

# HISTORY and GEOGRAPHY CURRICULUM MAP

## Matched to National Curriculum

### HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 1

TO INFINITY AND BEYOND	BANG, CRACKLE, WHOOSH	ONCE UPON A JOURNEY	ONCE UPON A JOURNEY	A STEP BACK IN TIME	STOP LOOK AND INVESTIGATE
<p><u>Supporting Texts</u> F: Mae among the stars. Look up Beegu How to catch a star The marvellous moon map Bob the man on the moon NF: Mae Jemison Books about Space</p>	<p><u>Supporting Texts</u> F- Hovis the hedgehog Sparks In the sky ebook NF-Guy Fawkes Bonfire night poems</p>	<p><u>Supporting Texts</u> F-The Queen's hat The Queens handbag. Katie goes to London NF-London landmarks</p>	<p><u>Supporting Texts</u> F-Paddington Paddington goes to the Palace. NF-London</p>	<p><u>Supporting Texts</u> F-The Grotlyn You wouldn't want to be a Victorian child. Magic Key-Victorian Adventure The Little Match Girl NF-Victorian toys and games</p>	<p><u>Supporting Texts</u> F-The Smartest Giant in Town. What did the tree see? NF-Atlas for children.</p>
<p><b>1. Compass Directions</b> To use simple compass directions (N,S,E,W) &amp; locational &amp; directional language(eg near,far,left,right), to describe the location of features &amp; routes on a map.</p>	<p><b>1. Changes in Living Memory Who Was Guy Fawkes?</b> To find out about Guy Fawkes. To find out about how the Gunpowder Plot started and some of the problems the plotters encountered. To find out about the main events of the Gunpowder Plot. <u>CST – PARTICIPATION</u> <u>How Guy Fawkes took his rights in society too far</u></p>	<p><b>1. UK</b> To name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p>	<p><b>1. The Role of a Monarch</b> To understand what a monarch is and the qualities needed to be a good monarch.  <u>CST – PROMOTING PEACE/Common Good</u> <u>Thinking about the role of a monarch</u></p>	<p><b>1.The Victorian Era/Link to Queen Victoria.</b>  To identify similarities and differences in Victorian Schools.</p>	<p><b>1. Weather</b>  What did the Tree see? To be a weather presenter. To identify the four seasons.</p>
<p><b>2. Space Terrain</b> To use basic geographical vocabulary to refer to key features.</p>	<p><b>2. Laws</b> Do you think the Gunpowder Plotters were right to take action? To describe Guy Fawkes.</p>	<p><b>2.Characteristics of the 4 countries.</b> To find out about the characteristics of the 4 countries. <i>Famous for....</i></p>	<p><b>2. Significant British Monarchs</b> To find out about some important British Monarchs.</p>	<p><b>2.Victorian Classroom-Artefacts Victorian Games Significant People- Samuel Wilder spin</b> To identify artefacts from a Victorian Classroom.</p>	<p><b>2 .Our Classroom</b> To understand what our classroom looks like. To look at aerial photographs.</p>
<p><b>3. Space station Role Play</b> Visual Timeline Astronaut food To develop my use of vocabulary through the role play area. To name the different parts of a spacesuit.</p>	<p><b>3. What went wrong with the Plot and how do we know?</b> To use difference sources to show what went wrong. To find evidence to back up the statements using different images.</p>	<p><b>3. London</b>  To devise a simple map: use &amp; construct basic symbols in a key. London</p>	<p><b>3.Family Trees and Royal Family Timeline</b> To find out how the title of king or queen is inherited. To find out about how family history, such as Queen Victoria's and my own family, can be represented. <u>CST – HUMAN DIGNITY</u> <u>Looking at family trees and how everyone is like God</u></p>	<p><b>3.A day in a Victorian School School Trip</b> To be a Victorian school child for a day.  <u>CST – DISTRIBUTIVE JUSTICE</u> <u>Playing games fairly</u></p>	<p><b>3.Where is our School?</b> To locate our school in our local area. Collect different maps-OS, world, UK map, shopping centre map, Safari park  <u>CST – PARTICIPATION</u> <u>Looking at our local area</u></p>
<p><b>4. Neil Armstrong-Moon Landing</b> To explain the lives of significant individuals. The first man to walk on the moon.</p>	<p><b>4.Now and Then.</b> To understand some of the differences in how people such as Guy Fawkes lived, compared with today.</p>	<p><b>4.Peru-Paddington</b> Vocab-Rivers, Forest. City, Town, Village To talk about key physical and human features.  <u>CST – STEWARDSHIP</u> <u>Looking after God's creation</u></p>	<p><b>4.Comparing Elizabeth I and Queen Victoria</b> To find out about and compare the lives of Elizabeth I and Queen Victoria.</p>	<p><b>4. Old and New toys.</b> To compare old and new toys.</p>	<p><b>4.Fieldwork around our school</b> To observe the school environment. To devise a simple map and use basic symbols in a key. To draw a simple map. <u>CST – STEWARDSHIP/PARTICIPATION</u> <u>Looking after our world</u></p>

