

Geography and History overview		
Reception	<p>Knowledge <u>Early Learning Goal:</u> <u>Understanding the World:</u> Past and present: Talk about the lives of the people around them and their roles and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of the people around them and their roles and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, culture and communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>EYFS knowledge: Children would have experience of singing songs linked to the body for example Head, shoulders, knees and toes. Sticky kids: warm up time.</p> <p>Circle time providing opportunities for the children to share their news about what they have done with their families.</p> <p>Families sharing family time activities through Seesaw observations added to the children’s online Learning journey.</p> <p>Children are encouraged to share their experiences with families through talking about photos within their Seesaw journal.</p> <p>Stories shared during whole class carpet times.</p> <p>Shared Storytime during whole class carpet sessions with key texts.</p> <p>Children are invited to bring in their toys for ‘show and tell’ time to provide a communication and language opportunity to discuss why their toy is special.</p> <p>Toys from the past are displayed within the role play area to provide an opportunity for staff and children to discuss the difference between toys in the past and present.</p> <p>Discussion during whole class sessions looking at how toys have changed from the past to the present.</p> <p>Stories and songs linked to castles and the sea are read during whole class story time and reference made to local castles. Example books include, princess and the pea.</p>	<p>Knowledge <u>Early learning Goal:</u> <u>Understanding the World:</u> People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Past and present: Talk about lives of people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>EYFS knowledge:</p> <p>Role play costumes linked to the roles of people in different communities. - dressing up trolley.</p> <p>Larger outside construction is encouraged for the children to construct their own items for the world around them and label the different parts.</p> <p>Examples of different types of human and physical features are provided for the children to look at and discuss during construction play and sand and water play outside.</p> <p>Children are provided with opportunities to explore the school grounds during ‘welly walks’. This gives the children opportunity to know the school grounds well and begin to look at different human and physical features.</p> <p>Map marking making opportunities are provided.</p> <p>The opportunity to look at Atlases, globes and to construct a 3D shape map using construction resources are encouraged and modelled by staff.</p> <p>Families are encouraged to share what they are doing in the local community via Seesaw observations which are then shared in class. The local community areas are named by staff and referred to during conversations and teaching.</p> <p>Beebot exploration is provided for the children to develop their left, right, forwards and backwards skills.</p> <p>Daily weather chart is completed during registration and EYFS staff refer to the weather in the local area.</p> <p>The children talk about the weather with EYFS staff as we provide learning inside and outside so talk around what to wear when outside if it’s raining or cold.</p> <p>Discussion is had around how to stay cool in the sun, what to wear and why.</p> <p>Children explore ice play and look at what an explorer would need to wear in the artic.</p> <p>Weather stories are read and songs sung. EYFS BBC schools radio programmes are completed throughout the year and link to the weather and seasons.</p> <p>Writing opportunities for the children to create postcards, letters to friends and family are provided inside and outside. EYFS staff support children and model writing. Children are encouraged to write addresses and families are encouraged to discuss with their child where they live, door number and street name.</p> <p>Sand and water garden play provide great opportunity to create a small world of the somewhere they have visited within Cornwall, for example with the sea and a castle or with fields and farms.</p> <p>Families are encouraged to share any trips they take within the local area, this is then celebrated and discussed during whole class carpet sessions.</p>

	Autumn		Spring		Summer	
Year 1	My World Knowledge The children will know: The key events of their lives. Understand how their childhood is different and similar to their parent and grandparents. To understand what the past means. To share things they know already about the past. To make observations about the past from pictures and artefacts.	My World Knowledge Explain the difference between a human and physical feature. Identify human and physical features in their school. To use locational and directional language to describe locations on a map. To use simple compass directions to describe features on a map.	The Great Fire of London Famous figure- Samuel Pepys Knowledge Children will know: Explain when and where the Great of London occurred and what London was like in 1666. Know when and where the fire began and how it spread and how the people tried to fight it. Know about the role played by individuals during and after the Great Fire of London. Know that some people kept diaries and this is how we know 17th Century London and the Great Fire of London. To understand that we know about the past from a range of sources.	The Great Fire of London Knowledge Children will be able to: Know where Trispen is located on a map of the UK. Use a simple map to locate their home and school. Recall where they live (Postal address) Link their homes with other places in the community using locational and directional language (near, far, left, right).	Queens of England Knowledge Sequence the key dates in the life of Queen Elizabeth 1 Discuss Queen Elizabeth 1 impact on Britain (Spanish Armada, female ruler). Sequence the key dates in the life of Queen Victoria. Discuss changes during the Victorian era (slave trade, education). Identify similarities and differences between two key historical figures.	Queens of England Knowledge Children will be able to: Use world maps, atlases and globes to identify the UK and its countries. Identify characteristics of the countries of the UK. To identify the capital cities of the four countries of the UK. Identify seasonal and daily weather patterns in the UK.
	Skills The children will be able to: Place events in chronological order. Talk, draw and write about the past. Recognise and compare pictures from then and now. Identify similarities and differences between artefacts. Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago.	Skills Use simple fieldwork and observational skills to study the geography of their school and its grounds Make simple maps and plans e.g. of school grounds. Use simple locational and directional language (near, far, left, right) to describe location of features and routes. To use simple compass directions.	Skills The children will be able to: Talk, draw and write about the past. Find and ask simple questions about the past. Describe events beyond living memory that are significant nationally or globally. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	Skills Children will be able to: Locate Trispen on a map of the UK. Ask simple geographical questions; what is close to/ far away from? Use simple locational and directional language (near, far, left, right) to describe position of homes in relation to local landmarks. To use simple compass point directions.	Skills Talk, draw and write about the past. Place key dates in chronological order. Recall dates and events beyond living memory that are significant nationally or globally. Explain how the lives of significant individuals have contributed to national and international achievements.	Skills Children will be able to: Locate UK on a globe. Identify the different countries of the UK using an Atlas. To use an Atlas to identify capital cities of the countries of the UK. Ask questions surrounding the local weather in relation to the seasons.
	Instant Recall Facts <i>The past is something that has happened.</i> <i>Can name something from the past.</i> <i>Can identify something different about the past.</i> <i>Can identify something that is still the same.</i>	<i>A human feature is something made by man.</i> <i>A physical feature is something that would be here without humans.</i> <i>Can name 4 compass points and label on a compass</i>	<i>The Great fire of London happen in 1666.</i> <i>The GFoL started in a Bakery on Pudding Lane.</i> <i>Can identify ways they tried to put the fire out.</i> <i>Can identify why the fire spread quickly.</i> <i>That Samuel Pepys kept a diary that tells us about the fire.</i>	<i>They can locate Trispen on a map.</i> <i>They can tell someone their postcode and the town they live in.</i> <i>Can tell someone something that is near and far from the school.</i> <i>Recall 4 points of a compass.</i>	<i>Dates of Queen Elizabeth 1's reign.</i> <i>Dates of Queen Victoria's reign.</i> <i>Queen Elizabeth defeated the Spanish Armada in 1588.</i> <i>All children under 10 could receive free education under the reign of Queen Victoria.</i>	<i>Name the 4 countries of the UK.</i> <i>Name the capital city of each country.</i>
Year 2	London Knowledge Children will be able to:	London Significant figure- Guy Fawkes	Around the world in 80 days.	Around the world in 80 days Knowledge	The Coast	The Coast Knowledge

