

**Geography and History Curriculum - Caslon Primary Community School 2024-25**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Daycare	All About Me	Night and Day/Weather and Seasons	Superheroes	How Does Your Garden Grow?/Ready Steady Cook	Walking with Dinosaurs	Art Attack
Nursery	Our House in the Middle of Our Street	Get Moving/ Builders and Fixers	Let's Investigate	Keeping Healthy/Senses	Down in the Jungle	Let's All Go on a Summer Holiday
Reception	People Who Help Us	Time Travellers/Machines and Me	Crazy Cultures	Fantasy and the World	Space Explorers	Under the Sea/Creepy Crawlies
Year 1	<p><b>What is it like here?</b></p> <p>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</p> <p>Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</p> <p>Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</p> <p>Draw a design to improve three areas of the playground using the results from the survey.</p>	<p><b>How am I making history?</b></p> <p>Order three photographs correctly on a simple timeline.</p> <p>Use the terms 'before' and 'after' when discussing their timelines.</p> <p>Talk about three memories and place one of them on a timeline.</p> <p>Explain why memories are special and name four events that they celebrate throughout the year.</p> <p>Think of three ways they celebrate their birthday.</p> <p>Ask a visitor one question about childhood in the past.</p> <p>Know a similarity and a difference between childhood now and in the past.</p> <p>Add three ideas to a time capsule about themselves.</p> <p>Use key vocabulary to compare the present, the past and possible changes in the future.</p>	<p><b>What is the weather like in the UK?</b></p> <p>Name and locate the four countries on a map of the UK.</p> <p>Identify the country they live in. Identify the four seasons.</p> <p>Describe some seasonal changes. Identify the four compass directions.</p> <p>Use the compass directions to describe the location of features.</p> <p>Observe and describe daily weather patterns.</p> <p>Begin to locate the four capital cities of the UK.</p> <p>Explain what the weather is like during each season in the UK.</p> <p>Suggest appropriate clothing and activities for each season.</p>	<p><b>How have toys changed?</b></p> <p>Discuss their favourite toy using language related to the past.</p> <p>Ask questions about toys in the past.</p> <p>Make comparisons between toys in the past and present.</p> <p>Sequence artefacts from different periods of time.</p> <p>Identify changes between teddy bears today and those from 100 years ago.</p> <p>Describe how toys have changed over time.</p>	<p><b>What is it like to live in Shanghai?</b></p> <p>Give examples of human and physical features.</p> <p>Identify features they see on a walk.</p> <p>Explain the location of features using some directional language.</p> <p>Use an aerial photograph to locate physical and human features.</p> <p>Draw simple pictures or symbols on a sketch map.</p> <p>Draw compass points.</p> <p>Name the continent they live in.</p> <p>Use an atlas to locate the UK and China on a world map.</p> <p>Use an atlas to locate Europe and Asia on a world map.</p> <p>Identify China's physical and human geography.</p> <p>Sort physical and human features using photographs.</p> <p>Identify physical and human features in images of Shanghai.</p> <p>Compare Shanghai to their locality.</p> <p>Identify similarities and differences between human and physical features.</p>	<p><b>How have explorers changed the world?</b></p> <p>Explain what explorers do</p> <p>Name equipment or transport an explorer would need.</p> <p>Sequence four photographs from different periods of time.</p> <p>Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</p> <p>Identify where they travelled and write a sentence about the achievements of one explorer.</p> <p>Select the most important events in a historical story.</p> <p>Sequence events on a timeline and use this to retell the story.</p> <p>Describe what they can see in a photograph.</p> <p>Make inferences about what a person in an image could be saying and ask questions to further their understanding.</p> <p>Recall information about past and presentation exploration.</p> <p>Understand events in relation to the present day and compare how exploration has changed over time.</p> <p>Describe how an explorer is significant and how they impacted events or people's ideas.</p> <p>Present significant people using a coat of arms.</p>