				<u>Everyone taking part</u>	
<p><b>5. Space Timeline</b> To name the planets in the solar system. To put the planets in order from the sun.</p>	<p><b>5. Remember, Remember...</b> To find out about how the Gunpowder Plot is remembered. To show what I have learnt about the Gunpowder Plot.</p>		<p><b>5. A Medieval Banquet</b> To find out about what kings and queens ate during medieval banquets.</p>	<p><b>5. Compare Technology</b> To compare technology from now and then through interviewing Grandparents.</p>	<p>5. How do you get to school? To understand the route I take to school. Litter/Environment</p>
<p><b>6. Tim Peak / Mae Jemison</b> To explain about the lives of significant individuals. Cross curricular: To design and make a moon buggy. <b><u>CST – PARTICIPATION First black woman in space</u></b></p>			<p>6. Jubilee and National Anthem</p>		<p><b>6. Orienteering/Field Work</b> To name the 4 points of a simple compass. To recognise some map symbols.</p>
<p>To use basic geographical vocabulary to refer to key physical features. Space terrain. To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of identifying the criteria that makes a person significant. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about Neil Armstrong-First man on the moon, Mae Jemison-First black woman in Space and Tim Peak</p>	<p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about the build-up to the Gunpowder Plot and the problems that the plotters tried to overcome To find out about events beyond living memory that are significant nationally by learning about Guy Fawkes and his life; about the order and conclusion of the events of the Gunpowder Plot. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally by learning about what happened directly after the Gunpowder Plot; through performing parts of the story of the Gunpowder Plot. To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally by finding out how the Gunpowder Plot is remembered in this country and how bonfire night has changed over the years.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries . To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. To 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 (Peru). Key physical and human features.</p>	<p>To develop an awareness of the past, knowing where people and events studied fit within a chronological framework &amp; identify similarities and differences between ways of life in different periods in the context of finding out about the role of monarchs in British history &amp; understanding their connection with present-day society. To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and a knowledge of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about, and placing onto a timeline, some significant British monarchs. To develop an awareness of the past, knowing where people and events studied fit within a chronological framework in the context of learning about how the history of a royal family and their own family history can be represented in a family tree. Have an understanding of the chronology of various significant British kings and queens and be able to place some in the correct order. Talk about how we know about the lives of some significant monarchs in history, use historical facts to support their opinion about them. Recall some key facts about the different monarchs and make comparisons between the lives of Elizabeth I and Queen Victoria. To develop an awareness of the past and identify similarities and differences between ways of life in different periods in the context of learning about what medieval kings and queens ate at banquets and comparing this to present day habits.</p>	<p>To learn about events beyond living memory that are significant nationally or globally (Victorian Era). To understand about the lives of significant individuals in the past who have contributed to national and international achievements. Queen Victoria Samuel Wilder spin To compare old and new toys.</p>	<p>To use simple observation/fieldwork skills to study the immediate surroundings In the context of children's own locality. To understand sense of place in relation to home and school in the context of children's own locality/school. To use simple fieldwork and observation skills to study the school. To describe the location of features and routes on a map in the context of children's own locality/school. To develop and follow directional vocabulary in the context of children's own environment. To recognise a range of map symbols and understand their use.</p>

# HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 2

HISTORICAL HEROES (NURTURING NURSES)	LONDON'S BURNING (GREAT FIRE OF LONDON)	WE ARE GOING ON A SAFARI (SENSATIONAL SAFARI)	EPIC EXPLORERS (SIGNIFICANT EXPLORERS)	OH! I DO LIKE TO BE BY THE SEASIDE
Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts
<p><b>1. Significant People</b> To explain what makes a person significant.</p>	<p><b>1. London Past and Present</b> To find out some of the ways in which London has changed.</p>	<p><b>1. Where Is Kenya?</b> To understand where Kenya is in the world. To locate Kenya on a world map.</p>	<p><b>1. What Makes Someone a Significant Person?</b> To understand and explain what makes a person significant.</p>	<p><b>1. Where are Our Seasides?</b> To use key words to describe different places and environments. To use a map to find seaside locations.</p>
<p><b>2. Florence Nightingale</b> To explain how Florence Nightingale improved nursing.</p>	<p><b>2. Life in the 17th Century</b> To find out some of the ways in which how we live now is different and similar to how people lived in 1666.</p>	<p><b>2. Let's Explore</b> To draw a simple map. To understand what life is like for people living in Kenya.</p>	<p><b>2. Ibn Battuta</b> To discuss the ways in which we can find out about an explorer who lived a long time ago. <a href="#">CST – PARTICIPATION</a> <a href="#">Sharing with us the gift of knowledge of the world</a></p>	<p><b>2. Features of the Seaside</b> To use key words to describe seaside locations. To observe aerial photographs of seaside locations.</p>
<p><b>3. Mary Seacole</b> To explain who Mary Seacole was and how she improved nursing. <a href="#">CST – PROMOTING PEACE</a> <a href="#">Helping people whoever they are</a></p>	<p><b>3. The Events of the Great Fire</b> To find out about how the Great Fire started and spread across London.</p>	<p><b>3. National Parks and Wonderful Wildlife</b> To understand what a national park is. To use compass directions to describe places on a map. <a href="#">CST – STEWARDSHIP</a> <a href="#">Looking after God's animals and His creation</a></p>	<p><b>3. Matthew Henson</b> To explore the achievements of Matthew Henson. <a href="#">CST – PARTICIPATION</a> <a href="#">Sharing with us the gift of knowledge of the world</a></p>	<p><b>3. Seasides Past and Present</b> To locate seaside resorts in the four countries of the UK. To understand what seaside holidays and resorts were like in the past and the present.</p>
<p><b>4. Edith Cavell</b> To explain who Edith Cavell was and how she improved nursing.</p>	<p><b>4. How Do We Know About the Great Fire?</b> To understand how we know about the Great Fire of London.</p>	<p><b>4. African Animals</b> To understand some of the main animals which live in Kenya.</p>	<p><b>4. Felicity Aston</b> To compare Felicity Aston's experience of polar exploration with Matthew Henson's. <a href="#">CST – PARTICIPATION</a> <a href="#">Sharing with us the gift of knowledge of the world</a></p>	<p><b>4. Let's Explore a Seaside Town</b> To describe a seaside town in the UK. To describe places and routes on a map.</p>
<p><b>5. Significant People</b> To compare the lives of different nurses. <a href="#">CST – HUMAN DIGNITY</a> <a href="#">Respecting all of them, role models</a></p>	<p><b>5. What Happened After the Great Fire?</b> To find out how London was rebuilt after the Great Fire. <a href="#">CST – OPTION FOR THE POOR</a> <a href="#">People were left without homes/jobs</a></p>	<p><b>5. Marvellous Maasai</b> To understand what Maasai culture is like. <a href="#">CST – SOLIDARITY</a> <a href="#">Showing we care about other cultures</a></p>	<p><b>5. Neil Armstrong</b> To explore and discuss Neil Armstrong's achievements. <a href="#">CST – PARTICIPATION</a> <a href="#">Sharing with us the gift of knowledge of the world</a></p>	<p><b>5. Islands Everywhere!</b> To use a map to identify the main British islands To understand the location of hot and cold islands in the world.</p>
<p><b>6. Remembering</b> To persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell. <a href="#">CST – HUMAN DIGNITY</a> <a href="#">Respecting all of them, role models</a></p>	<p><b>6. What Have We Learned About the Great Fire?</b> To show what I have learned about the Great Fire of London. <a href="#">CST – COMMON GOOD</a> <a href="#">Thinking about housing, use of fire, respecting fire service</a></p>	<p><b>6. My Day, Your Day</b> To observe photographs and ask questions to find out about a place To compare my life to a child's life from Kenya. <a href="#">CST – DISTRIBUTIVE JUSTICE</a> <a href="#">Giving everyone access to resources</a> <a href="#">Looking at schools</a></p>	<p><b>6. How Could They Be Remembered?</b> To show what I know about some significant explorers and how they are commemorated for their achievements. <a href="#">CST – STEWARDSHIP</a> <a href="#">They made discoveries for the world – what do we do with that knowledge?</a></p>	<p><b>6. Who Can See the Sea?</b> To visit a seaside resort. To use a map to follow the route around a seaside resort.</p>
<p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of identifying the criteria that makes a person significant. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Florence Nightingale improved nursing.</p>	<p>To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666. To identify differences and similarities between ways of life in different periods in the context of comparing present day living to how people of London lived during 1666. To know and understand key features of an event beyond living memory that are nationally significant in the context of</p>	<p>To name and locate the world's seven continents and five oceans in the context of Africa (Kenya). To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya). To devise simple maps in the context of Africa (Kenya). To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of</p>	<p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about Ibn Battuta and exploring how it is often difficult to find</p>	<p>To use basic geographical vocabulary, in the context of coastal/ seaside locations and locations relevant to the children themselves. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage, in the context of coastal/ seaside locations. To use basic geographical vocabulary to refer to human and physical features, in the context of coastal/seaside locations.</p>