Year 3	<p>The stone age and iron age.</p> <p>Knowledge Children will know;</p> <p>The four countries of the UK.</p> <p>The capital cities of those countries.</p> <p>Identify different types of settlements.</p> <p>Use eight point compass reference to locate other cities within the UK in reference to capital cities.</p> <p>To use four figure grid reference and keys to locate cities and historical settlements on a map.</p>	<p>The stone age to the Iron age.</p> <p>Knowledge Children will know:</p> <p>That life in the Stone age was mainly nomadic.</p> <p>How Stone age people survived in harsh conditions</p> <p>That the stone age people used natural resources to make weapons, clothes etc.</p> <p>Use the terms AD and BC</p> <p>Recognise how Britain changed from the Stone age to the Bronze age. The meaning behind the words, Palaeolithic, Mesolithic and Neolithic.</p> <p>Identify the changes which occurred throughout the period of the Stone Age</p>	<p>Ancient Egypt Knowledge Children will know:</p> <p>Locate major countries in Africa using atlases, globes and digital mapping.</p> <p>Identify key topographical features of Africa.</p> <p>To understand how rivers form.</p> <p>To understand the importance of rivers.</p> <p>To identify the role of rivers in the water cycle.</p> <p>The differences in rainfall between UK and Egypt.</p> <p>To understand how we can protect rivers.</p> <p>Explore rivers - BBC Bitesize</p>	<p>Ancient Egypt Knowledge Children should know:</p> <p>Timeline- rise and fall</p> <p>Social hierarchy</p> <p>Religion- gods, burial</p> <p>Famous pharaohs- Tutankhamun, Cleopatra,</p> <p>What was happening in Britain at this time?</p> <p>Ancient Egyptian writing</p>	<p>The British Empire Knowledge Children will know:</p> <p>The key geographical regions of the England. (south-west, south east etc). And locate these on a map.</p> <p>Identify human and physical features within each region.</p> <p>Compare the features of these regions.</p> <p>Identify settlements within two regions.</p> <p>Compare size and location. (link to prior learning in science with regards to basic needs to reason about location of settlements).</p> <p>Compare major settlement locations in the UK and a previous British colonial country. (depth of thinking- why might these be the same or different. Link to travel, basic human needs, look at topographical features of places e.g. bays and cliffs)</p>	<p>The British Empire Knowledge Children should know:</p> <p>Dates of the empire- rise and fall</p> <p>Countries within the Empire and expansion (link to chronology)</p> <p>Reasons for an empire.</p> <p>The slave trade.</p> <p>Positive impact of the Empire (link to trade, spread of language.</p> <p>Link to British Values- did the empire uphold our current British Values.</p>
	<p>Skills Children will be able to:</p> <p>Locate countries using maps and atlases.</p> <p>Identify similarities and differences between places.</p> <p>Use the 8 point of a compass.</p> <p>Use 4 figure grid references.</p> <p>Label the cities of the UK.</p>	<p>Skills Children will be able to:</p> <p>Discuss the validity of historical sources.</p> <p>Use an increasing range of historical vocabulary.</p> <p>Use primary and secondary sources to find out about the past.</p> <p>Ask and answer historical questions. Present what they know in a variety of ways.</p>	<p>Skills Children will be able to:</p> <p>Locate countries on maps, globes and digital maps.</p> <p>Make comparisons between locations using aerials photos and pictures e.g population, temperatures, rainfall.</p> <p>Use technical geographic vocabulary to describe geographical features.</p> <p>Explain about key natural resources for example water in the locality.</p> <p>Draw and recognise the water cycle</p>	<p>Skills Children will be able to:</p> <p>Place dates in chronological order on a timeline.</p> <p>Use primary and secondary sources to extend their knowledge.</p> <p>Use a range of key vocabulary such as century, decade and chronological.</p> <p>Compare how life at the time was different from Britain at the time (stone and iron age).</p>	<p>Skills Children will be able to:</p> <p>Locate counties in the UK on map.</p> <p>Identify physical features of the county.</p> <p>Use vocab including, floodplain, location, industry, settlement.</p> <p>Use maps, digital mapping and topographical maps to identify key human and physical features.</p> <p>Ask questions such as 'How does it compare to other places? What feature does it have?'</p>	<p>Skills The children should be able to:</p> <p>Use a variety of local sources to find out about the past.</p> <p>Place key dates in chronological order.</p> <p>Use a range of historical vocabulary.</p>

