

The STM History Curriculum

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school	
<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, develop chronological understanding and to form perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between groups, as well as the challenges of their time.</p> <p>Aims</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative. • know and understand significant aspects of the history of the wider world. • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims 	<p>At St Thomas More we want our children to have a rounded understanding of history by the time they leave our school. They need to be able to put historical events into context and order. They need to understand how and why events in the past have shaped the modern world and our place within it. And they need to have had first hand experiences of 'meeting' significant places, objects and artefacts (be that through visits to castles and stately homes, trips to museums and galleries or in-school workshops with experts), so that history can come to life for them. In order to do all of that, our children need access to a rich, carefully structured history curriculum. In Year 1, we explore the core idea of change over time, looking at ways in which life has changed over the last 100 (or so) years. In Year 2, this picture of history widens to include events from more distant times that have had profound impacts on modern life, to support children in beginning to recognise why an understanding of history is so important. Moving through KS2, the focus moves to building-up a picture of the early history of British Isles, from the Bronze and Iron Ages to 1066, via Roman rule, Anglo-Saxon settlement and Viking invasions. Alongside this, children also learn about events and changes in the world beyond our shores (including the Ancient Egyptians, Greeks and Mayans) and a key turning point in more modern history, WWI and WWII. Throughout this journey, we are constantly developing a sense of historical order and 'scale' (the idea that history doesn't go 'Iron Age, Bronze Age, Romans, Vikings, Normans, Tudors' in equal steps), as well as equipping our children with the skills of questioning, enquiry, evaluation and interpretation needed to be a good historian.</p>	
Links to learning in EYFS:	STM Connections Curriculum	STM Plus Curriculum
<ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from, others • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique 	<ul style="list-style-type: none"> • RE - the history of major religions, the link between their spread / change and global events (e.g. the spread of Christianity in the Roman Empire), religious beliefs of ancient peoples (e.g. Egyptians & Mayans). • DT - constructing models and replicas of buildings, vehicles or armour from the past. E.g. Viking long ships. • English - reading for research, particularly original documents & writing to present and share findings. Completing longer written tasks focusing on historical enquiries. • Understanding the history of countries will almost always link to their human and physical geography - • Art - exploring art from the period of history being studied / famous artists from this time and using this to inspire own work 	<ul style="list-style-type: none"> • Explore local museums to develop a stronger link to topics being studied ('we found this just a mile from where you live') 'this is what life was like in our town 100 years ago') • Opportunities to visit further reaching museums which focus on a topic e.g. The Railway Museum. • Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them. • Experience what life was like in the more distant past through trips, themed days and (where possible) residential visits. • Meet professional historians and talk to them about how they piece together clues to form a more complete picture of the past.

Geography and History Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Significant historical people and events in their own locality Amy Johnson	Hull	Events beyond living memory that are significant nationally/ Significant people who have contributed nationally The Great Fire of London and Samuel Pepys	The Seaside	Changes within living memory. Transport	Australia
Year 2	Significant historical places in their own locality. Beverley Gate Significant individuals in the past who have contributed to international achievements Neil Armstrong	Hull/ UK	Changes within living memory. Schools, Toys and Technology	UK/Islands	Events beyond living memory that are significant globally WW1	Kenya
Year 3	WWI	England- Rivers	Leisure and Entertainment in C20th British history	Revisit/ Drop Down Days	Victorians	Italy- Volcanoes
Year 4	Tudors	Wales- Mountains	Anglo-Saxons	Revisit/ Drop Down Days	Vikings	Turkey- Earthquakes
Year 5	Romans	Scotland- Settlement	Greeks	Revisit/ Drop Down Days	Egyptians	North America: Canada Natural Hazards
Year 6	Mayans	Northern Ireland- Economy	Stone Age to Iron Age	Revisit/ Drop Down Days	Local History Study focusing Hull WWII	South America- Brazil and Rainforests

History		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Key Stage 1	Changes within living memory	Transport	Schools, toys and technology					
	Events beyond living memory	The Great Fire of London	WWI					
	Lives of significant individuals	Samuel Pepys	Neil Armstrong					
	Significant historical events, people and places in the locality.	Amy Johnson- the first woman to fly solo from London To Australia	Beverley Gate					
Key Stage 2	Changes in Britain from Stone Age to Iron Age						Stone Age to Iron Age	
	The Roman Empire and its impact on Britain					Romans		
	Britain's settlement by Anglo-Saxons and Scots					Anglo-Saxons		
	The Viking and Anglo-Saxon struggle for the Kingdom of England					Vikings		
	A local history study	WWI			WWI			
		WWII						Hull Blitz
	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066				Leisure and Entertainment in C20th.	The Tudors		
					The Victorians			
	The achievements of the earliest civilizations						Egyptians	
Ancient Greece and it's influence on the western world						Greeks		
A non-European society which contrast British history							Mayans	

Geography		KS1	Year 1	Year 2	KS2	Year 3	Year 4	Year 5	Year 6
Autumn	Local	Hull	Hull/UK	Local/UK	England Rivers	Wales Mountains	Scotland Settlement	Northern Ireland Economy	
Spring	UK	The seaside	Islands	<i>Ongoing location and place knowledge and geography skills Inc. Map it and Mark it Monday sessions</i>					
Summer	Global	Around the World (Australia)	Kenya	Europe/World	Italy volcanoes	Turkey Earthquakes	North America: Canada Natural Hazards	South America: Brazil Rainforests	

Autumn	Spring	Summer
Map It and Mark It History and Geography Weekly Retrieval	Map It and Mark It History and Geography Weekly Retrieval	Map It and Mark It History and Geography Weekly Retrieval