<p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Mary Seacole improved nursing.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Edith Cavell helped soldiers.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of comparing Florence Nightingale, Mary Seacole and Edith Cavell.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of remembering Florence Nightingale, Mary Seacole and Edith Cavell.</p>	<p>finding out about the Great Fire of London and how it started.</p> <p>To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.</p> <p>To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.</p> <p>To understand key features of events, choosing and using parts of stories and asking and answering questions through creating a newspaper report, describing the main events of the Great Fire.</p>	<p>a small area in a contrasting non-European country in the context of Kenya.</p> <p>To use basic geographical vocabulary to refer to key physical and human features in the context of Africa (national parks).</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of national park/ safari maps.</p> <p>To use basic geographical vocabulary to refer to key physical and human features in the context of Kenya (national parks/ reserves).</p> <p>To 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 in the context of Kenya (Maasai).</p> <p>To use basic geographical vocabulary to refer to key human and physical features in the context of observing geographical images/photographs.</p> <p>To 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 in the context of Kenya and the UK (my locality).</p>	<p>evidence about people who lived a long time ago.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Matthew Henson was a significant polar explorer who did not get recognised for his achievement at the time.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of comparing Felicity Aston's polar exploration with Matthew Henson's around a hundred year earlier.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Neil Armstrong and other significant individuals contributed to a significant event beyond living memory.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the achievements and legacy of Ibn Battuta, Matthew Henson, Felicity Aston and Neil Armstrong.</p>	<p>To use aerial photographs and to recognise landmarks and basic human and physical features, in the context of coastal/seaside locations</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK, in the context of the seaside resorts in the four countries of the UK.</p> <p>To use basic geographical vocabulary to refer to key human and physical features, in the context of coastal/seaside locations in the past and present day.</p> <p>To use basic geographical vocabulary to refer to human and physical features, in the context of seaside localities and the seaside town of St. Ives, Cornwall.</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of the seaside town of St. Ives, Cornwall.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, in the context of coastal/island locations.</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world, in the context of island locations.</p> <p>To use simple fieldwork and observational skills, in the context of visiting a seaside locality.</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of visiting a seaside locality.</p>
--	--	---	---	---

## HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 3

IT'S ALL GREEK TO ME!	EXTREME EARTH	THROUGH THE AGES	RAINFOREST EXPLORERS	KIDDY CARPETS	HOME, SWEET HOME
Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts
<p><b>1. Who Were the Ancient Greeks?</b> To explore some of the key events during the ancient Greek period. <a href="#">CST – Subsidiarity/Participation</a> <a href="#">Discussing a democratic civilisation</a> <a href="#">Variety of rights of men and women</a></p>	<p><b>1. Under Our Feet</b> To describe what you find underground. <a href="#">CST – STEWARDSHIP</a> <a href="#">Looking after God's planet</a></p>	<p><b>1. Surviving the Stone Age</b> To understand what humans needed for survival in the Stone Age.</p>	<p><b>1. Where Are the Rainforests?</b> To identify areas of the world containing rainforests. To use maps and atlases to locate rainforests.</p>		<p><b>1. Countries and Cities</b> To name and locate the countries and cities of the UK. To use the eight compass points to describe the location of the countries and cities of the UK.</p>
<p><b>2. Daily Life in Ancient Greece</b> To research aspects of daily life and society in ancient Greece. <a href="#">CST – Participation</a> <a href="#">Variety of rights of men and women</a></p>	<p><b>2. Volcanoes</b> To explain how volcanoes are formed.</p>	<p><b>2. Skara Brae</b> To understand what was found at Skara Brae and why it is important.</p>	<p><b>2. The Rainforest Climate</b> To identify areas of the world containing rainforests. To describe the key aspects of a tropical climate.</p>		<p><b>2. Rivers and Seas</b> To name and locate the main rivers and seas of the UK. To identify rivers and seas using an atlas or map.</p>
<p><b>3. Athens and Sparta</b> To make connections and draw contrasts between life in ancient Athens and in ancient Sparta.</p>	<p><b>3. More Volcanoes</b> To explain how volcanoes affect people's lives. <a href="#">CST – OPTION FOR THE POOR/SOLIDARITY</a> <a href="#">Looking after those in need</a></p>	<p><b>3. Becoming a Copper Child</b> To understand what copper mining meant to the people of the Bronze Age.</p>	<p><b>3. Layers of the Rainforest</b> To describe and understand the features of the layers of a rainforest.</p>		<p><b>3. Around the Counties</b> To name and locate some of the counties of the UK. To use a map to locate some of the counties of the UK.</p>
<p><b>4. The Olympics</b> To explore the Olympics in ancient Greek times and consider the similarities and differences between the Olympic Games then and now.</p>	<p><b>4. Earthquakes</b> To explain what causes earthquakes and how they are measured.</p>	<p><b>4. Stonehenge</b> To understand how evidence about Stonehenge can give us different answers about the past.</p>	<p><b>4. Life in the Rainforest</b> To describe the animals and plants living in the rainforest. <a href="#">CST – STEWARDSHIP</a> <a href="#">Looking after God's creation</a></p>		<p><b>4. Hills and Mountains</b> To name and locate areas of high ground in the UK. To use a map or atlas to locate areas of high ground in the UK.</p>
<p><b>5. Greek Gods and Goddesses</b> To explore the beliefs of the ancient Greeks.</p>	<p><b>5. Tsunamis</b> To explain what causes tsunamis and how they affect people. <a href="#">CST – OPTION FOR THE POOR/SOLIDARITY</a> <a href="#">Looking after those in need</a></p>	<p><b>5. Hillforts</b> To understand how and why hillforts were developed in the Iron Age.</p>	<p><b>5. The Amazon</b> To compare the Amazon rainforest and Sherwood Forest. <a href="#">CST – STEWARDSHIP/DISTRIBUTIVE JUSTICE</a> <a href="#">Living sustainability and maintaining wellbeing of our planet</a> <a href="#">Use of forest resources</a></p>		<p><b>5. How London Grew</b> To identify ways that London has changed over time To explain the importance of the Prime Meridian to London's history.</p>
<p><b>6. The Trojan War</b> To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs.</p>	<p><b>6. Tornadoes</b> To explain what causes tornadoes and the effects they have. <a href="#">CST – OPTION FOR THE POOR/SOLIDARITY</a> <a href="#">Looking after those in need</a></p>	<p><b>6. The Druids</b> To understand how evidence about Druids can give us different answers about the past.</p>	<p><b>6. Protecting the Rainforests</b> To explain the effects humans are having on the rainforests. <a href="#">CST – STEWARDSHIP/DISTRIBUTIVE JUSTICE</a> <a href="#">Living sustainability and maintaining wellbeing of our planet</a> <a href="#">Use of rainforest resources</a></p>		<p><b>6. Our Changing Nation</b> To describe and understand how the UK has changed over time <a href="#">CST – STEWARDSHIP</a> <a href="#">Looking at the changes to God's world</a></p>
Gain and deploy a historically grounded understanding of	To describe and understand key aspects of physical geography in	Construct informed responses that involve thoughtful selection	To locate the world's countries, using maps to focus on Europe	Continue to develop a chronologically secure	To name and locate counties and cities of the United Kingdom,



