

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 Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (<i>including mountains and rivers</i>), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and Physical Geography Describe and understand key aspects of human geography, including types of settlement and land use. Children to discover the geographical features of London and link these to the historical and economic development of the city. Chn to understand why the Thames bridges / barrier is so important to the area and why they were designed and built. Introduce Ordinance Survey maps</p>	<p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. To use symbols when reading and drawing maps.</p>	<p>Build upon: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Introduce key features of Ordinate Survey map – Yr 2.</p> <p>Prepare for: 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>Build upon: Identify the location of hot and cold areas of the world in relation to the Equator and the <u>North and South Poles</u> Understand that the Earth is spherical – translate map work to a globe. To know the 7 continents and 5 oceans</p> <p>Prepare for: Locate the world’s countries, using maps to focus on Europe Locate and label different countries / continents in the Northern and Southern hemisphere Yr 4.</p>

Autumn 2	<p style="text-align: center;">History</p> <p style="text-align: center;"><u>Changes in Britain from the Stone Age to the Iron Age.</u></p> <p>To investigate and interpret the past Defining 'prehistory' and learning how archaeologists find out about the past when there is no written history. Exploring lifestyles of cave people; homes, food, family, clothes etc. Finding out about life in the Bronze Age, and how bronze was made and used. Comparing changes and similarities between lifestyles in the past and the present.</p>	<ul style="list-style-type: none"> • To devise historically valid questions about change, cause, similarity, difference and significance. • To construct informed responses confidently. • Use sources of evidence to deduce information about the past • Seek out evidence in order to justify claims about the past. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>Build upon: Pointing out similarities and differences between aspects of their own life and the life of people in the time period being studied. Developing an understanding of chronology and being able to order key events within a time period.</p> <p>Prepare for: 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. Simply and accurately sequencing events from the past whilst detailing what has happened using a variety of different sources.</p>
Spring	<p style="text-align: center;">History</p> <p style="text-align: center;"><u>The Roman Empire and its impact on Britain.</u></p> <p>To understand the vocabulary 'invade' and 'settle' Place the Romans on a timeline. To find out why and how the Romans successfully invaded Britain. To find out who was in Britain when the Romans invaded and learn about their way of life. (<i>tribes known as the Celts or native Britons.</i>)<i>Time line.</i> To know how the Romans have influenced our lives today.</p>	<p>To devise historically valid questions about change, cause, similarity, difference and significance. To construct informed responses confidently. Use sources of evidence to deduce information about the past To find out answers to specific questions using primary and secondary sources. Seek out evidence in order to justify claims about the past. Use literacy, numeracy and computing skills to a good standard in order to communicate 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 and being able to suggest reasons for, and results of, people's actions and events. Using sources to seek out evidence and find answers to specific questions about the past.</p> <p>Prepare for: Understanding that events have more than one cause and can explain slightly more complex events than in KS1, eg. larger scale events or actions of groups of people Expressing their thoughts and views to explain rather than describe historical events but this tends to be mainly unlinked ideas.</p>
Summer 1	<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 of the United Kingdom similarities / differences between London & another city Human/physical – know what they are, give examples, identify them Introduce key features of Ordinate Survey map</p>	<p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Build upon: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Prepare for: Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key 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 – Yr 4.</p>

<p>Summer 2</p>	<p style="text-align: center;">History <u>A local history study</u></p> <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>	<p>To devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>To construct informed responses confidently.</p> <p>Use sources of evidence to deduce 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>Placing key historical events chronologically on a timeline simply and accurately.</p> <p>Having knowledge and understanding of some of the main events, people and changes from the past.</p> <p>Using a variety of sources (the internet, pictures, photos, music, artefacts, historic buildings and visits) to collect information about the past.</p> <p>Prepare for:</p> <p>Making simple deductions and inferences based on different sources through analysing the actions of people in historical settings.</p> <p>Showing their understanding through oral answers and simple recording devices such as speech bubbles/annotations.</p> <p>Expressing their thoughts and views to explain rather than describe historical events but this tends to be mainly unlinked ideas.</p>
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