Year 1	Autumn		Spring		Summer	
	Significant historical events and people in the locality Amy Johnson	Hull and the UK Local Area	Events beyond living memory that are significant nationally and significant individual: The Great Fire of London and Samuel Pepys	Around the World (Australia) Hot and Cold Places Link to history- Amy Johnson	Changes within Living Memory Transport	The UK Beach holidays
Sequence of lessons	<p>Why do we remember Amy Johnson?</p> <ul style="list-style-type: none"> • What I already know. Key Vocabulary. • Who was Amy Johnson and why do we remember her? (use time language like long ago, simple timeline,) • Who is Jason? (sources, images) • Where in the world did Amy fly? (link geography) • How do we remember Amy Johnson today? (focus on moths, replica plane, sources, Jason in St Stephen's.) • Double page spread 	<p>Can I see my house from space?</p> <ul style="list-style-type: none"> • What I already know. Key vocabulary. • Where is my house? (explain where they live and know their address, aerial maps) • What is near my home? (observations of local landmarks, green space, maps of school/area, likes/dislikes) • What is my home city like? (name local landmarks, human features of a city) • Which countries make up the United Kingdom? (use an atlas to find countries) • Which towns and cities are in the United Kingdom? (find and name capital cities) • Double page spread' 	<p>What happened in 1666?</p> <ul style="list-style-type: none"> • What do I already know? Key vocabulary • Where is Pudding Lane and what happened there? Map work, identify Hull, London, River Thames • Is the fire still burning now? (sequence events of days) • How did they keep safe? (Focus: fire safety then/now) • What was life like on Pudding Lane before the fire? (focus on diet/food of royalty/peasants, homes– comparison then/now) • How do we know about the Great Fire of London? (look at different sources and introduce Samuel Pepys in brief) • Double page spread 	<p>Could a kangaroo live in the North Pole?</p> <ul style="list-style-type: none"> • What I already know. Who is Amy Johnson? Key Vocabulary • Should I wear sunglasses or a raincoat today? (Think about how the weather changes over the year) • Which places are hot and cold? (identify on map, features) • Which places did Amy travel to? (name some continents and oceans on a globe or map, linking to those that Amy would have flown over) • What is the weather like in Australia (Darwen)? (show an awareness of the weather may vary in different parts of the world) • What would Amy Johnson have seen when she visited Australia? (describe an aspect of the human and physical geography of a distant place). • Double page spread 	<p>How did my grandparents travel to school?</p> <ul style="list-style-type: none"> • What do you already know? Key vocabulary. • When is long ago? (focus on distinction between past and present) • What types of transport do you know? (own experiences) • How did your grandparents travel? (look at pictures and accounts) • Have modes of transport always been the same? (comparison of then and now vehicles based on previous discussions) • How has transport changed in Hull? (images, accounts, speak to family, ask questions, what transport was needed e.g. river/boat) • Double page spread 	<p>Does a beach always need a sea?</p> <ul style="list-style-type: none"> • What I already know. Key vocabulary. • What's the weather like today? (Keep a weather chart and answer questions about the weather, think about the weather throughout the year – • What's the best time of year to go to the beach? (Explain how the weather changes throughout the year and name the seasons.) • What do you find at the beach? (Bridlington or similar, talk about human and physical features, using the geographical terms) • How is the seaside different to Hull? (Think about landmarks, compare what each have/don't have) • Double page spread

Y1 Progression and Coverage

	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives <p>Interpretations of history</p> <ul style="list-style-type: none"> Compare adults talking about the past – how reliable are their memories? <p>Historical enquiry</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts <p>Vocabulary</p> <ul style="list-style-type: none"> Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. <p>Place knowledge</p> <ul style="list-style-type: none"> Know about the local area and name key landmarks Make observations about, and describe, the local area and the nearest local green space <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> Use a simple picture map to move around the school Recognise that it is about a place. Use aerial photos to identify features of a locality. Learn names of some places within/around the UK, e.g. home own cities, eg Wales Picture maps and globes 	<p>Chronological understanding</p> <ul style="list-style-type: none"> Match objects to people of different ages. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives. They know and recount episodes from stories about the past <p>Interpretations of history</p> <ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction <p>Historical enquiry</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, <p>Vocabulary</p> <ul style="list-style-type: none"> Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. 	<p>Human and physical geography</p> <ul style="list-style-type: none"> Talk about the day-to-day weather and some of the features of the seasons in their locality. Show awareness that the weather may vary in different parts of the UK and in different parts of the world. Talk about a natural environment, naming its features using some key vocabulary. Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. <p>Locational Knowledge</p> <ul style="list-style-type: none"> Recognise and name some continents and oceans on a globe or atlas. <p>Place Knowledge</p> <ul style="list-style-type: none"> Describe an aspect of the human and physical geography of a distant place. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Follow directions (up and down, forwards and backwards) 	<p>Chronological understanding</p> <ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past <p>Historical enquiry</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, <p>Vocabulary</p> <ul style="list-style-type: none"> Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. 	<p>Human and physical geography</p> <ul style="list-style-type: none"> Talk about the day-to-day weather and some of the features of the seasons in their locality. Show awareness that the weather may vary in different parts of the UK and in different parts of the world. Talk about a natural environment, naming its features using some key vocabulary. Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. <p>Place Knowledge</p> <ul style="list-style-type: none"> Show an awareness of their locality and identify one or two ways it is different/similar to the distant place. <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> Learn the names of some places within the UK Use aerial photographs to identify features of a place (beach) Draw picture maps of imaginary places and from stories Use own symbols on imaginary map <p>Draw around objects to make a plan.</p>
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Year 2	Autumn		Spring		Summer	
	Significant historical places in the locality Beverley Gate Significant individual who has contributed to international achievements Neil Armstrong	Hull and the UK Local Area	Changes within living memory Schools, toys and technology	Human and Physical Geography UK: Islands	Events beyond living memory that are significant globally WWII	Hot and cold places Kenya and Greenland
Sequence of lessons *Additional sessions if necessary	<p>Why is Neil Armstrong an international significance?</p> <ul style="list-style-type: none"> What do I already know? Key Vocabulary What does it mean to be significant? (qualities, own thoughts, names some people and reasons e.g. Samuel Pepys) Who was Neil Armstrong and why do we remember him? (source, accounts and images, from long ago) What did Neil do when he was a grown up? (sequence life events) Were there any other people like Neil? (look at Valentina Tereshkova and Tim Peake, comparison of sources) What is the Beverley Gate? Why is it significant? (source work, art work) Double page spread to cover both topics 	<p>Can you see my school from space?</p> <ul style="list-style-type: none"> What do I already know? Key Vocabulary What can you see from space? (aerial photograph, closer to school and local area) Where is Hull? (locate on a map of the UK, name county it is in) Is it a village or a town? (Explain the facilities that a village, town and city may need and give reasons.) What is in my local area? (observations, maps, key landmarks) Which way do I go to get to the city centre? (maps, directions) Is it dull in Hull? (locate human and physical features in Hull and describe activities there) Double page spread 	<p>Did your grandparent play with a tablet?</p> <ul style="list-style-type: none"> What I already Know. Key Vocabulary. When is long ago? (focus on distinction between past and present, timeline sequencing) What is your favourite toy? (own experiences) What toys/technology did your parents or grandparents play with? (match object to people of different ages) Which came first? (focus ordering technology/toys from ones looked at/discussed) How has school changed over the last 100 years? (ask and answer questions about pictures/accounts) Double page spread 	<p>Is the UK an island?</p> <ul style="list-style-type: none"> What do I already know? Key vocabulary Where is England? (name and locate UK countries and cities) Where does Katie Morag live? (Describe the key features of a place from a picture (beach, forest, hill, mountain, ocean)) Do you need a car to travel around an island like Struay? (map work, directions, human and physical features) Is the UK an island like Struay? (compare some human and physical features small and large places) Double page spread: 	<p>How did the War affect people globally?</p> <ul style="list-style-type: none"> What do you already know? Key Vocabulary. When and where did WWII take place? (end and start date on timeline and map skills) Who was Anne Frank? What happened at Pearl Harbour? How did daily life change during the war? (rationing) What was VE day and how was it celebrated across Europe? Double Page Spread 	<p>Would I see a Polar Bear in Kenya?</p> <ul style="list-style-type: none"> What do you already know? Key vocabulary. What does the world look like? (Name and locate the world's oceans and continents) Is the weather always the same in England? (identify seasons and weather patterns of the England) Which places are hot and which are cold? Identify hot and cold areas and relate to the poles and the equator) What would I see in a hot place? (Investigate human and physical features of Kenya) What would I see in a cold place? (Investigate human and physical features of Greenland) Why is England different to Greenland and Kenya? (relate back to seasons, make comparisons between local area and distant place) Double page spread (comparison)