<p><b>Year 2</b></p>	<p><b><u>How were schools different in the past?</u></b></p> <p>Correctly order and date four photographs on a timeline and add some dates.</p> <p>Ask one question about schools in the past.</p> <p>Make one comparison between schools in the past and present.</p> <p>Use sources to research and develop an understanding of what schools were like 100 years ago.</p> <p>Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.</p> <p>Recognise two similarities and two differences between schools now and schools in the past.</p> <p>State whether they would have preferred to go to school in the past or not and explain why.</p>	<p><b><u>Why is our world wonderful?</u></b></p> <p>Identify and locate characteristics of the UK on a map.</p> <p>Identify human and physical features.</p> <p>Locate human and physical features on a world map.</p> <p>Explain the difference between oceans and seas.</p> <p>Name and locate the five oceans on a world map.</p> <p>Use an aerial photograph to draw a simple sketch map.</p> <p>Collect data by sketching findings on a map and completing a tally chart.</p> <p>Present their findings in a bar chart.</p>	<p><b><u>What is a Monarch?</u></b></p> <p>Recall that a monarch is a king or queen.</p> <p>Explain that recent monarchs in the UK do not have the power to make decisions alone.</p> <p>Identify some of the monarch's roles.</p> <p>Explain that a king or queen is crowned in a special ceremony called a coronation.</p> <p>Name some of the main steps in the coronation ceremony.</p> <p>Explain the use of special objects in the coronation.</p> <p>Use sources to explain how William the Conqueror became King of England.</p> <p>Know that monarchs in the past had all the power to make decisions.</p> <p>Explain how William the Conqueror kept order and conquered England.</p> <p>Identify the two different types of castle built by the Normans.</p> <p>Compare the similarities and differences between Norman castles.</p> <p>Identify features of Norman castles.</p> <p>Explain how castles have changed over time.</p> <p>Recognise that we still have castles today.</p> <p>Sequence castles on a timeline.</p> <p>Describe characteristics of the monarchy in the past.</p> <p>Identify that the monarchy has changed over time.</p> <p>Make comparisons between past and present monarchy.</p>	<p><b><u>Would you prefer to live in a cold or hot country?</u></b></p> <p>Name and locate the seven continents on a world map.</p> <p>Locate the North and the South Poles on a world map.</p> <p>Locate the Equator on a world map.</p> <p>Describe some similarities and differences between the UK and Kenya.</p> <p>Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</p> <p>Recognise the features of hot and cold places.</p> <p>Locate some countries with hot or cold climates on a world map.</p>	<p><b><u>How did we learn to fly?</u></b></p> <p>Identify important events surrounding the history of flight.</p> <p>Explain how a significant event has changed the lives of others.</p> <p>Ask questions about people and events in the past.</p> <p>Use primary sources to find out about people and events in the past.</p> <p>Correctly order five events on a timeline.</p>	<p><b><u>What is it like to live by the coast?</u></b></p> <p>Name and locate the seas and oceans surrounding the UK in an atlas.</p> <p>Label these on a map of the UK.</p> <p>Describe the location of the seas and oceans surrounding the UK using compass points.</p> <p>Define what the coast is.</p> <p>Locate coasts in the UK.</p> <p>Name some of the physical features of coasts.</p> <p>Explain the location of UK coasts using the four compass directions.</p> <p>Name features of coasts and label these on a photograph.</p> <p>Identify human features in a coastal town.</p> <p>Describe how people use the coast.</p> <p>Follow a prepared route on a map.</p> <p>Identify human features on the local coast.</p> <p>Record data using a tally chart.</p> <p>Represent data in a pictogram.</p> <p>Describe how the local coast has been used.</p>
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<p><b>Year 4</b></p>	<p><b><u>Why are rainforests important to us?</u></b></p> <p>Describe a biome and give an example.</p>	<p><b><u>Why did the Romans settle in Britain?</u></b></p> <p>Explain the meaning of empire and invasion.</p>	<p><b><u>What are rivers and how are they used?</u></b></p> <p>Identify water stores and processes in the water cycle.</p>	<p><b><u>How hard was it to invade Britain? (Anglo-Saxons)</u></b></p> <p>Explain how the Britons felt when the Romans left Britain.</p>	<p><b><u>Why do people live near volcanoes?</u></b></p> <p>Name all four layers of the Earth in the correct order, stating one fact about each layer.</p>	<p><b><u>How did the achievements of the Ancient Maya impact there society and beyond?</u></b></p> <p>Sequence the key periods of the Ancient Maya civilisation.</p>