Instant recall facts	<p>The four countries of the UK are England, Scotland, Wales and Northern Ireland. The capital city of England is London.</p> <p>The Capital city of Scotland is Edinburgh.</p> <p>The Capital city of Wales is Cardiff.</p> <p>The Capital city of Northern Ireland is Belfast.</p> <p>The order of settlements from smallest to largest is; hamlet, village, town, city.</p>	<p>The stone age and iron age lasted from 450,000 BC and ended with the invasion of the Romans in AD 43.</p> <p>During the stone age, tools were made from stone.</p> <p>During the iron age, stone tools were replaced by iron.</p> <p>As the stone age ended, people began to be less nomadic and settled in places to farm.</p>	<p>Name at least 4 African countries.</p> <p>Identify that Africa has a desert called the Sahara.</p> <p>Identify the Nile is the world's longest river.</p> <p>Rivers will flow from a higher elevation to a lower elevation.</p> <p>Name stages of water cycle.</p>	<p>Ancient Egypt began around 3000BC and lasted until 30BC.</p> <p>Cleopatra VII was the last Egyptian pharaoh.</p> <p>The Egyptians build great pyramids as tombs for dead pharaohs.</p> <p>Ancient Egyptians had many gods</p>	<p>Name the 9 regions of England.</p> <p>Identify areas with coastal topography.</p> <p>Identify areas with mountainous topography.</p> <p>Identify areas with lowland topography.</p>	<p>Name 5 countries that were part of the British empire.</p> <p>The British empire was founded in 1585 and disbanded in 1997.</p> <p>The British Empire was involved in the trade of slaves.</p> <p>The slave trade throughout the empire was fully abolished in 1807.</p> <p>Identify something traded through the empire.</p>
Year 4	<p>The Romans Knowledge</p> <p>Children will know:</p> <p>Understand the impact of the Roman Empire on British history (inventions).</p> <p>Recall the attempted invasion of Julius Caesar.</p> <p>Understand the power of the Roman army in 42AD</p> <p>Recall the successful invasion by Claudius and conquest, including Hadrian's wall.</p> <p>Boudicca and rebellion</p>	<p>The Romans Knowledge</p> <p>Children will know:</p> <p>Identify where countries are within Europe including Russia.</p> <p>Identify major mountain ranges within Europe. (depth of thinking- do some of these countries share features? Does every country has mountains and volcanoes?)</p> <p>Identify similarities and differences between the geography of the UK and Italy.</p> <p>Identify layers of the Earth (core, mantle, crust).</p> <p>Understand that the crust is split into tectonic plates.</p> <p>Identify how the movement of these plates creates mountains, earthquakes and volcanoes.</p>	<p>The Mayans Knowledge</p> <p>Children will know:</p> <p>Dates of the Maya</p> <p>Who were the Mayans?</p> <p>Mayan religion</p> <p>Food and farming</p> <p>Inventions</p> <p>Fall of the Mayans</p> <p>What was happening in Britain at the time of the Maya? (Comparing civilizations).</p>	<p>The Mayans Knowledge</p> <p>Children will know:</p> <p>Understand what is meant by fieldwork.</p> <p>How to use fieldwork and maps to identify different uses of land.</p> <p>How land use has changed over time in the local area.</p> <p>How changes in land use can affect the planet.</p> <p>In depth study into deforestation through the world- (causes, affect, prevention).</p> <p><i>Link to Mayan farming.</i></p>	<p>Cornish Mining</p> <p>Key figures- Humphrey Davy and Richard Trevithick.</p> <p>Knowledge</p> <p>Children will know:</p> <p>The mining was one of Cornwall's main sources of income during the 19th Century.</p> <p>The names of some famous Cornish mines- Geevor, Crofty and King Edward.</p> <p>The role of women and children in a mine.</p> <p>What it was like to work in a Cornish mine.</p> <p>To understand how Davy and Trevithick changed the world.</p>	<p>Cornish Mining Knowledge</p> <p>Children will know:</p> <p>The location of the equator, northern hemisphere, southern hemisphere, tropic of cancer, tropic of Capricorn, arctic circle and Antarctic circle.</p> <p>The geographical similarities and difference between these areas.</p> <p>The location of major countries within South America.</p> <p>Key human and physical geographical features within these countries.</p> <p>Geographical similarities and differences between Peru and Cornwall.</p> <p><i>Link from history through Trevithick's travels to Peruvian Silver mines.</i></p>