Y2 Progression and Coverage

Chronological understanding

- Sequence artefacts closer together in time - check with reference book

Range and depth of historical understanding

- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times

Interpretations of history

- Compare 2 versions of a past event
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/stories

Historical enquiry

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Vocabulary

Understand and use the words past and present when telling others about an event

Locational knowledge

- Name and locate the seven continents and five oceans on a globe or atlas.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.

Place knowledge

- Know about the local area, and name and locate key landmarks.
- Make observations about, and describe, the local area and its physical and human geography.

Geographical skills and fieldwork

- Follow a route on a map.
- Use a plan view.
- Use an infant atlas to locate places.
- Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)
- Locate and name on UK map major features e.g. London, River Thames, home location, seas.
- Find land/sea on globe.
- Use teacher drawn base maps.
- Use large scale OS maps.
- Use an infant atlas
- Follow directions (as yr 1 and inc'. NSEW)
- Use aerial photos to identify physical and human features of a locality.
- Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
- Begin to understand the need for a key.
- Use class agreed symbols to make a simple key.

Chronological Understanding

- Sequence artefacts closer together in time - check with reference book
- Sequence photographs etc. from different periods of their life
- Describe memories of key events in lives

Range and depth of historical understanding

- Identify differences between ways of life at different times

Interpretations of history

- Compare pictures or photographs of people or events in the past

Historical enquiry

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Vocabulary

Understand and use the words past and present when telling others about an event

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom.
- Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.
- Recognise a natural environment and describe it using key vocabulary.
- Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.

Location knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas on a map

Geography Skills and fieldwork

Chronological understanding

- Sequence artefacts closer together in time

Range and depth of historical understanding

- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times

Interpretations of history

- Compare 2 versions of a past event
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Human and physical geography

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- Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.
- Recognise a natural environment and describe it using key vocabulary.
- Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.

Place knowledge

- Describe the physical and human geography of a distant place.
- Describe their locality and how it is different and similar to the distant place.

Locational knowledge

- Name and locate the seven continents and five oceans on a globe or atlas.

		•Look down on objects to make a plan view map.				
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ST THOMAS MORE