	<p>State the location and some key features of the Amazon rainforest.</p> <p>Name and describe the four layers of tropical rainforests.</p> <p>Understand that trees and plants adapt to living in the rainforest and give an example.</p> <p>Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</p> <p>Name one way in which the Amazon is changing.</p> <p>Articulate why the Amazon rainforest is important.</p> <p>Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</p> <p>Use a variety of data collection methods with support.</p> <p>Summarise how the local woodland is used and suggest changes to improve the area.</p>	<p>Understand the chronology of the Roman invasion of Britain.</p> <p>Identify the consequences of the Roman invasion.</p> <p>Create an interpretation of Boudicca using sources.</p> <p>Explain why the Romans needed a powerful army.</p> <p>Identify a soldier's equipment.</p> <p>Explain how the Roman army was organised and perform simple manoeuvres and drills.</p> <p>Make observations about an artefact.</p> <p>Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</p>	<p>Describe the three courses of a river.</p> <p>Name the physical features of a river.</p> <p>Name some major rivers and their location.</p> <p>Describe different ways a river is used.</p> <p>List some of the problems around rivers.</p> <p>Describe human and physical features around a river.</p> <p>Identify the location of a river on an OS map.</p> <p>Make a judgement on the environmental quality in a river environment.</p> <p>Make suggestions on how a river environment could be improved.</p>	<p>Suggest reasons for the Anglo-Saxon invasion of Britain.</p> <p>Name the key features of Anglo-Saxon settlements.</p> <p>Identify changes and continuities in settlements from prehistoric Britain.</p> <p>Make inferences about artefacts.</p> <p>Describe how Anglo-Saxon beliefs changed.</p> <p>Explain how missionaries spread Christianity.</p> <p>Explain the threat the Vikings posed to the Anglo-Saxons.</p> <p>Identify the qualities needed to be a monarch in 1066.</p>	<p>Explain one or more ways a mountain can be formed.</p> <p>Give a correct example of a mountain range and its continent.</p> <p>Describe a tectonic plate and know that mountains occur along plate boundaries.</p> <p>Correctly label the features of shield and composite volcanoes and explain how they form.</p> <p>Name three ways in which volcanoes can be classified.</p> <p>Describe how volcanoes form at tectonic plate boundaries.</p> <p>Explain a mix of negative and positive consequences of living near a volcano.</p> <p>State whether they would or would not want to live near a volcano.</p> <p>State that an earthquake is caused when two plate boundaries move and shake the ground.</p> <p>Explain that earthquakes happen along plate boundaries.</p> <p>List some negative effects that an earthquake can have on a community.</p> <p>Observe, digitally record and map different rocks using a symbol on a map.</p> <p>Identify rock types and their origins based on collected data.</p>	<p>Identify periods that were happening in Britain at the same time.</p> <p>Explain how the Ancient Maya settled in the rainforest and the challenges they faced.</p> <p>Describe Ancient Maya beliefs.</p> <p>Name the features of the Ancient Maya cities.</p> <p>Make deductions about the Ancient Maya cities.</p> <p>Evaluate the reasons for the decline of the Maya civilisation.</p> <p>Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.</p>
Year 5	<p><b><u>Would you like to live in a desert?</u></b></p> <p>Identify the lines of latitude where hot desert biomes are located.</p> <p>Describe the characteristics of a hot desert biome.</p> <p>Locate the largest deserts in each continent.</p> <p>Describe ways the Mojave Desert is used.</p> <p>Name and describe the physical features found in a desert.</p>	<p><b><u>What did the Greeks do for us?</u></b></p> <p>Describe the features of ancient Greece.</p> <p>Identify the key periods in the ancient Greek civilisation.</p> <p>Make inferences about Greek gods.</p> <p>Research a Greek god.</p> <p>Compare Athens and Sparta.</p> <p>Understand the different types of democracy.</p>	<p><b><u>What is life like in the Alps?</u></b></p> <p>Locate the Alps on a world map and identify and label the eight countries they spread through.</p> <p>Locate three physical and three human characteristics in the Alps.</p> <p>Research and describe the physical and human features of Innsbruck.</p> <p>Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their</p>	<p><b><u>Were the Vikings raiders, traders or something else?</u></b></p> <p>Explain where the Vikings came from and why they invaded Britain.</p> <p>Sequence events according to their significance for groups of people.</p> <p>Find evidence and make inferences from sources.</p> <p>Name Viking trade routes.</p> <p>Explain why trade routes were important to the Vikings.</p>	<p><b><u>Why do oceans matter?</u></b></p> <p>Describe the water cycle.</p> <p>Describe how the ocean is used for human activity.</p> <p>Explain how the ocean helps to regulate the Earth's climate and temperature.</p> <p>Identify the Great Barrier Reef as part of Australia.</p> <p>Describe the benefits of the Great Barrier reef.</p>	<p><b><u>What does the census tell us about the local area?</u></b></p> <p>Identify the type of information the census gives about people.</p> <p>Use the census to make inferences about people from the past, providing supporting evidence for their statements.</p> <p>Make observations from the census and identify changes between periods of time.</p> <p>Identify the dangers of working in a textile mill.</p>