	Skills Children will learn to: Use historical terms relating to the Romans. Place the Romans era on a timeline. Communicate their learning in an organised and structured way. Identify the motives behind the Roman invasion. Summarise the main events of the Roman invasion. Discuss the successful invasion and conquest by Claudius. Describe and discuss Hadrian's Wall.	Skills Children will be able to: <ul style="list-style-type: none"> Label different countries within Europe including Russia using atlases and digital mapping. Locate the UK and compare location with that of other European countries using 8-point compass and building upon locational language used in KS1 (near, far, left, right- upgrade to closer to, further from). Identify why there are similarities and difference between places in Europe. Use technical geographic vocabulary to describe geographical features and processes. 	Skills. The children will be able to: Place dates in chronological order. Discuss the differences between the Mayans and the UK at the time. Research using a range of sources. Compare the validity of historical sources.	Skills Children will be able to: <ul style="list-style-type: none"> Use field work instruments e.g camera, . Make more detailed field work sketches/diagrams. Describe how people have been affected by changes in the environment. Plan the steps and strategies for an enquiry. 	Skills Place historical dates in chronological order. Devise historically valid questions. Use sources to answer questions about the past. Communicate learning in a variety of ways. Use historical terms relating the of passing of time. Compare different time periods. Understand why some children's experience of life around the mines differs.	Skills Children will be able to: <ul style="list-style-type: none"> Ask questions such as 'How does it compare to other places? What feature does it have?' Recognise that people differing quality of life living in different locations and environments. Explain about key natural resources for example water in the locality. Use digital mapping and atlases to locate geographical features and countries in South America.
Instant recall facts	Roman empire lasted from 700bc to AD476. Julius Caesar failed to fully conquer Britain in 55-54BC. Claudius led a full conquest in 43AD. Boudicca led a failed rebellion against Roman rule in Britain in 60AD.	Identify 4 major European countries. Name a mountain range in Europe. Name a European country with a volcano. Name the layers of the Earth. Know the crust is split into tectonic plates.	The Maya civilization existed from around 2000BC to 1600AD. During the Maya civilisation, Britain went through the Stone, Bronze, and Iron Ages, including Stonehenge, to Roman Britain, Anglo-Saxon, Medieval and Tudor England. Farming was really important to the Maya. Most people grew their own crops in small fields. The Maya believed in many gods, each representing a different part of life.	Identify different uses of land. Identify how land has changed over time.	Mining was a main source of income and jobs in 19 th century Cornwall. Boys as young as 10 would work down the mines. Young children and women worked above ground. Mines in Cornwall were predominately tin mines. Trevithick invented a steam powered engine. Humphrey Davy invented a safety lamp for miners.	Locate the Equator, Northern Hemisphere, Southern Hemisphere, Tropics, Arctic and Antarctic circles on a map. Name at least 4 South American countries.
Year 5	Anglo-Saxon Britain Knowledge Children will know: Who were they? Including dates. Why did they come to Britain and what happened to the natives? Rule and structure of the kingdom. Alfred the Great and Athelstan Religion The Norman conquest.	Anglo-Saxon Britain Knowledge Children will know: The difference between random and systematic sampling. Ways of recording data in the field. How to design and conduct a full fieldwork investigation into the use of human features within the local area. Different ways of presenting their information. Give their opinions of the human features in their local area.	Ancient Greece Knowledge Children will know: The chronology of ancient Greece from the Minoans to Alexander the Great. Where to find ancient Greece in the world. How the location of Greece enabled its survival. The names of Greek God's and why they were so crucial in their culture. How the Olympics have developed over time. The difference between noblemen and slaves.	Ancient Greece Knowledge Children will know: The world's climate zones and their locations. Different biomes of the world. The different weather patterns in different climate zones What a vegetation belt is and where they are located. How to describe geographic diversity across the world.	Crime and Punishment Knowledge Children will know: Crime and punishment during: <ul style="list-style-type: none"> -Roman rule -Anglo-Saxons -Tudor England -Victorian England -WW2 -Is crime and punishment the same across the world? Compare changes from age to age and with modern crime and punishment. Focus teaching sequence on type of crimes, judge and jury, punishment.	Crime and Punishment Knowledge Children will know: The difference between longitude and latitude. That it is not the same time in every country. What time zones are? How to calculate the time in different countries.