VC ACADEMY

Year 3	Autumn		Spring		Summer	
	A local history study WWI	Hull & the UK Rivers & the UK	British Leisure and Entertainment in the C20th	Drop Down Day: Fieldwork Revisit: changes in living memory, Kenya and Greenland	The Victorians	European country Italy, volcanoes
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sequence of lessons</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">* Additional sessions if necessary</p>	<p><u>How did the War affect people at home in Hull?</u></p> <ul style="list-style-type: none"> What do you already know? Key Vocabulary. When and where did WW1 take place? What was life like in WW1 trench? What role did women and children play in WWI? What were air raids like in WWI? Who was Walter Tull and what did he do in the war? Double Page Spread 	<p><u>Can you see bridges from Space?</u></p> <ul style="list-style-type: none"> What do you already know? Key Vocabulary What would the UK look like from space? (Locate where the UK is and the countries. Where is Hull?) Why do maps of the UK have different coloured sections on them? (focus counties, map skills) What are the blue lines that you can see from space? (focus rivers, name from each county starting with Hull/Humber, label) Why are cities built where they are? (focus capital cities plus Birmingham, look at physical and human geography) Do all rivers lead to the sea. (Locate UK rivers on an OS map, grid references/key /standard symbols) Double page spread (Hull and UK, rivers) 	<p><u>Has technology really improved our lives?</u></p> <ul style="list-style-type: none"> What do you already know? Key Vocabulary <p>Early C20th</p> <ul style="list-style-type: none"> What did a seaside holiday look like in the early 20th century? (comparison of photos, accounts, primary/secondary sources) Why were the 20s so 'roaring'? (depth analysis of a range of sources) <p>Mid C20th</p> <ul style="list-style-type: none"> How did the television unite the nation? (new inventions, impact on the world, what did the early television look like? Link to prior learning of WWI and how WWII impacted TV) <p>Late C20th</p> <ul style="list-style-type: none"> Has technology made us fat? (research, primary and secondary sources, comparisons) Double page spread 	<ul style="list-style-type: none"> Field work day (see plan attached) Change in living memory 2x lessons (How have school, toys and technology changed over the last 100 years?) Why is England different to Greenland and Kenya? (recap hot and cold places, equator and poles) Why is England different to Venezuela and Antarctic (use prior knowledge of Kenya and Greenland to support, build upon prior knowledge by beginning to discuss climates, human and physical features) 	<p><u>Would you have survived as a Victorian child?</u></p> <ul style="list-style-type: none"> What do you already know? Key Vocabulary Who was Queen Victoria? (sequence life on a timeline) How was school different as a Victorian child? (comparisons) What happens in a workhouse? (source work) What was the Victorian class system? Why were parks and gardens so important to the Victorians? (research, primary and secondary sources) Double page spread 	<p><u>Would you like to live in England or Italy?</u></p> <ul style="list-style-type: none"> What do you already know? Key Vocabulary. Is Italy hot or cold? (Describe the pattern of hot/cold areas, position of equator and poles. Locate Italy) What is Italy like? (Identify human and physical characteristics of Italy.) Can it snow and be hot on the same day in Italy? (identify the climate of Italy and which animals and plants are there) What is Mount Vesuvius and would you like to visit? (Label a volcano and explain what happens when it erupts) What does a volcano leave behind? (Explain what happens when a volcano erupts and impact.) Double page spread: Italy, volcanoes

Y3 Progression and coverage

	<p>Chronological understanding:</p> <ul style="list-style-type: none"> Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something <p>Interpretations of history</p> <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Distinguish between sources Look at representations of the period <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use a range of sources to find out about a period Select and record information relevant to the study Begin to use the library and internet for research <p>Geography</p> <ul style="list-style-type: none"> Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. 	<p>Geography</p> <ul style="list-style-type: none"> Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. locate countries in Europe on a map or atlas. <p>Locational Knowledge</p> <ul style="list-style-type: none"> Describe where the UK is located, name and locate its four countries and some counties, locate where they live in the UK Locate the UK's major urban areas; locate some physical environments in the UK. (E.g. <i>British rivers.</i>) <p>Place Knowledge</p> <ul style="list-style-type: none"> understand the basic physical and human geography of the UK (focus England) and its contrasting human and physical environments. recognise that some regions are different from others. <p>Human and Physical Features</p> <ul style="list-style-type: none"> recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. <p>Skills</p> <ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<p>Chronological understanding:</p> <ul style="list-style-type: none"> Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Understand why people may have wanted to do something <p>Interpretations of history</p> <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Distinguish between sources Look at representations of the period <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use a range of sources to find out about a period Select and record information relevant to the study Begin to use the library and internet for research 		<p>Chronological Understanding</p> <ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts <p>Range and depth of historical Knowledge</p> <ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something <p>Interpretations of history</p> <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc <p>Historical enquiry</p> <ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> locate countries in Europe on a map or atlas. describe some European cities using an atlas. describe some key physical and human characteristics of Europe <p>Place Knowledge</p> <ul style="list-style-type: none"> Recognise how physical processes can cause hazards to people. recognise that there are physical and human differences within countries and continents. show awareness of the physical and human characteristics of a European country (Focus Italy) <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. Identify the climate of a region and which plants or animals can be found there. Understand how food production is influenced by climate. Label a volcano using appropriate vocabulary and describe what happens when it erupts. Explain what happens during an earthquake using appropriate vocabulary Explain what happens when a volcano erupts using appropriate vocabulary
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Year 4	Autumn		Spring		Summer	
	The Tudors	UK Mountains and Wales	Anglo-Saxons/Scots	Drop Down Day: Fieldwork Revisit: Italy and Volcanoes, Victorians	Vikings	European Turkey and Earthquakes
Sequence of lessons	<p><u>How did the Tudors contribute to British history?</u></p> <ul style="list-style-type: none"> • What do you already know? Key vocabulary. • Who were the Tudor Monarchs? (timeline, sources, research) • What was the Mary Rose? (artefacts, primary and secondary sources, impact) • What did the Tudors discover? (famous explorers, comparisons) <i>places the Tudors explored and discovered.</i> • How has medicine changed from the Tudor era to now? (sources, comparisons) • Double page spread 	<p><u>Can you see a mountain from space?</u></p> <ul style="list-style-type: none"> • What do you already know? Key vocabulary. • Where is the UK and what would I find there? (<i>human and physical features focus rivers, counties</i>) • Who has the longest river? (England or Wales) <i>understand the physical and human geography of the UK (focus Wales) and its contrasting human and physical environments.</i> • What else would I find in Wales? <i>understand the physical and human geography of the UK (focus Wales) and its contrasting human and physical environments.</i> • Who has the highest mountains? (England or Wales) <i>Recognise features of a mountain</i> • What is the water cycle? (<i>label and describe</i>) <p>Double Page Spread: <i>Mountains and the water cycle</i></p>	<p><u>What was life like for the Anglo Saxons?</u></p> <ul style="list-style-type: none"> • What do you already know? Key vocabulary. • <i>What happened when the Romans left Britain? (Timeline, map work showing where the Anglo Saxons came from)</i> • Why did the Anglo Saxons decide to come to Britain? (<i>focus on reasons why</i>) • Where did the Anglo-Saxons live? (<i>focus on homes and compare with own life</i>) • What was life like for an Anglo Saxon? (<i>focus on farming, difference between male and female role</i>) • Why was Alfred great? (<i>look at changes that impacted Anglo Saxon life</i>) • What did the Anglo-Saxons believe? (<i>Gods and monasteries</i>) <ul style="list-style-type: none"> • Double page spread <i>information leaflet about living like an Anglo Saxon</i> 	<ul style="list-style-type: none"> • Field work day (see plan attached) • What are some of Italy's features? (<i>Sicily, Sardinia, lakes, alps and capital city, surrounding seas</i>) • What is Mount Vesuvius and would you like to visit? (<i>know the parts of a volcano and what happens when it erupts, link to Pompeii in history</i>) • Victorians on a timeline (<i>monarch, key events, relative timeline</i>) • Notable Victorians <i>Florence Nightingale, Charles Darwin, Isambard, Kingdom Brunel -</i> 	<p><u>Who ruled the Vikings?</u></p> <ul style="list-style-type: none"> • What do you already know? Key vocabulary • Lindisfarne-the first raid (<i>sources and reliability (location (by water), map work, trade, settle, invade, lifestyle)</i>) • How did the Vikings rule? (<i>laws, 'Thing', Danelaw, make comparisons</i>) • What did Vikings believe? (<i>religion, Gods, influence on lifestyle</i>) • Is it fair to describe the Vikings as vicious? (<i>depth study</i>) • How did life for the Vikings change since they arrived? (<i>Compare life in early and late times studied</i>) <ul style="list-style-type: none"> • Double page spread: <i>Viking charter</i> 	<p><u>Would you like to live in England or Turkey?</u></p> <ul style="list-style-type: none"> • What do you already know? Key vocabulary • Would Turkey be an interesting place to visit? (<i>locate on map. , human and physical features, compare with UK</i>) • Is there more than one biome in Turkey? (<i>Temperate and climate zones, biomes</i>) • What food/animals would I find in Turkey? (<i>Describe what the climate of a region is like and how plants and animals are adapted to it.</i>) • What happened on the 17th August 1999? (<i>Case Study: Introduce earthquakes</i>) • What is the impact of an earthquake? (<i>think about hazards</i>) • Double page spread

