

# Magdalen Gates Primary School

## History and Geography

2020/2021



	Autumn 1 Community	Autumn 2 Change and progress	Spring 1 Exploration and discovery	Spring 2 Technological advancement	Summer 1 Climate and sustainability	Summer 2 Conflict and Power
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<p>School events</p>	<p><b>School poetry performances with the theme of community – WK 28<sup>th</sup> September</b></p> <p><b>Ada Lovelace day 12<sup>th</sup> October – assembly</b></p> <p><b>Black history Month October</b> Theme is Proud to be... Assembly, each class to share their work/what they've learnt about that person.</p>	<p><b>Remembrance Day – 11<sup>th</sup> November Assembly</b></p> <p><b>Children in Need 12<sup>th</sup> November - non-school uniform day</b></p> <p><b>Anti-bullying week 15<sup>th</sup>-21<sup>st</sup> November – Road safety week Assembly and links to PSHE lessons.</b></p> <p><b>Human Rights Day 10<sup>th</sup> December – assembly in Key Stages</b></p> <p><b>Christmas Hamper day 3<sup>rd</sup> December – themed day</b></p>	<p><b>Internet Safety and Road Safety day 8<sup>th</sup> February – Assembly and class activities</b></p> <p><b>LGBT+ month February links to PSHE lessons throughout month.</b></p> <p><b>Children's Mental Health week 7-13<sup>th</sup> February</b></p> <p><b>Darwin Day 12<sup>th</sup> February – Assembly/themed day/ Exhibition</b></p>	<p><b>World Book day Thursday 3<sup>rd</sup> March Diversity – disabilities</b></p> <p><b>British Science week 2 March</b></p> <p><b>International Women's day 8<sup>th</sup> March – Theme: Women in Leadership. Assembly, homework links and lesson.</b></p> <p><b>Sports Relief / Red Nose Day Friday 18<sup>th</sup> March</b></p>	<p><b>Ramadan begins 12<sup>th</sup> April – Assembly</b></p> <p><b>Earth Day 22<sup>nd</sup> April – An assembly and lesson.</b></p> <p><b>VE Day 8<sup>th</sup> May – Assembly</b></p> <p><b>Queen's Platinum Jubilee 2<sup>nd</sup>-5<sup>th</sup> June Celebration day 27<sup>th</sup> May 2022</b></p> <p><b>Eid ul-Fitr – 13<sup>th</sup> May Assembly Friday (children who celebrate sharing experiences)</b></p>	<p><b>Refugee week 20<sup>th</sup> June</b> A sequence of lessons.</p> <p><b>Bastille Day 14<sup>th</sup> July – themed French day</b></p> <p><b>Arts Week 25<sup>th</sup> June</b></p>
<p>EYFS</p>	<p>Introduce idea of community People in my class, people in my school. Name of school and location of classroom. Building a class community. Where places in school are. Jobs of adults that work in school.</p> <p><b>Non text</b> Use the virtual tour to explore areas of school and classroom</p> <p>People who work in our school.</p> <p><b>Power of Reading Texts</b></p> <p>Owl Babies by Martin Wadell (family, separation, anxiety, fear and reunion) Blue Penguin by Petr</p>	<p>Exploring past events in their own lives. When I was a baby. Sequencing a child growing up. Looking at generations in own family. Birthdays</p> <p><b>Power of Reading Texts</b></p> <p>Anna Hibiscus Song (family, generations, happiness, everyday life in Ghanian compound)</p> <p>So Much by Trish Cooke (family, birthday, celebration surprise, Caribbean )</p> <p>Anna Hibiscus Song by Atinuke</p> <p><b>Other Texts</b></p>	<p>Discovering and exploring new places by going on a journey.</p> <p><b>Power of Reading Texts</b></p> <p>A Brave Bear by Sean Taylor (journey, destination, independence, landscape, relationship help, protection)</p> <p>Were going on a Bear Hunt by Micael Rosen (Family, empathy, weather, landscapes)</p> <p><b>ELG Links</b></p> <p><b>Explore the natural world around them, making observations and drawing pictures of plants and animals</b> <b>Know some similarities</b></p>	<p>Compare and contrast vehicles from the past to modern day. Jobs of adults that work in transport industry.</p> <p><b>Power of Reading Texts</b></p> <p>The Train Ride by June Crebbin and Stephen Lambert (journey, countryside, seaside, town, farm, destination)</p> <p><b>Other Texts</b></p> <p>Dig, Dig, Digging by Margaret Mayo</p> <p>Driving my Tractor by Jan Dobbins</p> <p>Down by the Station by Jess Stockham</p>	<p>Explore the wonders of the oceans and then begin to think about the effects that humans can have and our responsibility to look after them Jobs of adults that work at Sea.</p> <p><b>Non text</b> – Introduction to Recycle, Reduce, Reuse and how we can apply this in EYFS.</p> <p><b>Power of Reading Texts</b></p> <p>Billy's Bucket by Kes Gray (wonders, family, introduction to marine life)</p>	<p>Goodies and baddies in stories. Resolving friendship problems. Jobs linked to people who help us stay safe.</p> <p><b>Power of Reading Texts</b></p> <p>The Old Woman and the Red Pumpkin by Betsy Bang (bravery, outwitting, good triumphs over evil)</p> <p>What the ladybird heard by Julia Donaldson (foiling the robbers, plans and maps)</p> <p>The Girl with the parrot on her head by Daisy</p>