		..\OneDrive\Geography\fieldwork investigation doc.pdf		Reasons for geographic diversity.		
	Skills Children will be able to: Handle and chronological date artefacts. Discuss historical inaccuracies and evaluate sources. Place dates in chronological order. Give reasons for events. Use a wide variety of sources to collect information.	Skills Children will be able to: Identify ways human affect the environment e.g. global warming. Identify how the worlds environments have changed over time e.g. how the sea levels have changed. Give reasons why people seek to manage their environment. Design and implement a fieldwork investigation to study the local area. Use a range of fieldwork instruments. E.g. cameras, ICT. Represent findings in a variety of ways, sketch maps, graphs and digital technology. Present findings to an audience.	Skills Children will be able to: Children will order key dates on a timeline. Give some reasons for events and offer historical evidence to support. Compare information available to study the given time period. Explain how Ancient Greece impacted the wider world	Skills Children will be able to: Use atlases and digital maps to locate the world's climate zones and biomes. Use maps and atlases to justify opinions. Use research to identify different weather patterns across the world.	Skills Children will be able to: Evaluate the usefulness and limitations of a variety of sources. Understand that the type of information available depends on the time studied. Make conclusions, with evidence, as to the most likely version of events. Place dates into chronological order. Provide a historical account based on more than one source.	Skills Children will be able to: Children will be able to: <ul style="list-style-type: none"> • Locate the worlds countries using maps. • Identify environmental regions and highlight key physical and human characteristics of countries and major cities. • Identify the position and significance of the latitude, longitude and time zones. • Locate the equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, Arctic and Antarctic circle (recap) • Use time zones maps to calculate times across the world.
Instant recall facts	The Anglo-Saxon age in Britain was from around AD410 to 1066. The Anglo-Saxons came to Britain to fight, to farm, to make new homes, because they were invited. Anglo-Saxon Britain was split into regions ruled by their own king. Alfred the Great was known as the King of England although he didn't rule all of England. Alfred's grandson Athelstan would eventually become the first king of all England between AD925 and AD939.	Random sampling chooses randomly. Systematic sampling follows a pattern. Data can be collected using tally charts, sketch maps or photos.	Ancient Greece was not one country by many states. The states often fought each other. Greece entered a period called the dark age between 1100 BC and 800BC The golden age started around 480BC. The golden age was a time of great discoveries and inventions. Name of Greek gods and beliefs about each god.	Name the world's climate zones (tropical, dry, continental, temperate and polar). Names the world's biomes (rainforest, desert, savanna, woodland, grassland, tundra, marine).	Identify a crime during each time period. Identify how punishments were decided. Identify how criminals were punished in each era.	Longitude lines run vertically and tells us how far East or West something is. Latitude lines run horizontally and tell us how far North or South something is. The Prime meridian runs through London. Anything West of the meridian is behind the UK. Anything East of the meridian is in front of the UK.
Year 6	The Vikings Knowledge Children will know The location of countries in North America. Key topographical features in major North American countries. Major human features in North American Countries.	The Vikings in Britain Knowledge Children will be able to: The Vikings were a civilisation who travelled and conquered different parts of the world. The Viking conquests in Britain including the Lindisfarne attack. Recall chronological dates from Viking Britain.	Shang Dynasty Knowledge Children will know: What was the Shang dynasty?- location, dates, how we know about them (oracle writing). Culture Army Religion Jobs Fall of the dynasty- reasons	Shang Dynasty Knowledge Children will know The location of major countries and cities in Asia including Russia. What is meant by trade? (Including terms import and export). How goods are moved around the world. (map out major shipping lanes using 6 point grid ref).	World War Knowledge Children will be able to: Understand the role and opinion of propaganda. Understand the how World War I and World War II impacted life in Britain. Recall keys dates from the past century and place in Chronological order. Make confident use of a variety of sources in independent research.	World War Knowledge Children will be able to: How to create maps of locations identifying patterns, e.g. land use, population density, height of land. Analyse different geographical representations for effectiveness. (Comparing aerial photographs, maps, atlases and topographical maps).

	<p>How physical features affect human activity.</p> <p>The similarities and differences between Cornwall and a contrasting area within North America.</p> <p>How to use geographical understanding to give reasons for these similarities and differences.</p>	<p>Recall places around the world in which the Vikings settled.</p> <p>Understand possible reasons as to why Vikings didn't expand into North America.</p> <p>Understand that not all Vikings were vicious and challenge historical misconceptions.</p>		<p>Who the UK's biggest trade partners are.</p> <p>What the UK's biggest imports and exports are.</p> <p>How natural resources are distributed including energy, food, minerals and water.</p>		<p>Project based study- presentation on a country of choice creating comparisons to the UK. To include;</p> <ul style="list-style-type: none"> Topographical features Location (including longitude and latitude, time zones) Biomes, climate. Map work (population density, land use, topographical elevation) Trade Humanitarian/preservation work/ attitude to climate change.
	<p>Skills</p> <p>Children will be able to: Name and locate counties and cities of the UK, geographical regions and there identifying human and physical characteristics, key topographical features.</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and to describe features studied.</p> <p>List the physical characteristics of countries within North America. Compare the physical and human features of a region of the UK and a region in North America.</p> <p>Describe where places are in relations to their human and physical features.</p> <p>Identify where places are in relation to each other, describe using 8 points of a compass.</p> <p>Use wider geographical language to reasons about similarities and differences.</p>	<p>Skills</p> <p>Children will be able to: Handle and chronological date artefacts. Discuss historical inaccuracies and evaluate sources. Place dates in chronological order. Give reasons for events. Use a wide variety of sources to collect information.</p>	<p>Skills</p> <p>Children will be able to: Discuss historical inaccuracies and evaluate sources. Place dates in chronological order. Give reasons for events. Use a wide variety of sources to collect information.</p>	<p>Skills</p> <p>Children will be able to: Locate the worlds countries using maps to focus on Asia.</p> <p>Identify environmental regions and highlight key physical and human characteristics of countries and major cities (focus on ports and coastal areas)</p> <p>Use maps, charts etc. to support decision making about the location of places.</p> <p>Use a variety of maps to identify trade routes around the world.</p>	<p>Skills</p> <p>Children will be able to: Give examples of how Britain changed over the last century. Speculate and provide reasons for the changes in Britain's history. Compare and contrast the differences between World War I and World War II. Devise historically valid questions about the changes in Britain's history. Understand the short / long term causes of the World Wars.</p>	<p>Skills</p> <p>Children will be able to Use a widening range of geographical terms including specific topic vocab. E.g urban, rural, land use, sustainability, tributary, trade links etc. Identify countries with volcanoes and earthquakes and describe the physical geography. Identify the key aspects of human geography within the country of study. Compare the similarities and differences of human and physical geography within a region of the UK, a region in a European country and a region within north or south America.</p>
Instant recall facts	<p>Name at least 4 countries in North America.</p> <p>Name at least 1 physical feature and 1 human feature found in North America.</p>	<p>Name at least 2 countries the Vikings invaded.</p> <p>The Vikings didn't conquer Britain entirely.</p> <p>They settled and lived in parts of Britain from AD793.</p> <p>AD 793 marked the Vikings attack on the Christian Monastery at Lindisfarne.</p>	<p>China was ruled by the Shang dynasty during the era 1600 - 1046 BC</p> <p>The earliest known Chinese writing was also found there, tens of thousands of inscriptions on oracle bones</p> <p>The civilisation was based on agriculture, hunting and animals.</p>	<p>Name at least 4 countries in Asia.</p> <p>Name at least 1 physical feature and 1 human feature found in Asia.</p> <p>Trade is an exchange of goods between countries. Export is goods a county sells.</p> <p>Import is goods a country buys.</p>	<p>World War 1- 1914-1918</p> <p>World War 2- 1939-1945</p> <p>Propaganda was false news used to promote a political cause or idea.</p> <p>Identify 1 way in which the war affect life in Britain (rationing, evacuation, air raid shelters, loss of life, destruction of buildings etc.)</p>	<p>Showcase of geographical skills and knowledge from prior knowledge.</p>