Y4 Progression and coverage

	<p>Chronological understanding</p> <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events <p>Range and Depth of historical knowledge</p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events <p>Interpretations of History</p> <ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books, online research and historical knowledge <p>Historical enquiry</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> Describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Locate and describe some human and physical characteristics of the UK. (E.g. <i>locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.</i>) <p>Place Knowledge</p> <ul style="list-style-type: none"> understand the physical and human geography of the UK (focus Scotland) and its contrasting human and physical environments <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. <p>Geography Skills</p> <ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events <p>Interpretations of history</p> <ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge <p>Historical enquiry</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research <p>Geography</p> <p>Locate areas of the UK and Europe on a map or globe.</p>		<p>Chronological Understanding</p> <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events <p>Interpretations of history</p> <ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge <p>Historical enquiry</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research <p>Geography</p> <p>Locate areas of the UK and the world on a map or globe.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> locate some countries in Europe a map or atlas. Relate continent, country, region, city. describe some key physical and human characteristics of Europe <p>Place Knowledge</p> <ul style="list-style-type: none"> describe and compare similarities and differences between some regions in Europe Recognise some advantages and disadvantages of living in hazard-prone areas. <p>Human and Physical</p> <ul style="list-style-type: none"> indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.
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Year 5	Autumn		Spring		Summer	
	The Romans	UK: Scotland Scotland & Settlement	Ancient Greece	Drop Down Day: Fieldwork Revisit: Earthquakes, Anglo-Saxons/ Vikings	Egyptians	North America Canada and hazards
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sequence of lessons</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">*Additional sessions if necessary</p>	<p>Who deserves a place on Roman Top Trumps?</p> <ul style="list-style-type: none"> What do you already know? Key Vocabulary. Who were the Romans and where did they come from? (key facts and timeline, map work) What was life like in Roman Britain? (range and depth of historical knowledge) Why is Boudicca important? (historical enquiry) How did the Romans communicate? (language, writing and numbers) Did the Romans succeed in conquering Scotland? (range and depth of historical knowledge, interpretations of history, historical enquiry) Double page spread (make a set of Top Trump cards.) 	<p>What does the UK look like from space?</p> <ul style="list-style-type: none"> What do you already know? Key vocabulary. Can you travel to all of the UK by car? (identify areas of UK, locate Scotland (revisit) focus Scotland) What is it like to live in Scotland? (focus on mountains, rivers, islands) Would you prefer to live on Bute or in Glasgow? (look at settlements, characteristics, life, industry) Where would you meet Ben Nevis and how did 'he' get there? (look at how mountain regions are formed, Grampian) What are the hazards of visiting Ben Nevis? (focus avalanches) Double page spread: Scotland, settlements, Mountains, natural resources 	<ul style="list-style-type: none"> What do you already know? Key Vocabulary. What is an empire? (ancient Greek empire, how was it ahead of its time? Chronology and timelines) <p>Who were the Greeks and where did they come from? (key facts and timeline, map work)</p> <ul style="list-style-type: none"> How does Ancient Greek beliefs and religion influence us today? (Olympics, range and depth of historical knowledge) How do Greek artefacts help us build a picture of the past? (Greek vases, historical enquiry) What can we work out about everyday life in Ancient Athens? (historical enquiry, chronology, interpretations of history) Double page spread 	<ul style="list-style-type: none"> Field work day (see plan attached) What is an earthquake and how do they occur? X 2 lessons (focus on San Andreas fault, discuss USA and where it is in the world, climate of California) Anglo Saxons and Vikings on a relative timeline Danelaw- What was Danelaw and how did it impact Britain? Comparison study of life as an Anglo-Saxon and life as a Viking 	<p>Are you ever too old to write?</p> <ul style="list-style-type: none"> What do you already know? Key Vocabulary. Who were the Ancient Egyptians and how did they live? (chronological understanding, interpretations of history, historical enquiry) What was the importance of Gods and Goddesses in the daily lives of the Ancient Egyptians? (think about beliefs and evidence <u>compare with the beliefs of the Vikings from previous studies</u>) What was so strange about Tutankhamen? (look at mummification and beliefs) Do we live like the Ancient Egyptians? (look at practices such as construction, farming, medicine or beekeeping, compare with today) Double page spread 	<p>Would you prefer to live in England or Canada?</p> <ul style="list-style-type: none"> What do you already know? Key Vocabulary. How many countries do you know and what are their major cities? (focus on Europe (including Russia and North and South America) How is the earth made up? (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) Where is Canada and how can it be described? (look at human and physical features – more lakes than the rest of the world put together) Would Canada be safe to live in? (look at Natural hazard e.g. avalanches, earthquakes, landslides and why) Double page spread: UK and Canada comparison

