

Below outlines the learning focus for each term

Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
Autumn 1 + 2	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;"><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To investigate elements that led to the start of World War 2.</p> <p>To investigate what life was like for a soldier on the Front line.</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 explore what life was like for children in Britain during WW2.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>To devise historically valid questions about change, cause, similarity, difference and significance</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 sources of evidence to deduce information about the past.</p> <p>Comparing what life was like for the people in Britain during WW2 to now whilst identifying the changes to Britain after WW2.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>To construct informed responses confidently referring to a range of information sources</p>	<p>Build upon:</p> <p>Having knowledge and understanding of some of the main events, people and changes from the past</p> <p>Explaining similarities, differences and changes within and across eras, giving reasons to support answers 'why?'. Independently selecting sources of evidence to use to help answer questions and start to explain the usefulness and reliability of different sources.</p> <p>Understanding the difference between primary and secondary sources of evidence.</p> <p>Starting to identify different sources and evaluate their effectiveness and historical knowledge</p> <p>Using appropriate ways of communicating their historical understanding.</p> <p>Beginning to understand and discuss the impact of past events on the present.</p> <p>Prepare for:</p> <p>Knowing and showing an understanding the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Being able to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>

<p>Spring 1 & 2</p>	<p style="text-align: center;">Geography</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in North America.</p> <p>Identify countries within North America etc.</p> <p>Recap on human/physical features. What they are? How to identify them?</p> <p>To know that North America contains a range of different biome types</p> <p>Describe and explain the processes that cause natural disasters</p> <p>To develop a greater understanding of how to read maps using grid references.</p> <p>Locational Knowledge 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>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, Use 4 and 6-figure grid references, Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use maps to identify longitude and latitude.</p> <p>Study maps of the USA to identify environmental regions.</p> <p>To describe weather and its impact on people</p>	<p>Build upon: Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify countries within South America etc. Understand the term 'climate zones' and identify some differing ones. Introduction to global warming Study of Antarctica and on the Amazon Rainforest. Yr 5.</p> <p>Prepare for: <i>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia – KS3.</i> <i>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities – KS3.</i></p>
<p>Summer 1</p>	<p style="text-align: center;">Geography</p> <p>Human and Physical Geography</p> <p>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.</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, Use 4 and 6-figure grid references, Use 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: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle. Climate Zones: the world is split into various zones depending on the type of climate experienced. Understand the term 'biome' Yr 5.</p> <p>Prepare for: <i>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the</i></p>

			<p><i>change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</i></p> <p>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources - KS3.</p>
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