	<p>Identify how humans use the desert.</p> <p>Explain how human activity may contribute to the changing climate and landscape of a desert.</p> <p>Recognise that the Mojave Desert has a different time zone to the UK.</p> <p>Describe some of the threats to deserts.</p> <p>Give the benefits and drawbacks of living in a desert environment.</p> <p>Identify characteristics of two contrasting biomes and compare land use.</p> <p>Discussing if a desert environment is hospitable and why.</p>	<p>Explain how Athenian democracy worked.</p> <p>Explain what philosophy is.</p> <p>Identify the achievements of the ancient Greek philosophers.</p> <p>Identify the ancient Greeks' legacies and their impact.</p>	<p>findings in sketches or photographs.</p> <p>Compare the human and physical geography of their local area and Innsbruck.</p> <p>Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</p>	<p>Identify the differences between Viking sagas.</p> <p>Evaluate the impact of Viking achievements.</p>	<p>Describe how humans impact the oceans and the consequences of this.</p> <p>Explain some actions that can be taken to help support healthy oceans.</p> <p>Explain which data collection method would be best for marine fieldwork and why.</p> <p>Collect data using a tally chart, photographs and a sketch map.</p> <p>Safely navigate the fieldwork environment.</p> <p>Make suggestions for how to improve a marine environment.</p> <p>Present data using a tally chart and pie chart.</p>	<p>Create questions to identify the thoughts and feelings of a Victorian working child.</p> <p>Identify the key events of Mary's life and interpret her thoughts and feelings.</p> <p>Extract information from the census to recreate the lives of people who lived in a household from the local area.</p> <p>Extract information from the census and decide whether a family was rich or poor.</p> <p>Describing change throughout time.</p>
<b>Year 6</b>	<p><b><u>Where does our energy come from?</u></b></p> <p>Describe the significance of energy.</p> <p>Give examples of sources of energy and their trading routes.</p> <p>Define renewable and non-renewable energy.</p> <p>Discuss the benefits and drawbacks of different energy sources.</p> <p>Describe the significance of the Prime Meridian.</p> <p>Identify human features on a digital map.</p> <p>Discuss how transport links have changed over time.</p> <p>Locate UK cities on a map.</p> <p>Use six-figure grid references to identify features on an OS map.</p> <p>Consider and justify the location of energy sources.</p> <p>Design and use interview questions.</p> <p>Plot points on a sketch map.</p>	<p><b><u>What was life like in Tudor England?</u></b></p> <p>Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.</p> <p>Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.</p> <p>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.</p> <p>Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.</p> <p>Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.</p> <p>Make deductions using inventories and making judgements as to whether a person was rich or poor.</p> <p>Explain how inventories are useful to historians and create a realistic inventory.</p>	<p><b><u>Can I carry out an independent fieldwork enquiry?</u></b></p> <p>Give examples of issues in the local area.</p> <p>Identify questions to be asked to find the relevant data.</p> <p>Justify which data collection method is most suitable.</p> <p>Design an accurate data collection template.</p> <p>Identify areas along a route that are best for data collection.</p> <p>Discuss how to mediate potential risks.</p> <p>Collect data at points located on an OS map.</p> <p>Manage risks during a fieldwork trip.</p> <p>Identify any outcomes from data collected.</p> <p>Map data digitally.</p> <p>Describe the enquiry process.</p>	<p><b><u>What was the Impact of World War II on the people of Britain?</u></b></p> <p>Identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make inferences and deductions about a photograph.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy and reliability of sources.</p> <p>Describe the impact WW2 had on women's lives.</p>	<p><b><u>Why does the population change?</u></b></p> <p>Identify the most densely and sparsely populated areas.</p> <p>Describe the increase in global population over time.</p> <p>Begin to describe what might influence the environments people live in.</p> <p>Define birth and death rates, suggesting what may influence them.</p> <p>Define migration, discussing push and pull factors.