Y5 Progression and coverage

	<p>Chronological understanding</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels <p>Range and depth of historical Knowledge</p> <ul style="list-style-type: none"> Examine causes and results of great events and the impact on people Study different aspects of different people - differences between men and women Compare an aspect of life with the same aspect in another period <p>Interpretations of history</p> <ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events <p>Historical Enquiry</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<p>Place Knowledge</p> <ul style="list-style-type: none"> understand the physical and human geography of the UK (focus Scotland) and its contrasting human and physical environments. Understand how a region has changed. Describe how some physical processes can cause hazards to people. Explain that there are advantages and disadvantages of living in certain environments. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> identify and sequence a range of settlement sizes from a village to a city. identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. describe the characteristics of settlements with different functions, e.g. coastal towns. Know and understand what life is like in cities and in villages. describe different types of industry currently in the local area. understand how a mountain region was formed. understand hazards from physical environments such as avalanches in mountain regions. 	<p>Chronological understanding</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period <p>Interpretations of history</p> <p>Historical enquiry</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence <p>Geography</p> <ul style="list-style-type: none"> Name and locate countries and cities of the UK. 		<p>Chronological Understanding</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and 'late' times studied <p>Interpretations of history</p> <ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events <p>Historical enquiry</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence <p>Geography</p> <ul style="list-style-type: none"> Name and locate Identify areas of North America including key physical and human features 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> locate some major cities and countries North and South America on physical and political maps. describe some key characteristics of Europe and North and South America. Identify states in North America using a map Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. <p>Place Knowledge</p> <ul style="list-style-type: none"> understand the physical and human geography of a region in North or South America (focus Canada) and its contrasting human and physical environments. Describe how some physical processes can cause hazards to people. Explain that there are advantages and disadvantages of living in certain environments. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe different types of industry currently in the local area. know where some of our main natural resources come from. understand hazards from physical environments such as avalanches in mountain regions.
	Autumn	Spring	Summer			

Year 6	Mayans	UK Northern Ireland and Economy	Stone Age to Iron Age	Drop Down Day: Fieldwork Revisit: Settlements and hazardous places, Egyptians	Local History Study focusing on the Blitz in Hull WWII	South America Brazil and the Amazon Rainforest
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sequence of lessons</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">*Additional sessions if necessary</p>	<p>Who were the Mayans and what did they do?</p> <ul style="list-style-type: none"> • What do you already know and key vocabulary. • How do we know about the Mayans? <i>(look at remains in Palenque and Tikal)</i> • When and where did they live? <i>(place on timeline, show area)</i> • What can we learn from how the Mayans farmed? <i>(look at how they farmed and whether this was a good use of land)and the impact on people</i> • What have they taught us? <i>(astronomy, calendar, numbers)</i> • Are the Mayans just people from history? <i>(compare Mayans from the past and today)</i> • Double page spread 	<p>What does Northern Ireland look like from Space?</p> <ul style="list-style-type: none"> • What do you already know? Key Vocabulary. • How can I get to Belfast? <i>(mapwork, knowledge of UK)</i> • What would you find in Northern Ireland? <i>(physical, human geography, compare with rest of UK)</i> • Did a giant really build the causeway? <i>(Describe and understand some key physical processes and the resulting landscape features)</i> • How did Titanic get to Belfast? <i>(economy due to rivers, change over time)</i> • Double Page Spread 	<p>Who first lived in Britain?</p> <ul style="list-style-type: none"> • What do you already know? Key vocabulary. • What was the Stone Age and when was it? <i>(timeline, map work – locate countries of population at the time, using a map or atlas)</i> • When did the Bronze Age arrive in Britain? <i>(focus when and where it began in the world, include Stone Age and Iron Age on timeline)</i> • What was life like in the Stone Age? <i>(focus on food, hunting, cave paintings)</i> • What does Skara Brae tell us about the Stone Age? <i>(map work, research, source)</i> • Why is the Bronze Age given this name? <i>(weapons and artefacts)</i> • What was life like? <i>(Homes, clothing, Stonehenge, Amesbury Archer)</i> • Why was the Iron Age given this name? <i>(weapons and artefacts)</i> • What was life like? <i>(Homes, clothing, Hillforts such as Maiden Castle in Dorset).</i> • Double page spread <i>(comparison between Bronze Age and Stone Age)</i> 	<p>Field work day (see plan attached)</p> <ul style="list-style-type: none"> • What is a settlement and why do people choose to settle in certain areas? <i>(settlements near water sources, valleys)</i> • What are some of the hazards of different settlements and what is it like to live there? <i>(place knowledge, human and physical, flood zones, earthquakes)</i> • Egyptian settlements along the Nile. (why there, pros and cons, human features of the pyramids and their purpose) • What's so special about Egyptian death and burial? (mummification, afterlife, pyramids) 	<p>How did World War II affect Hull?</p> <ul style="list-style-type: none"> • What do you already know? Key vocabulary. <p>Local history study</p> <ul style="list-style-type: none"> • Why was Hull a target during the war? (focus on fishing industry / docks in Hull were a target in the war and explain the reasons why, maps) • Who were evacuated and where did they go? <i>(research, evidence to build a picture) What was it like to be an evacuee or host family? (compare accounts, give reasons)</i> • How was propaganda used to support the war effort? (primary sources/posters) • How did woman support the War effort and how much did propaganda influence this? <i>(primary sources, fact or fiction)</i> • Double page spread: WWII, Hull, women, propaganda 	<p>Would you rather live in Turkey or Brazil?</p> <ul style="list-style-type: none"> • What do you already know? Key Vocabulary • Where is Brazil? <i>(locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation).</i> • Which would you like to live in Brazil or England? <i>Locate cities, countries and regions of Europe and North and South America on physical and political maps. Describe key physical and human characteristics and environmental regions of Europe and North and South America.</i> • What is life like in Brazil? <i>(biomes. Settlement sizes e.g. favelas, economy)</i> • Who lives in the Amazon? <i>(physical and human geography)</i> • What do we get from the Amazon and will it always be there? <i>(natural and energy resources, economy, deforestation)</i> • Double page spread