	<p>Horacek (identity belonging and acceptance)</p> <p><b>Other texts</b> Eric Carle stories</p> <p><b>ELG Links</b></p> <p>Explore the natural world around them, making observations and drawing pictures of plants and animals Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. (Understanding the World The Natural World)</p> <p>Talk about the lives of people around them and their roles in society. (Understanding The World – Past and Present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Understanding The World – People, Culture and Community)</p>	<p>Maisies Birthday by Lucy Cousins</p> <p>A is for Africa by Ifeoma Onyefulu</p> <p><b>ELG Links</b></p> <p>Know some similarities and differences between different religious and <u>cultural</u> communities in this country drawing on their own experiences and what has been read in class. Explore some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. (Understanding The World – People, Culture and Communities)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (Understanding The World – The Natural World)</p>	<p><b>and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</b></p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. (Understanding The World The Natural World)</p>	<p>Mr Gumpy's Outing by John Burlingham</p> <p><b>ELG Links</b></p> <p>Explore the natural world around them, making observations and drawing pictures of plants and animals Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. (Understanding the World The Natural World)</p> <p>Talk about the lives of people around them and their roles in society. (Understanding The World – Past and Present)</p>	<p>Gilbert the Great by Jane Clarke (love, loss, friendship)</p> <p>Surprising Sharks by Nicola Davies (Poaching, protecting, fear)</p> <p><b>ELG Links</b></p> <p>Explore the natural world around them, making observations and drawing pictures of plants and animals Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. (Understanding the World The Natural World)</p> <p>Talk about the lives of people around them and their roles in society. (Understanding The World – Past and Present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Understanding The World – People, Culture and Community)</p>	<p>Hirst (friendship and fears, empathy and emotion)</p> <p><b>ELG Links</b></p> <p>Know some similarities and differences between different religious and <u>cultural</u> communities in this country drawing on their own experiences and what has been read in class. Explore some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. (Understanding The World – People, Culture and Communities)</p> <p>Explore the natural world around them, making observations and drawing pictures of plants and animals Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand the World The Natural World)</p> <p>Talk about the lives of people around them and their roles in society. (Understanding The World – Past and Present)</p>
EYFS Character s, settings and events from the past	Norwich City Walls	Guy Fawkes	Norwich Castle	St George	Norwich Cathedral	Mozart

**Understand the past through settings, characters and events encountered in books read in class and storytelling.  
(Understanding the World. Past and Present)**