<p>abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' in the context of learning about the organisation and democracy of ancient Greece</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind in the context of learning about ancient Greece and how it relates to other periods in history, and learning about the beliefs to the ancient Greeks.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses in the context of exploring daily life in ancient Greece, comparing life in ancient Athens to life in ancient Sparta, and comparing the ancient Greek Olympics with the modern Olympics.</p> <p>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 in the context of examining evidence on ancient Greek pottery, and exploring how we know about ancient Greek beliefs about the Trojan War and exploring historical evidence relating to if there is any truth behind the myth.</p>	<p>the context of what is under Earth's surface; volcanoes; earthquakes; tsunamis and tornadoes.</p>	<p>and organisation of relevant historical information by learning about how early man survived in the Stone Age.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge, and by understanding why some of our knowledge about Iron Age Druids could be unreliable.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age.</p>	<p>(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rainforests.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests.</p> <p>To 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) in the context of rainforests.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate; the layers of the rainforest; rainforest inhabitants and rainforest conservation.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Sherwood Forest.</p>	<p>knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about the local history of carpet manufacturing in Kidderminster.</p> <p>Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about manufacturing during the Industrial Revolution.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how manufacturing in Britain grew and developed over time and by learning how and why manufacturing has changed over time.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of manufacturing and considering how manufacturing has developed from the past to the present.</p> <p>Construct informed responses that involved thoughtful selection and organisation of relevant historical data by investigating the impact of manufacturing on existing industries, the environment and people in society.</p>	<p>geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of maps of the UK; the UK's rivers and seas; maps of UK counties; UK hills and mountains; London's growth and changing population of the UK.</p> <p>To use the eight points of a compass, four and six-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 in the context of describing the position of UK cities.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas; counties of the UK and UK hills and mountains.</p> <p>To 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) in the context of London's history.</p>
---	--	---	---	--	--

