

Below outlines the learning focus for each term

Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
Autumn 1	<p><b>Human and Physical Geography</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle.</p> <p>Climate Zones: the world is split into various zones depending on the type of climate experienced.</p> <p>Understand the term 'biome'</p> <p>Biomes &amp; Vegetation belts: Distinctive climates determine the type of vegetation and animal species found in particular places around the world.</p>	<p>Use knowledge of this term to make suggestions for places in the world, which may be biomes.</p> <p>Make comparisons between one biome and others, discussing with classmates the similarities as well as the differences.</p> <p>To make links between biomes and climate zones.</p> <p>Ask questions and find out what affects the climate.</p>	<p><b>Build upon:</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) – Yr 4.</p> <p><b>Prepare for:</b> Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes Look at specific examples of rivers and mountains and the process, which made them/affect them. Introducing volcanoes and why they're formed Explanation of how earthquakes occur and what happens when they do including Tsunamis – Yr 6.</p>
Autumn 2	<p>Ancient Greece – A Study of Greek life and achievements and their influence on the western world.</p> <p>To learn about Greece and to place the ancient Greek civilisation in time.</p> <p>To understand the term 'democracy'.</p> <p>To find out about daily life in ancient Greece.</p> <p>To learn about the impact of the ancient Greek civilisation on the modern world.</p>	<p>To devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>To learn about the differences between Athens and Sparta.</p> <p>To construct informed responses confidently referring to a range of information sources.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p><b>Build upon:</b> Using a variety of skills to connect, contrast and link to present time, showing a secure understanding of decades, years and centuries Beginning to sustain and answer questions providing some supporting evidence.</p> <p><b>Prepare for:</b> Starting to identify different sources and evaluate their effectiveness and historical knowledge Using their historical perspective, an understanding of reliability/ bias to evaluate arguments and interpretations of the past. Understanding the link between the past and present and how the past has shaped the present across the world and civilisations.</p>
	<p><b>Place Knowledge</b> Locate the world's countries concentrating on their environmental regions, key physical and human</p>	<p>Identify the climate, the habitats, the plant and animal types and how people live in the rainforest.</p>	<p><b>Build upon:</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their</p>

<p>Spring 1&amp; 2</p>	<p>characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> <li>- Revisit the 7 continents.</li> <li>- Identify countries within South America etc.</li> <li>- Understand the term ‘climate zones’ and identify some differing ones. Touch upon global warming and its implications.</li> </ul> <p><b>Antarctica and on the Amazon rainforest.</b> Whilst studying the Amazon and Antarctica, make comparisons with the UK.</p> <ul style="list-style-type: none"> <li>- Whilst studying Antarctica, look briefly at physical Geography around glaciers</li> </ul>	<p>Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.</p> <p>Discuss how the rainforest may be linked to us e.g. trade.</p> <p>Whilst studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals, which may survive in those conditions</p> <p>Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet.</p> <p>Identify the different climate zones. Ask questions and find out what affects the climate. Children to ask questions about global warming. Discover the cause of global warming and research the implications.</p>	<p>environmental regions, key physical and human characteristics, countries, and major cities – Yr 3.</p> <p><b>Prepare for:</b> Use maps to identify longitude and latitude. Study maps of the USA to identify environmental regions. Study of North America. Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones – Yr 6.</p>
<p>Summer 1</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> <li>• Placing key events in ancient Egypt on a timeline.</li> <li>• Learning the differences between AD and BC.</li> </ul>	<p>To construct informed responses confidently referring to a range of information sources.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p><b>Build upon:</b> Explaining similarities, differences and changes within and across eras, giving reasons to support answers ‘why?’. Starting to identify different sources and evaluate their effectiveness and historical knowledge Using appropriate ways of communicating their historical understanding.</p> <p><b>Prepare for:</b> Presenting their findings, in detail, using factual evidence (from a range of resources) and their opinions. Starting to express explanation in terms of relative importance backed up a reasoned argument, eg. the main reason was, also important, some people think.</p>