**Events, People and Changes •**  
The child can compare similarities, differences, and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. • The child can explain with confidence the role and significance of different causes and effects of a range of events and developments E.g Explain how World War I and World II were linked and which war had the biggest impact on our locality. • The child can demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 e.g comparing and contrasting WWI and WWII – linking this to our network of schools' project on Remembrance Day.) • The child can address and devise historically valid questions about change, cause and significance

**Interpretation, Enquiry and Using Sources •**  
Select evidence that supports their judgements of how the war affected the local area. • The child can understand how our knowledge of the past is constructed from a range of sources. • The child can construct informed responses that involve thoughtful selection and organisation of historical information • The child can independently reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.