Year 1	<p><b>Geography:</b> <b>Maps, local</b></p> <p>How do I get to Norwich Cathedral?</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its ground.</p> <p><b>Name and locate local town and city.</b> Observe and describe the human and physical geography of a small, local area of UK.</p> <p><b>Use maps to identify their locality and other key features.</b> Use locational and directional language; describe the location of features and routes on maps, including simple compass directions.</p> <p><b>Devise simple picture maps.</b> Use basic geographical vocabulary to refer to physical features of their school.</p> <p><b>Use questions to find out more about the local area.</b></p>	<p><b>History:</b> <b>Past, present, time, change, chorology</b></p> <p>How has life changed since my grandparents were children?</p> <p>Use words and phrases: old, new, past, present, young, days, and months.</p> <p><b>Discuss and understand that events happened in the past and present in their own lives and the lives of family members.</b> Sequence at least 3 of these events on a timeline.</p> <p><b>Tell the difference between past and present in own and other people's lives.</b> Find answers to simple questions about the past from sources of information (eg people, pictures and stories)</p> <p><b>Writes own date of birth.</b></p>	<p><b>Geography:</b> <b>Seasonal changes</b></p> <p>Which season would you spend where in the UK?</p> <p><b>Name and locate local town and city.</b> Observe and describe the human and physical geography of a small, local area of UK.</p> <p><b>Identify seasonal/daily weather patterns in UK. Use maps, atlases and globes to identify the United Kingdom, its countries, capital cities and seas.</b> Use photographs to recognise landmarks and basic human and physical features.</p> <p><b>Name, locate and identify characteristics of the four countries and capital cities of the united kingdom</b></p>	<p><b>History:</b> <b>Past, present, changes within living memory, technology</b></p> <p>Is the ipad the best toy of all time?</p> <p>Begins to identify and recount some details from the past from sources( eg pictures and stories)</p> <p><b>Show knowledge and understand about the past in different ways (eg role play, drawing, writing, talking)</b> Sequence at least 3 objects on a timeline.</p> <p><b>Recount changes in own life over time.</b></p>		<p><b>History; Famous events Ruler, Royal, Power, interpretations, significance</b></p> <p>Who would you want to be your leader, Boudicca (local element) or Elizabeth II?</p> <p>Remember parts of stories about the past.</p> <p><b>Show knowledge and understand about the past in different ways (eg role play, drawing, writing, talking)</b></p>
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<p>Year 2</p>	<p><b>Geography:</b>  <b>City Urban Rural</b>  <b>Physical features</b>  <b>Human features</b></p> <p>Is Norwich a fine city?</p> <p>Name, locate and identify human and physical features of a city.</p> <p><b>Use basic geographical vocabulary to refer to key physical and human features.</b></p> <p>Use simple compass directions to describe the location of features and routes on a map.</p> <p><b>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</b></p> <p>Devise a simple map and use and construct basic symbols in a key.</p> <p><b>Use simple fieldwork and observational skills to study the geography of the school surrounding areas.</b></p> <p>Use locational, directional and positional language.</p>	<p><b>History:</b>  <b>Heroism, war, significance, reasons and results.</b></p> <p>Who deserves to be remembered: Edith Cavell or Mary Seacole?</p> <p>Put at least 4 events, people or objects in order using a given scale.</p> <p><b>Use words and phrases such as recently, before, after, now and later.</b></p> <p>Look at and use information from books, pictures, photos and visits.</p> <p><b>Understand why some people in the past did things.</b></p> <p>Use information to describe differences between then and now.</p> <p><b>Recounts main events from a significant individual in history.</b></p> <p>Use evidence to explain reasons why people in the past acted as they did.</p> <p><b>Describe objects, people and events.</b></p> <p>Understand some significant historical events that happened in their local area.</p>		<p><b>History:</b>  <b>Cold war, interpretations, significance, change, chronology.</b></p> <p>Who won the Space Race?</p> <p>Put at least 5 events in order using a given scale.</p> <p><b>Use past, present, before, after, now and later when recounting events.</b></p> <p>Look at and use information from books, pictures, photos, artefacts and the internet.</p> <p><b>Understand why some events can be viewed in different ways.</b></p> <p>Ask and answer questions such as: 'what was it like for a....?', 'what happened in the past?', 'how long ago did.....happen?'</p> <p><b>Writes simple stories and recounts about the past.</b></p>	<p><b>Geography:</b>  <b>Islands, Coast, Urban, Rural</b></p> <p>Which island would you rather live on, the UK or St Lucia?</p> <p>Name, locate the world's seven continents and five oceans.</p> <p><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a non-European country.</b></p> <p>Identify seasonal/daily weather patterns in the UK and in a non-European country.</p> <p><b>Identify the location of hot and cold areas of the world in relation to the equator.</b></p> <p>Use maps, globes and atlases to identify and locate the world's seven continents and oceans.</p>	<p><b>History:</b>  <b>Historical evidence, interpretations, time, chronology.</b></p> <p>How can we find out about the past before the invention of TV news?</p> <p>Look at and use information from books, pictures and eyewitness accounts</p> <p><b>Use information to describe the past.</b></p> <p>Use evidence to explain reasons why people in the past acted as they did.</p> <p><b>Look carefully at pictures or objects to find information about the past.</b></p> <p>Describe objects, people and events and what they can tell us.</p> <p><b>Draws labeled diagrams and write about them to tell others about people, events and objects from the past.</b></p>