Y6 Progression and coverage

	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Know key dates, characters and events of time studied Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings <p>Interpretations of history</p> <ul style="list-style-type: none"> Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research Link sources and work out how conclusions were arrived at <p>Historical enquiry</p> <ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account <p>Geography</p> <ul style="list-style-type: none"> Locate cities, countries and regions of Europe on physical and political maps 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate countries and cities of the UK identifying key topographical features. <p>Place Knowledge</p> <ul style="list-style-type: none"> Know the human and physical geography of the UK (NI), and it's contrasting human and physical environments, climate and economic activity <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand some key physical processes and the resulting landscape features. describe and name the key landscape features of rivers and the process associated with them in detail understands that no one type of energy production will provide all our energy needs explain how the types of industry in the area have changed over time. <p>Understand where our energy and natural resources come from</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied <p>Interpretations of history</p> <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Confidently use the library and internet for research <p>Historical enquiry</p> <ul style="list-style-type: none"> Use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account <p>Geography</p> <ul style="list-style-type: none"> Locate cities, countries and regions of Europe on physical and political maps 		<p>Chronological Understanding</p> <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Know key dates, characters and events of time studied <p>Interpretations of history</p> <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research <p>Historical enquiry</p> <ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account <p>Geography</p> <p>Locate cities, countries and regions of the world on physical and political maps</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate cities, countries and regions of Europe and North and South America on physical and political maps. Describe key physical and human characteristics and environmental regions of Europe and North and South America. locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. <p>Place Knowledge</p> <ul style="list-style-type: none"> understand the physical and human geography of a region in North or South America (focus Brazil) and its contrasting human and physical environments, climate, and economic activity. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand some key physical processes and the resulting landscape features. describe and name the key landscape features of rivers and the process associated with them in detail know and understand what life is like in cities and in villages and in a range of settlement sizes. explain how the types of industry in the area have changed over time Understand where our energy and natural resources come from <p>understands that no one type of energy production will provide all our energy needs.</p>
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ST THOMAS MORE VC ACADEMY



What is Map It and Mark It?

A weekly session from FS to Y6 to provide the children at STM with the opportunity to practise and apply the key skills taught in History and Geography such as mapwork (map it) and chronology (mark it). Sessions complement the STM creative, engaging and enriched curriculum at an appropriate level for each year group. Sessions allow children to gain knowledge of, understanding of and interest in current local and world affairs through consistent retrieval knowledge and purposeful in-depth discussion which allows children to ask questions, therefore supporting emotional well-being.

Map It and Mark It

Skills:

Chronological Understanding
 Historical Interpretations
 Historical Enquiry
 Range and depth of historical understanding
 Locational Knowledge
 Place Knowledge
 Human and Physical Geography
 Geographical Skills and Fieldwork

How is it delivered:

- Once a week in KS1 & KS2 (preferably Monday)
- Approximately 15 minutes
- **RETRIEVE:** Recall previous information.
- **ENLIGHTEN:** News shared via appropriate platform e.g. Newsround, children TV e.g. Jet Setters, class reading text.
- **OPEN FORUM:** Discuss findings as a class or with a partner.
- **INVESTIGATE:** Use of Chrome Book, Atlas and record to build up a portrait of current affairs.



How is evidence gathered:

FS – Y1: verbal responses, pictorial and photographs if relevant.
 Y2 (when ready) – Y6: Map It and Mark It booklet with stage appropriate frames.



Classroom environment:

Each class has an age appropriate map and working time line – both are used to map and mark places and events from topics and current news.
 Smartboard and Chrome books can both be used to access relevant topics.
 Shared areas promote discussions of events through lively displays and chronological prompts.

	Foundation Stage	Key Stage 1	Key Stage 2
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Curriculum statement	<p><i>Pupils follow the Early Years Foundation Stage. The most relevant early years outcomes for history are taken from Understanding the World: People and Communities and the World. Some statements are more relevant to a particular strand but do overlap.</i></p>			<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>		<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>			
	30-50 months	40-60 months	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression	People and Communities			<p>1. Use stories to encourage children to distinguish between fact and fiction</p> <p>2. Compare adults talking about the past – how reliable are their memories?</p>	<p>1. Compare 2 versions of a past event</p> <p>2. Compare pictures or photographs of people or events in the past</p> <p>3. Discuss reliability of photos/ accounts/stories</p>	<p>1. Identify and give reasons for different ways in which the past is represented</p> <p>2. Distinguish between different sources – compare different versions of the same story</p> <p>3. Look at representations of the period – museum, cartoons etc</p>	<p>1. Look at the evidence available</p> <p>2. Begin to evaluate the usefulness of different sources</p> <p>3. Use text books and historical knowledge</p>	<p>1. Compare accounts of events from different sources – fact or fiction</p> <p>2. Offer some reasons for different versions of events</p>	<p>1. Link sources and work out how conclusions were arrived at</p> <p>2. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>3. Be aware that different evidence will lead to different conclusions</p> <p>4. Confidently use the library and internet for research</p>
	The World								
	<p>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</p>	<p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>1. To comment and asks questions of their familiar world, such as the place where they live or the natural world.</p> <p>2. To talk about some of the things they have observed, such as plants, animals and found objects.</p>						