</p> <p>Explain why some people have no choice but to leave their homes.</p> <p>Describe the causes of climate change, explaining its impact on the global population.</p> <p>Suggest an action they can take to fight climate change.</p> <p>Calculate the length of a route to scale.</p> <p>Follow a selected route on an OS map.</p> <p>Use a variety of data collection methods, including using a Likert scale.</p>	<p><b><u>Who should go on the banknote?</u></b></p> <p>Name the features of a banknote.</p> <p>Make inferences about a person using a banknote.</p> <p>Explain the significance of historical figures.</p> <p>Make inferences from sources.</p> <p>Apply criteria to decide if a person is historically significant and explain why.</p> <p>Explain the significance of William Tuke.</p> <p>Research important aspects of a person's life.</p> <p>Explain what makes a person significant.</p>

					<p>Collect information from a member of the public.</p> <p>Create a digital map to plot and compare data collected from two locations.</p> <p>Suggest an idea to improve the environment.</p>	
<b>Beech Tree Ocean</b>	<p><b><u>What is it like here?</u></b></p> <p>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.</p> <p>Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.</p> <p>Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</p> <p>Draw a design to improve three areas of the playground using the results from the survey.</p>	<p><b><u>How am I making history?</u></b></p> <p>Order three photographs correctly on a simple timeline.</p> <p>Use the terms 'before' and 'after' when discussing their timelines.</p> <p>Talk about three memories and place one of them on a timeline.</p> <p>Explain why memories are special and name four events that they celebrate throughout the year.</p> <p>Think of three ways they celebrate their birthday.</p> <p>Ask a visitor one question about childhood in the past.</p> <p>Know a similarity and a difference between childhood now and in the past.</p> <p>Add three ideas to a time capsule about themselves.</p> <p>Use key vocabulary to compare the present, the past and possible changes in the future.</p>	<p><b><u>What is the weather like in the UK?</u></b></p> <p>Name and locate the four countries on a map of the UK.</p> <p>Identify the country they live in. Identify the four seasons.</p> <p>Describe some seasonal changes. Identify the four compass directions.</p> <p>Use the compass directions to describe the location of features.</p> <p>Observe and describe daily weather patterns.</p> <p>Begin to locate the four capital cities of the UK.</p> <p>Explain what the weather is like during each season in the UK.</p> <p>Suggest appropriate clothing and activities for each season.</p>	<p><b><u>How have toys changed?</u></b></p> <p>Discuss their favourite toy using language related to the past.</p> <p>Ask questions about toys in the past.</p> <p>Make comparisons between toys in the past and present.</p> <p>Sequence artefacts from different periods of time.</p> <p>Identify changes between teddy bears today and those from 100 years ago.</p> <p>Describe how toys have changed over time.</p>	<p><b><u>What is it like to live in Shanghai?</u></b></p> <p>Give examples of human and physical features.</p> <p>Identify features they see on a walk.</p> <p>Explain the location of features using some directional language.</p> <p>Use an aerial photograph to locate physical and human features.</p> <p>Draw simple pictures or symbols on a sketch map.</p> <p>Draw compass points.</p> <p>Name the continent they live in.</p> <p>Use an atlas to locate the UK and China on a world map.</p> <p>Use an atlas to locate Europe and Asia on a world map.</p> <p>Identify China's physical and human geography.</p> <p>Sort physical and human features using photographs.</p> <p>Identify physical and human features in images of Shanghai.</p> <p>Compare Shanghai to their locality.</p> <p>Identify similarities and differences between human and physical features.</p>	<p><b><u>How have explorers changed the world?</u></b></p> <p>Explain what explorers do</p> <p>Name equipment or transport an explorer would need.</p> <p>Sequence four photographs from different periods of time.</p> <p>Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</p> <p>Identify where they travelled and write a sentence about the achievements of one explorer.</p> <p>Select the most important events in a historical story.</p> <p>Sequence events on a timeline and use this to retell the story.</p> <p>Describe what they can see in a photograph.</p> <p>Make inferences about what a person in an image could be saying and ask questions to further their understanding.</p> <p>Recall information about past and presentation exploration.</p> <p>Understand events in relation to the present day and compare how exploration has changed over time.</p> <p>Describe how an explorer is significant and how they impacted events or people's ideas.</p> <p>Present significant people using a coat of arms.</p>