			Shang religion had lots of gods and often involved sacrifice. The last Shang king was Di Xin			
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Plan for rolling program moving forward-

2/3

3/4

5

6

Second set of planning for year 6 that build depth into knowledge and understanding.

Straight year groups teach topic as mapped out in single form progression mapping document.

Mixed age planning						
Year 2/ 3	<p>The stone age to the Iron age.</p> <p>London Knowledge Children will be able to:</p> <p>Use maps and atlases to locate the 4 countries of the UK and their capitals.</p> <p>To locate Cornwall on a map of the UK.</p> <p>The key geographical regions of the England. (south-west, south east etc). And locate these on a map.</p> <p>Identify human and physical features within each region.</p> <p>Compare the features of these regions.</p> <p>Identify the location of settlements within two regions.</p> <p>Compare size and location. (link to prior learning in science with regards to basic needs to reason about location of settlements).</p> <p>Identify counties of England and name those closest to Cornwall.</p>	<p>The stone age to the Iron age.</p> <p>Knowledge Children will know:</p> <p>Ask questions about the Stone and Iron Age. (Cold questions, picture only).</p> <p>That life in the Stone age was mainly nomadic.</p> <p>How Stone age people survived in harsh conditions.</p> <p>That the stone age people used natural resources to make weapons, clothes etc.</p> <p>Use the terms AD and BC.</p> <p>Recognise how Britain changed from the Stone age to the Bronze age. The meaning behind the words, Palaeolithic, Mesolithic and Neolithic.</p> <p>Identify the changes which occurred throughout the period of the Stone Age</p>	<p>The British Empire Knowledge Children should know:</p> <p>Dates of the empire- rise and fall Countries within the Empire and expansion (link to chronology).</p> <p>Reasons for an empire.</p> <p>The slave trades.</p> <p>Positive impact of the Empire (link to trade, spread of language.</p> <p>Link to British Values- did the empire uphold our current British Values</p>	<p>The British Empire Knowledge Children will know:</p> <p>Use maps and atlases to locate the world’s continents, oceans, equator and poles.</p> <p>Locate the UK on a map of the world and identify which continent it is part of.</p> <p>Identify key topographical features of the UK (mountains, rivers, forest, oceans etc + major human landmarks).</p> <p>The 8 points of the compass.</p> <p>Use 4 figure grid reference to identify countries that were within the British Empire.</p>	<p>Ancient Egypt Knowledge Children should know:</p> <p>Timeline- rise and fall</p> <p>Social hierarchy</p> <p>Religion- gods, burial</p> <p>Famous pharaohs- Tutankhamun, Cleopatra,</p> <p>What was happening in Britain at this time?</p> <p>Ancient Egyptian writing</p>	<p>Ancient Egypt Knowledge Children will know:</p> <p>Locate major countries in Africa using atlases, globes.</p> <p>Identify key topographical features of Africa and compare to features of the UK.</p> <p>To understand how rivers form.</p> <p>To understand the importance of rivers.</p> <p>To identify the role of rivers in the water cycle.</p> <p>The differences in rainfall between UK and Egypt (rainfall collection).</p> <p>To understand how we can protect rivers.</p> <p>Explore rivers - BBC Bitesize</p>
	<p>Skills Children will be able to:</p> <p>Use maps to locate places.</p> <p>Locate physical and human features on aerial photographs.</p> <p>Compare geographical features of both places using maps and aerial photographs.</p> <p>Identify similarities and differences between places.</p> <p>Locate counties in the UK on map.</p>	<p>Skills Children will be able to:</p> <p>Ask questions about the past.</p> <p>Place key dates in chronological order.</p> <p>Recall dates and events beyond living memory that are significant nationally or globally.</p> <p>Discuss the validity of historical sources.</p> <p>Use an increasing range of historical vocabulary.</p> <p>Use primary and secondary sources to find out about the past.</p>	<p>Skills Children will be able to:</p> <p>Show an awareness of the past and use common words and phrases.</p> <p>Identify the similarities and differences with their own lives.</p> <p>Ask and answer questions relating to the passing of time.</p> <p>Speak about how they found out about the past.</p> <p>Explain how the lives of significant individuals have contributed to national and international achievements.</p>	<p>Skills Children will be able to:</p> <p>Name the world’s continents and oceans and those surrounding the two focus areas.</p> <p>Identify human and physical features.</p> <p>Use maps and atlases to identify geographical similarities and differences.</p> <p>Use the 8 points of a compass. Use 4 figure grid references.</p> <p>Locate UK on world map and globe. Locate 7 continents and 5 oceans on a world map and globe.</p>	<p>Skills Children will be able to:</p> <p>Ask basic questions about the past.</p> <p>Answer simple questions using a range of sources.</p> <p>Place key dates in chronological order.</p> <p>Recall dates and events beyond living memory that are significant nationally or globally.</p> <p>Explain how the lives of significant individuals have contributed to national and international achievements.</p>	<p>Skills Children will be able to:</p> <p>Locate countries using maps and atlases.</p> <p>Make comparisons between locations using aerials photos and pictures e.g population, temperatures, rainfall.</p> <p>Use technical geographic vocabulary to describe geographical features.</p> <p>Explain about key natural resources for example water in the locality.</p> <p>Draw and recognise the water cycle</p>

