

Below outlines the learning focus for each term

Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
Autumn 1	<p style="text-align: center;">Geography</p> <p>Locational Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in a European country Use geographical language to identify and explain some aspects of human and physical features and patterns</p> <p>Describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Locate and label different countries/continents in the Northern and Southern hemisphere.</p> <p>To ask and answer questions about trade between countries. Ask and answer questions about supply chains</p>	<p>Build upon: Understand geographical similarities and differences through the study of human and physical geography London & another city using a range of methods, including sketch maps, plans and graphs, and digital technologies – Yr 3.</p> <p>Prepare for: Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Study of Antarctica and the Amazon rainforest – Yr 5.</p>
Autumn 2	<p style="text-align: center;">History</p> <p style="text-align: center;"><u>Britain's settlements by Anglo-Saxons and Scots.</u></p> <p>To investigate and interpret the past. <i>(what happened after the Romans left Briton)</i> Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>To devise historically valid questions about change, cause, similarity, difference and significance. Make connections and discuss similarities and differences between Anglo-Saxons and Vikings. To construct informed responses confidently referring to a range of information sources. Use sources of evidence to deduce information about the past.</p>	<p>Build upon: Using a timeline within a specific period or era, to set out the order in which things happened, showing a secure understanding of connections and events. Pointing out similarities and differences between aspects of their own life and the life of people in the time period being studied.</p> <p>Prepare for: To know and begin understand significant aspects of the history within the wider world Using documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Identifying different sources and evaluating their effectiveness and historical knowledge. (Y5 and 6) Beginning to understand and discuss the impact of past events on the present.</p>

Spring 1	<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</u></p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>To find out about the Viking invasions of Britain</p> <p>To explore what life was like for Vikings living in Britain.</p> <p>To find out how and when England became a unified country.</p> <p>To research Edward the Confessor and his death in 1066.</p>	<p>To devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Seek out and begin to 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>Build upon:</p> <p>Asking their own questions and answering questions about the past by being able to construct informed responses confidently</p> <p>Using sources of evidence to deduce information about the past</p> <p>Constructing informed responses about the past confidently and in a variety of different ways.</p> <p>Prepare for:</p> <p>Being able to see two sides of a question and can offer arguments on both sides.</p>
Summer 1	<p style="text-align: center;">Geography</p> <p>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)</p> <p>Human and Physical Geography</p>	<p>Geographical Skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Build upon:</p> <p>Identifying human and physical characteristics, key topographical features (including mountains and rivers), and land-use patterns; and understand how some of these aspects have changed over time – Yr 3.</p> <p>Prepare for:</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle – Yr 5.</p>
Summer 2	<p style="text-align: center;">History</p> <p><u>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including Mayan civilization c. AD 900;</u></p> <p>To explore where and when the remains of the Mayan ruins were discovered.</p> <p>To find out about how the Mayan civilisation developed over time.</p> <p>To find out about the city states of the Maya and how society was organised.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (included within a period of history they are studying)</p>	<p>To devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Seek out and begin to 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>Build upon:</p> <p>Using a timeline within a specific period or era, to set out the order in which things happened, showing a secure understanding of connections and events</p> <p>Expressing their thoughts and views to explain rather than describe historical events, using evidence to support.</p> <p>Prepare for:</p> <p>Identifying some of the societies, cultures and religions of the past.</p> <p>Explaining an event using simple form of classification, eg. to do with money or religion, long term and short term effects.</p> <p>Showing an understanding of why some civilisations have been successful and why others have not.</p>