<b>Beech Tree Forest</b>	<p><b><u>Where does our food come from?</u></b></p> <p>Identify that different foods grow in different biomes and say why.</p>	<p><b><u>Would you prefer to live in the stone age, bronze age or iron age?</u></b></p> <p>Understand that prehistory was a long time ago.</p>	<p><b><u>Are all settlements the same?</u></b></p> <p>Locate some cities in the UK.</p> <p>Describe the difference between villages, towns and cities.</p>	<p><b><u>How have children's lives changed in the Black Country?</u></b></p> <p>Make observations and deductions from sources.</p>	<p><b><u>Who lives in Antarctica?</u></b></p> <p>Describe what lines of latitude and longitude are, giving an example.</p>	<p><b><u>What did the Ancient Egyptians believe?</u></b></p> <p>Identify the ancient civilisations and key periods in ancient Egypt.</p>

	<p>Explain which food has the most significant negative impact on the environment.</p> <p>Consider a change people can make to reduce the negative impact of food production.</p> <p>Describe the intentions around trading responsibly.</p> <p>Explain that food imports can be both helpful and harmful.</p> <p>Describe the journey of a cocoa bean.</p> <p>Locate countries on a blank world map using an atlas.</p> <p>Use a scale bar correctly to measure approximate distances.</p> <p>Collect data through an interview process.</p> <p>Analyse interview responses to answer an enquiry question.</p> <p>Discuss any trends in data collected.</p>	<p>Accurately place AD and BC on a timeline.</p> <p>Identify conclusions that are certainties and possibilities based on archaeological evidence.</p> <p>Explain the limitations of archaeological evidence.</p> <p>Use artefacts to make deductions about the Amesbury Archer's life.</p> <p>Identify gaps in their knowledge of the Bronze Age.</p> <p>Explain how bronze was better than stone and how it transformed farming.</p> <p>Explain how trade increased during the Iron Age and why coins were needed.</p> <p>Identify changes and continuities between the Neolithic and Iron Age periods.</p> <p>Explain which period they would prefer to have lived in, providing evidence for their choice.</p>	<p>Identify features on an OS map using the legend.</p> <p>Describe the different types of land use.</p> <p>Follow a route on an OS map.</p> <p>Discuss reasons for the location of human and physical features.</p> <p>Locate some geographical regions in the UK.</p> <p>Identify and begin to offer explanations about changes to features in the local area.</p> <p>Describe the location of New Delhi.</p> <p>Identify some human and physical features in New Delhi.</p> <p>State some similarities and differences between land use and features in New Delhi and the local area.</p>	<p>Suggest how children's lives have changed.</p> <p>Explain why children needed to work.</p> <p>Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</p> <p>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</p> <p>Use sources to identify leisure activities and compare them over time.</p> <p>Identify diseases from the past and discuss how effective the treatments were.</p>	<p>Understand that the Northern and Southern Hemispheres experience seasons at different times.</p> <p>Define what climate zones are.</p> <p>Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</p> <p>Describe Antarctica's location in the far south of the globe.</p> <p>State that tourism and research are the two main reasons people visit Antarctica.</p> <p>Describe equipment researchers might use and clothes they wear.</p> <p>List some of the research carried out in Antarctica.</p> <p>State the outcome of Shackleton's expedition.</p> <p>Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</p> <p>Describe a similarity and difference between life in the UK and life in Antarctica.</p> <p>Confidently use the zoom function on a digital map.</p> <p>Begin to recall the eight points of a compass, following at least four of them.</p> <p>Recognise and describe features on their school grounds from an aerial map.</p> <p>Draw a map of the route they take on an expedition.</p> <p>State one thing that went well on the expedition and one aspect that did not go as hoped.</p>	<p>Describe the physical features of Egypt.</p> <p>Explain the Egyptian creation story.</p> <p>Identify the characteristics of important gods or goddesses.</p> <p>Explain why the pyramids were built.</p> <p>Identify the stages and challenges of building a pyramid.</p> <p>Explain the links between ancient Egyptian beliefs and mummification.</p> <p>Name sources that can be used to find out about ancient Egyptian beliefs.</p> <p>Explain some Egyptian beliefs about the afterlife.</p>
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