	<p>Use vocab including, floodplain, location, industry, settlement.</p> <p>Use maps and topographical maps to identify key human and physical features.</p> <p>Ask questions such as ‘How does it compare to other places? What feature does it have?’</p>	<p>Ask and answer historical questions. Present what they know in a variety of ways.</p>	<p>Use a variety of local sources to find out about the past.</p> <p>Place key dates in chronological order.</p> <p>Use a range of historical vocabulary.</p>	<p>Locate the equator on a world map and globe.</p> <p>Identify hot and cold areas of the world, in relation to the equator and north and south poles.</p>	<p>Place dates in chronological order on a timeline.</p> <p>Use primary and secondary sources to extend their knowledge.</p> <p>Use a range of key vocabulary such as century, decade and chronological.</p> <p>Compare how life at the time was different from Britain at the time (stone and iron age).</p>	
Instant recall facts.	<p>The four countries of the UK are England, Scotland, Wales and Northern Ireland.</p> <p>The capital city of England is London.</p> <p>The Capital city of Scotland is Edinburgh.</p> <p>The Capital city of Wales is Cardiff.</p> <p>The Capital city of Northern Ireland is Belfast.</p> <p>The order of settlements from smallest to largest is; hamlet, village, town, city.</p> <p>Identify major topographical features of the UK.</p>	<p>The stone age and iron age lasted from 450,000 BC and ended with the invasion of the Romans in AD 43.</p> <p>During the stone age, tools were made from stone.</p> <p>During the iron age, stone tools were replaced by iron.</p> <p>As the stone age ended, people began to be less nomadic and settled in places to farm.</p>	<p>Ancient Egypt began around 3000BC and lasted until 30BC.</p> <p>Cleopatra VII was the last Egyptian pharaoh.</p> <p>The Egyptians build great pyramids as tombs for dead pharaohs.</p>	<p>Name the 7 continents and 5 oceans.</p> <p>Locate the equator.</p> <p>Locate the north and south pole.</p> <p>To know that areas around the equator are hotter.</p> <p>To know areas around the poles are colder.</p> <p>Name at least 4 African countries.</p> <p>Identify that Africa has a desert called the Sahara.</p> <p>Identify the Nile is the world’s longest river.</p> <p>Rivers will flow from a higher elevation to a lower elevation.</p> <p>Name stages of water cycle</p>	<p>Name 5 countries that were part of the British empire.</p> <p>The British empire was founded in 1583 and disbanded in 1997.</p> <p>The British Empire was involved in the trade of slaves.</p> <p>The slave trade throughout the empire was fully abolished in 1838.</p> <p>Identify something traded through the empire.</p>	<p>Identify similarities and differences between South Australia and Cornwall.</p>
Year 3/4	<p>The Romans Knowledge</p> <p>Children will know:</p> <p>Understand the impact of the Roman Empire on British history (inventions).</p> <p>Recall the attempted invasion of Julius Caesar.</p> <p>Understand the power of the Roman army in 42AD.</p> <p>Recall the successful invasion by Claudius and conquest, including Hadrian’s wall.</p> <p>Boudicca and rebellion</p>	<p>The Romans Knowledge</p> <p>Children will know:</p> <p>Identify where countries are within Europe including Russia.</p> <p>Identify major mountain ranges within Europe. (depth of thinking- do some of these countries share features? Does every country has mountains and volcanoes?)</p> <p>Identify similarities and differences between the geography of the UK and Italy.</p> <p>Identify layers of the Earth (core, mantle, crust).</p>	<p>The Mayans Knowledge</p> <p>Children will know:</p> <p>Dates of the Maya civilisation.</p> <p>Who were the Mayans?</p> <p>Mayan religion</p> <p>Food and farming</p> <p>Inventions</p> <p>Fall of the Mayans</p> <p>What was happening in Britain at the time of the Maya? (Comparing civilizations).</p>	<p>The Mayans Knowledge</p> <p>Children will know:</p> <p>Understand what is meant by fieldwork.</p> <p>How to use fieldwork and maps to identify different uses of land.</p> <p>How land use has changed over time in the local area.</p> <p>How changes in land use can affect the planet.</p> <p>In depth study into deforestation through the world- (causes, affect, prevention).</p>	<p>Cornish Mining Key figures- Humphrey Davy and Richard Trevithick. Knowledge Children will know:</p> <p>The mining was one of Cornwall’s main sources of income during the 19th Century.</p> <p>The names of some famous Cornish mines- Geevor, Crofty and King Edward.</p> <p>The role of women and children in a mine.</p> <p>What it was like to work in a Cornish mine.</p>	<p>Cornish Mining Knowledge</p> <p>Children will know:</p> <p>The location of the equator, northern hemisphere, southern hemisphere, tropic of cancer, tropic of Capricorn, arctic circle and Antarctic circle.</p> <p>The geographical similarities and difference between these areas.</p> <p>The location of major countries within South America using digital mapping.</p> <p>Key human and physical geographical features within these countries.</p>