# HUMANITIES (THEMATICAL) COVERAGE: NATIONAL CURRICULUM YEAR 4

ROTTEN ROMANS	DRIP, DRIP, DROP!	HERE, THERE AND EVERYWHERE	TRAIDERS & RAIDERS	SAND V LAND	CHOO CHOO!
Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts
<p><b>1. The Invasions</b> To explain the spread of the Roman empire and recall key facts about the invasion of Britain.</p>	<p><b>1. Changing State</b> To explain the three states of matter.</p>	<p><b>1. North or South?</b> To explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.</p>	<p><b>1. Viking Raiders and Invaders</b> To explain when and where the Vikings came from and why they raided Britain.</p>	<p><b>1. Where Is Whitby/Tenby?</b> To identify Whitby/Tenby and its major features.</p>	<p><b>1. The Earliest Railways and Locomotives</b> To describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.</p>
<p><b>2. Roman Roads</b> To understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made.</p>	<p><b>2. The Water Cycle</b> To explain the key aspects of the water cycle.</p>	<p><b>2. Over and Around</b> To identify lines of latitude and longitude. To use longitude and latitude to find places on maps, atlases and globes.</p>	<p><b>2. Anglo-Saxon Kings</b> To compare the significance of Anglo-Saxon kings during the Viking period.</p>	<p><b>2. What Is the Landscape Like Near Whitby/Tenby?</b> To compare the physical geography of Whitby/Tenby with that of my own area.</p>	<p><b>2. The Wonder of Steam Locomotives</b> To explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and describe the similarities and differences of different steam locomotives.</p>
<p><b>3. Boudicca's Rebellion</b> To understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made.  <u><a href="#">CST – Solidarity/Promoting Peace</a></u> <u><a href="#">Supporting each other</a></u> <u><a href="#">Importance of promoting peace</a></u></p>	<p><b>3. Making Clouds and Rain</b> To explain how clouds and rain are formed.</p>	<p><b>3. Top and Bottom</b> To describe the key features of the polar regions and compare them to the UK. <u><a href="#">CST – Stewardship</a></u> <u><a href="#">Looking after the planet to save the polar regions</a></u></p>	<p><b>3. Danegeld</b> To explain who King Ethelred II was and say when and why Danegeld was introduced.</p>	<p><b>3. How Is Land Used in Whitby/Tenby?</b> To identify Whitby/Tenby and its major features.</p>	<p><b>3. The Growth of Britain's Railway Lines</b> To describe how and why the railway network in Britain grew and changed over time.</p>
<p><b>4. Hadrian's Wall</b> To describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</p>	<p><b>4. Treating Water</b> To explain how and why drinking water is cleaned.</p>	<p><b>4. In the Tropics</b> To compare the climate of the tropics with the UK climate.</p>	<p><b>4. Viking Life</b> To identify and explain key aspects of Viking life. <u><a href="#">CST – Solidarity</a></u> <u><a href="#">Supporting each other</a></u></p>	<p><b>4. What Goes On in Whitby/Tenby?</b> To compare the human geography of Whitby/Tenby with that of my own area.</p>	<p><b>4. Railway Art</b> To identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past.</p>
<p><b>5. Gods and Goddesses</b> To understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.</p>	<p><b>5. Floods</b> To explain the causes and effects of flooding.</p>	<p><b>5. On the Line</b> To explain the position and significance of the Prime Meridian.</p>	<p><b>5. Laws and Justice</b> To explain how the legal system worked in Anglo Saxon and Viking Britain. <u><a href="#">CST – Promoting Peace</a></u> <u><a href="#">Linking justice to peace</a></u></p>	<p><b>5. Whitby: A Travel Guide</b> To create a travel guide for a trip to Whitby/Tenby. <u><a href="#">CST – Stewardship</a></u> <u><a href="#">Looking after the wellbeing of our planet</a></u></p>	<p><b>5. The Impact of the Railways</b> To find out about and debate the positive and negative impact of the first railways on different aspects of society</p>
<p><b>6. Roman Baths</b> To explain what the Roman baths were and know about the different amenities they contained.</p>	<p><b>6. Water Pollution</b> I understand the causes and effects of water pollution.</p>	<p><b>6. All the Time in the World</b> To explain the position and significance of time zones.</p>	<p><b>6. The Last Anglo-Saxon Kings</b> To explain how the last Anglo-Saxon kings shaped Britain.</p>	<p><b>6. How Does Whitby/Tenby Compare With Where We Live?</b> To compare the physical and human features of Whitby with those of the area I live in.</p>	<p><b>6. Locomotive Technology</b> To describe the technology of different locomotives and explain how and why they have changed over time.</p>
<p>Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.</p>	<p>Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter; explaining the water cycle; clouds and rain; the water treating process; flooding and water pollution.</p>	<p>To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres. <u><a href="#">To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps.</a></u></p>	<p>Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain and by learning about the last Anglo-Saxon Kings of England</p>	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time,</p>	<p>Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about the first trains and railways. <u><a href="#">Address and sometime devise historically valid questions about change, cause, similarity and</a></u></p>

<p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads; by knowing when, how and why Hadrian's Wall was built; by learning about the religious beliefs and the gods and goddesses that the Romans worshipped and by learning about Roman baths</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.</p>		<p>To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.</p> <p>To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.</p> <p>To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.</p> <p>To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line</p> <p>To identify the position and significance of time zones (including day and night) by comparing times in different countries</p>	<p>and what happened in Britain during their reign</p> <p>Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings.</p> <p>Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld and by learning about and organising information about Viking life.</p> <p>Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain.</p>	<p>in the context of locating Whitby/Tenby.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America, in the context of the landscape, land use, human geography and physical geography around Whitby/Tenby, and in the context of comparing aspects of our locale with Whitby/Tenby.</p>	<p>difference and significance by learning about some of the most iconic steam trains of Britain.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how the railway network in Britain grew and spread over time, and how and why locomotives have changed over time.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of railway art and considering what the pictures tell us about the railways of the past and present.</p> <p>Construct informed responses that involved thoughtful selection and organisation of relevant historical data by investigating the impact of the first railways on existing industries, the environment and people in society</p>
--	--	---	---	---	---



# HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 5

AN EGYPTIAN EXPEDITION	RAGING RIVERS	OFF WITH HER HEAD	MAPPING IT OUT	LOOK TO THE EAST
Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts
<p><b>1. Who Were the Ancient Egyptians?</b> To find out about the different ways in which ancient Egyptians lived and worked.</p> <p><a href="#">CST – HUMAN DIGNITY</a> <a href="#">We all look different but are made the same</a></p>	<p><b>1. Where Does Our Water Come From?</b> To explain the water cycle To locate the key rivers of the UK.</p>		<p><b>1. Using Atlases</b> To find countries in Europe and North and South America on a map. To find cities in the UK on a map and identify some of their features. To find information in an atlas using the index and simple co-ordinates.</p>	<p><b>1. Continents, Countries and Cities</b> To identify the countries of Europe. To identify the capital city of a country.</p>
<p><b>2. What Was Life Like in Ancient Egypt?</b> To understand what was important to people during ancient Egyptian times.</p>	<p><b>2. Rivers of the World</b> To locate the key rivers of the world. <a href="#">CST – STEWARDSHIP</a> <a href="#">Looking after God’s Creation</a></p>		<p><b>2. Symbols</b> To use a key to describe features on an Ordnance Survey map</p>	<p><b>2. Comparing Landscapes</b> To compare features of eastern European landscapes with my own area. <a href="#">CST – STEWARDSHIP</a> <a href="#">Looking after God’s creation</a></p>
<p><b>3. Mummies</b> To understand and explain the ancient Egyptian ritual of mummification. <a href="#">CST – PARTICIPATION</a> <a href="#">People’s access to resources</a></p>	<p><b>3. Features of a River</b> To describe the key features of a river system.</p>		<p><b>3. Compass Points</b> To use the eight compass points to describe routes on a map</p>	<p><b>3. Comparing Climates</b> To compare the climate of eastern European regions with that of my own area.</p>
<p><b>4. Tutankhamun</b> To understand how evidence can give us different answers about the past. <a href="#">CST – PARTICIPATION</a> <a href="#">People’s access to resources</a></p>	<p><b>4. Erosion and Deposition</b> To describe the key features of a river system To use atlases and maps to identify the key features of a river system.</p>		<p><b>4. Grid References</b> To use four or six-figure grid references to locate places on a map.</p>	<p><b>4. Comparing Places</b> To compare the human geography of eastern European regions with that of my own area. <a href="#">CST – SUBSIDIARITY</a> <a href="#">Empowering communities to have a say</a></p>
<p><b>5. Write Like an Egyptian</b> To understand how evidence can give us different answers about the past. <a href="#">CST – PARTICIPATION</a> <a href="#">People’s access to resources</a></p>	<p><b>5. How Do We Use Rivers?</b> To describe the ways rivers are used.</p>		<p><b>5. Planning a Route</b> To plan a journey using the eight compass points and four or six-figure grid references.</p>	<p><b>5. Planning a Trip</b> To present information about one area of eastern Europe.</p>
<p><b>6. Egyptian Gods</b> To compare and contrast the powers of different Egyptian gods</p>	<p><b>6. Holding Back the Flood</b> To explain the impact of damming rivers</p>		<p><b>6. Planning a Route</b> To describe how land use has changed over time. <a href="#">CST – STEWARDSHIP</a> <a href="#">Looking after God’s creation</a></p>	<p><b>6. What Happened in Chernobyl?</b> To explain the impact of the Chernobyl nuclear disaster <a href="#">CST – SOLIDARITY</a> <a href="#">People supporting each other in times of crisis</a></p>
<p>Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians and by distinguishing information about the different gods. Understand how our knowledge of the past is constructed from a range of</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time in the context of rivers To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and</p>	<p>Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Tudors were and how they lived; and by learning about the Tudor monarchs and what happened in Britain during their reign. Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Tudor monarchs and how they influenced Britain; and by learning about the Tudor legal systems and how they are similar and different to the modern legal system in Britain. Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical</p>	<p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates. To use the eight points of a compass, four and six-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 by finding features on a map; identifying landmarks shown on an Ordnance Survey map; to build knowledge of the United Kingdom and the wider world by describing routes on</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries. To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in Europe. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing landscapes; comparing climates; comparing towns;</p>

<p>sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun. Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.</p>	<p>major cities in the context of rivers of the world.          To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers.          To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers          To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers.          To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rivers          To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of dams.</p>	<p>information by learning about and organising information about Tudor life.</p>	<p>a map; and to build their knowledge of the United Kingdom and the wider world by planning a journey.          To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.</p>	<p>planning a trip to eastern Europe; and nuclear power generation at Chernobyl.</p>
---	---	---	--	--

# HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 6

THE GREAT WAR	EVACUATE!	REACH THE SUMMIT	THE VANISHING CIVILISATION	IMPORTS AND EXPORTS
Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts	Supporting Texts
F - War Game One Boy's War	Kensuke's Kingdom			
<b>1. Causes of War</b> To explain and understand the causes of WW1 and which countries were involved.	<b>1. The Outbreak of War</b> To explain why World War II began and order events from early World War II on a timeline. <u><a href="#">CST - Participation and Solidarity</a></u>	<b>1. Mountain Ranges</b> To use a map to find countries and their key features. To locate key mountain ranges of the world.	<b>1. Meeting the Maya</b> To discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.	<b>1. What Do We Trade?</b> To explain the UK's trade links with other countries
<b>2. Britain Vs Germany</b> To explain why Britain declared war on Germany.  <u><a href="#">CST - Common good- we are called to respect the rights and responsibilities of all people.</a></u>	<b>2. Evacuation</b> To write a letter in role as an evacuee from World War II. <u><a href="#">CST- Option for the poor- thinking of the needs of those who are most vulnerable.</a></u>	<b>2. UK Mountains</b> To locate key areas of higher ground in the UK To use a map to find and describe key features of the mountains.	<b>2. Religion and Gods</b> To explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. <u><a href="#">CST - Participation- right and duty to worship their Gods.</a></u> <u><a href="#">Solidarity – understanding and supporting all beliefs of our brothers and sisters.</a></u>	<b>2. Who Do We Trade With?</b> To explain the UK's trade links with other countries To use maps to show the UK's trade links with other countries.
<b>3. Trenches</b> To explain what life was like in the trenches for a soldier in WW1.  <u><a href="#">CST Human Dignity- All made in the image and likeness of God – soldiers experienced lack of basic amenities which many of us take for granted but some people in the world lack these all the time.</a></u>	<b>3. Rationing</b> To describe how people's diets were different during World War II and answer questions about the implementation of rationing. <u><a href="#">CST Distributive Justice</a></u>	<b>3. Features of Mountains</b> To describe the key features of a mountain range.	<b>3. Maya Number System</b> To understand how the Maya number system works.	<b>3. Trading with El Salvador</b> To explain trade links between El Salvador and the UK
<b>4. Weapons and technology</b> To explain the different types of weapons and technology used in WW1. <u><a href="#">CST Human Dignity- All made in the image and likeness of God – everyone is to be respected and valued- should we be killing each other?</a></u>	<b>4. The Role of Women</b> To find out about women's wartime jobs and describe what they entailed in detail.  <u><a href="#">CST Solidarity Stewardship</a></u>	<b>4. How Mountains Are Made</b> To explain how different types of mountains are formed.	<b>4. Exploration and Discovery</b> To identify and use a range of evidence sources to help me understand more about the Maya civilisation.	<b>4. Fair Trade</b> To explain the importance of fair trade.  <u><a href="#">CST Distributive Justice- no person should struggle to have basic necessities.</a></u> <u><a href="#">Tackle poverty</a></u>
<b>5. Significant events</b> To explain what happened during the Battle of the Somme.	<b>5. The Holocaust</b> To explain what the Holocaust was and describe some events that happened. <u><a href="#">CST Subsidiarity- Jews didn't have a voice</a></u> <u><a href="#">Common good- how making decisions effect all.</a></u>	<b>5. Mountain Climates</b> To describe a mountainous climate.	<b>5. Mayan Writing</b> To explain what the Mayan writing system consists of, how words are constructed and what codices are.	<b>5. The Global Economy</b> To explain the global supply chain.
<b>6. The Christmas Truce</b> (Covered in Literacy) To describe the causes and consequences of a significant event in history.	<b>6. Key Events</b> To describe what happened during some key events from World War II and order events on a timeline. <u><a href="#">CST Promoting Peace</a></u>	<b>6. Mountain Travel</b> To describe how tourism affects mountain regions. <u><a href="#">CST Stewardship- enhancing positive effects of tourism using our gifts to care for the environment.</a></u>	<b>6. Food</b> To describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.	<b>6. How Has Trading Changed?</b> To explain how trading has changed through history.

<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War I.</p> <p>Construct informed responses that involve thoughtful selection of relevant historical information by learning about the impact of World War I on the people of Britain; the importance and significance of the Christmas Truce during World War I.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about weapons development during World War I.</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War I.</p>	<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.</p> <p>Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II; the importance and significance of the role of women during World War II; the events of the Holocaust in World War II.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges.</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of mountain ranges.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) in the context of hills and mountain ranges.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountain climates.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of mountain tourism.</p>	<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in; how the Maya invented and used their calendars and number system.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance.</p>	<p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of UK imports and exports; fair trade; global supply chain; and changing trade links.</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of UK imports and exports.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK trade links</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of exports from El Salvador.</p>
--	---	--	--	--