History Progression Document: Range and depth of historical knowledge

	Foundation Stage	Key Stage 1	Key Stage 2
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Curriculum statement	<p><i>Pupils follow the Early Years Foundation Stage. The most relevant early years outcomes for history are taken from Understanding the World: People and Communities and the World. Some statements are more relevant to a particular strand but do overlap.</i></p>			They should identify similarities and differences between ways of life in different periods.		They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.			
	30-50 months	40-60 months	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression	People and Communities			<p>1. Recognise the difference between past and present in their own and others lives 2. They know and recount episodes from stories about the past</p>	<p>1. Recognise why people did things, why events happened and what happened as a result 2. Identify differences between ways of life at different times</p>	<p>1. Find out about every day lives of people in time studied 2. Compare with our life today 3. Identify reasons for and results of people's actions 4. Understand why people may have wanted to do something</p>	<p>1. Use evidence to reconstruct life in time studied 2. Identify key features and events of time studied 3. Look for links and effects in time studied 4. Offer a reasonable explanation for some events</p> <p>**Begins to recall basic key dates of time studied, e.g start and end.</p>	<p>1. Study different aspects of different people - differences between men and women 2. Examine causes and results of great events and the impact on people 3. Compare life in early and late 'times' studied 4. Compare an aspect of life with the same aspect in another period</p> <p>**Knows basic key dates of time studied, e.g start and end.</p>	<p>1. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings 2. Compare beliefs and behaviour with another time studied 3. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation 4. Know key dates, characters and events of time studied</p>
	The World								
	<p>To show an interest in people who are familiar to them. To remember and talk about significant events in their own experiences. To show interest in different occupations and ways of life. Talk about similarities and differences between friends and family.</p>	<p>To know about some similarities and differences between themselves and others and among families, communities and traditions.</p>	<p>To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environments and how environments might vary from one another.</p>						
	<p>To comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about why things happen and how things work.</p>	<p>To look closely at similarities, differences, patterns and change.</p>							

History Progression Document: Historical Enquiry

	Foundation Stage	Key Stage 1	Key Stage 2
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Curriculum statement	Pupils follow the Early Years Foundation Stage. The most relevant early years outcomes for History are taken from Understanding the World: People and Communities and the World. Some statements are more relevant to a particular strand but do overlap.			They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.				
	30-50 months	40-60 months	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Progression	People and Communities			1.Find answers to simple questions about the past from sources of information e.g. artefacts	1.Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	1.Use a range of sources to find out about a period 2.Observe small details – artefacts, pictures 3.Select and record information relevant to the study 4.Begin to use the library and internet for research	1.Use evidence to build up a picture of a past event 2.Choose relevant material to present a picture of one aspect of life in time past 3.Ask a variety of questions 4.Use the library and internet for research	1. Begin to identify primary and secondary sources 2.Use evidence to build up a picture of a past event 3.Select relevant sections of information 4.Use the library and internet for research with increasing confidence	1.Recognise primary and secondary sources 2.Use a range of sources to find out about an aspect of time past 3.Suggest omissions and the means of finding out 4.Bring knowledge gathered from several sources together in a fluent account	
	The World									
	To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.		To know about similarities and differences between themselves and others, and among families, communities and traditions.							
	1.To comment and asks questions of their familiar world, such as the place where they live or the natural world. 2.To talk about some of the things they have observed, such as plants, animals and found objects.	1.To look closely at similarities, differences, patterns and change.	1.To know about similarities and differences in relation to places, objects, materials and living things. 2..To talk about the features of their own immediate environments and how environments might vary from one to another.							
History Progression Document: Chronological Understanding										
	Foundation Stage			Key Stage 1		Key Stage 2				

Curriculum statement	<p><i>Pupils follow the Early Years Foundation Stage. The most relevant early years outcomes for history are taken from Understanding the World: People and Communities and the World. Some statements are more relevant to a particular strand but do overlap.</i></p>			<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. They should show that they know and understand key features of events</p>		<p>Pupils should 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.</p>			
	30-50 months	40-60 months	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression	People and Communities			<p>1.Sequence events in their life</p> <p>2.Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>3.Match objects to people of different ages</p>	<p>1.Sequence artefacts closer together in time - check with reference book</p> <p>2.Sequence photographs etc. from different periods of their life</p> <p>3.Describe memories of key events in lives</p>	<p>1.Place the time studied on a time line</p> <p>2.Use dates and terms related to the study unit and passing of time</p> <p>3.Sequence several events or artefacts</p>	<p>1.Place events from period studied on time line</p> <p>2.Use terms related to the period and begin to date events</p> <p>3.Understand more complex terms eg BC/AD</p>	<p>1.Know and sequence key events of time studied</p> <p>2.Use relevant terms and period labels</p> <p>3.Make comparisons between different times in the past</p>	<p>1.Place current study on time line in relation to other studies</p> <p>2.Use relevant dates and terms</p> <p>3.Sequence up to 10 events on a time line</p>
	To remember and talk about significant events in their own experiences.		To talk about past and present events in their own lives and in the lives of family members.						
	The World								
	To talk about some of the things they have observed, such as plants, animals, natural and found objects.	To look closely at similarities, differences, patterns and change.							
	To develop an understanding of growth, decay and changes over time.								