		<p>Understand that the crust is split into tectonic plates.</p> <p>Identify how the movement of these plates creates mountains, earthquakes and volcanoes.</p>		<p><i>Link to Mayan farming.</i></p>	<p>To understand how Davy and Trevithick changed the world.</p>	<p>Geographical similarities and differences between Peru and Cornwall.</p> <p><i>Link from history through Trevithick's travels to Peruvian Silver mines.</i></p>
	<p>Skills Children will learn to:</p> <ul style="list-style-type: none"> • Use historical terms relating to the Romans. • Place the Romans era on a timeline. • Communicate their learning in an organised and structured way. • Identify the motives behind the Roman invasion. • Summarise the main events of the Roman invasion. • Discuss the successful invasion and conquest by Claudius. • Describe and discuss Hadrian's Wall. 	<p>Skills Children will be able to:</p> <ul style="list-style-type: none"> • Label different countries within Europe including Russia using atlases and digital mapping. • Locate the UK and compare location with that of other European countries using 8-point compass and building upon locational language used in KS1 (near, far, left, right- upgrade to closer to, further from). • Identify why there are similarities and difference between places in Europe. • Use technical geographic vocabulary to describe geographical features and processes. 	<p>Skills. The children will be able to:</p> <p>Place dates in chronological order.</p> <p>Discuss the differences between the Mayans and the UK at the time.</p> <p>Research using a range of sources.</p> <p>Compare the validity of historical sources.</p>	<p>Skills Children will be able to:</p> <p>Use field work instruments e.g camera, .</p> <p>Make more detailed field work sketches/diagrams.</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Plan the steps and strategies for an enquiry.</p>	<p>Skills Children will be able to:</p> <p>Place historical dates in chronological order.</p> <p>Devise historically valid questions. Use sources to answer questions about the past.</p> <p>Communicate learning in a variety of ways.</p> <p>use historical terms relating the of passing of time.</p> <p>Compare different time periods.</p> <p>Understand why some children's experience of life around the mines differs.</p>	<p>Skills Children will be able to:</p> <ul style="list-style-type: none"> • Ask questions such as 'How does it compare to other places? What feature does it have?' • Recognise that people differing quality of life living in different locations and environments. • Explain about key natural resources for example water in the locality. • Use digital mapping and atlases to locate geographical features and countries in South America.
Instant recall facts	<p>Roman empire lasted from 700bc to AD476.</p> <p>Julius Caesar failed to fully conquer Britain in 55-54BC.</p> <p>Claudius led a full conquest in 43AD.</p> <p>Boudicca led a failed rebellion against Roman rule in Britain in 60AD.</p>	<p>Identify 4 major European countries.</p> <p>Name a mountain range in Europe.</p> <p>Name a European country with a volcano.</p> <p>Name the layers of the Earth.</p> <p>Know the crust is split into tectonic plates.</p>	<p>The Maya civilization existed from around 2000BC to 1600AD.</p> <p>During the Maya civilisation, Britain went through the Stone, Bronze, and Iron Ages, including Stonehenge, to Roman Britain, Anglo-Saxon, Medieval and Tudor England.</p> <p>Farming was really important to the Maya. Most people grew their own crops in small fields.</p> <p>The Maya believed in many gods, each representing a different part of life.</p>	<p>Identify different uses of land.</p> <p>Identify how land has changed over time.</p>	<p>Mining was a main source of income and jobs in 19th century Cornwall.</p> <p>Boys as young as 10 would work down the mines.</p> <p>Young children and women worked above ground.</p> <p>Mines in Cornwall were predominately tin mines.</p> <p>Trevithick invented a steam powered engine.</p> <p>Humphrey Davy invented a safety lamp for miners.</p>	<p>Locate the Equator, Northern Hemisphere, Southern Hemisphere, Tropics, Arctic and Antarctic circles on a map.</p> <p>Name at least 4 South American countries.</p>