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<p>Year 3</p>	<p><b>Geography:</b>  <b>City, Urban, Rural</b>  <b>Physical features</b>  <b>Human features</b></p> <p>Should boats be banned on the broads?</p> <p>Name, locate and identify human and physical characteristic, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over times.</p> <p><b>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</b></p> <p>Describe and understand key aspects of topographical features and how they have changed over time.</p> <p><b>Use maps, globes, atlases and digital computer mapping to locate and describe features studies.</b></p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK.</p> <p><b>Use fieldwork to</b></p>	<p><b>History:</b>  <b>Empire, Democracy, time, chronology, significance, historical evidence.</b></p> <p>What have the Romans done for us?</p> <p>Understands timelines can be divided into BC and AD</p> <p><b>Uses timelines to places events in order.</b></p> <p>Uses words and phrases: century and decade.</p> <p><b>Uses evidence to describe past: houses, settlements, culture, leisure activities, clothes, attitudes and beliefs and things of importance to people.</b></p> <p><b>Ask questions such as 'how did people...?', 'what did people do for...?'</b></p> <p>Presents findings about the past using speaking, writing, ICT and drawing skills.</p>	<p><b>Geography:</b>  <b>Capital city</b>  <b>Rivers</b>  <b>Population</b></p> <p>If Europe was to have a capital city, what would it be?</p> <p>Name and locate a range of countries and cities in Europe including cities in Russia, concentrating on their key human and physical features.</p> <p><b>Understand geographical similarities and differences through studying the human and physical geography of regions in European countries.</b></p> <p>Use maps, globes, atlases and digital computer mapping to locate countries and cities in Europe and describe features studied.</p>	<p><b>History:</b>  <b>Time, chronology, change, historical evidence.</b></p> <p>When would you prefer to live: Stone Age, Bronze Age or Iron Age?</p> <p><b>Uses evidence to describe past: houses, settlements, culture, leisure activities, clothes, attitudes and beliefs and things of importance to people and uses evidence to find out how any of these things changed during a time period.</b></p> <p>Ask questions such as 'how did people...?', 'what did people do for...?' and suggest sources of evidence to use to help answer questions.</p> <p><b>Discusses different ways of presenting information for different purposes.</b></p> <p><u>Understand changes in Britain from Stone Age to Iron Age.</u></p> <p><u>Place artefacts in chronological order.</u></p> <p>(from different progression grid)</p>	<p><b>Geography:</b>  <b>Tectonic plates, climate zones, volcanoes and earthquakes</b></p> <p>Which are worse earthquakes or volcanoes?</p> <p>Describe and understand key aspects of earthquakes and volcanoes (including plates and ring of fire) in different climates zones.</p> <p><b>Use maps, globes, atlases and digital computer mapping to locate volcanoes and tectonic plates around the world.</b></p>	<p><b>History:</b>  <b>Empire, interpretations, historical evidence.</b></p> <p>Should Tutankhamen's tomb belong to Britain?</p> <p>Found by Howard Carter</p> <p>An event...</p> <p>Differences between the lives of rich and poor.</p> <p><b>Give reasons why there may be different accounts of history.</b></p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p><b>Use dates and terms with increasing accuracy.</b></p>
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	<p><b>observe, measure and record human and physical features of local area using a range of methods.</b></p>					
Year 4	<p><b>Geography:</b> <b>Erosion, Climate change, Norfolk case study.</b></p> <p>Is it better to live by the beach?</p> <p>Physical geography including coast, rivers and the water cycle. Human geography including types of settlements, towns and villages in modern Britain. <b>Use maps, atlases and globes and digital /computer mapping to locate countries and describe features studied.</b> Learn the eight points of a compass, and four-figure grid reference. <b>Use fieldwork to observe, measure and record human and physical features of local area using a range of methods.</b> Name and locate the key topographical features including coast and features of erosion. <b>Linking with history, compare land use maps of UK from the past with the present, focusing on land use.</b></p>	<p><b>History:</b> <b>Settlements, invaders Society, time, chronology, historical evidence</b></p> <p>Could you live like an Anglo-Saxon?</p> <p>Understands the difference between primary and secondary sources of evidence. <b>Uses documents, printed sources, the internet, databases, pictures, artefacts, historic buildings and visits to collect information about the past.</b> Asks questions such as 'what was it like for a ..... during...?' <b>Uses subject specific words such as monarch, settlement, and invader.</b></p>	<p><b>Geography:</b> <b>Explorers</b></p> <p>If you discovered Japan, would you stay? Explorer William Adams 1564-1620</p> <p>Locate the world's countries, using maps to focus on Europe and Asia. Concentrating on the environmental regions, key physical and human characteristics, countries and other major cities. <b>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</b> Understand geographical similarities and differences through studying the human and physical geography of regions in Asian countries.</p>	<p><b>History:</b> <b>Democracy, Empires Society, change, time, chronology, interpretations.</b></p> <p>What should we include in a museum display on the life and achievements of the Ancient Greeks?</p> <p>Use words and phrases: century, decade, BC, AD, after, before and during. <b>Shows knowledge and understanding by describing features of past societies and periods.</b> Give reasons why changes in houses, culture, leisure, clothes, building and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. <b>Suggest sources of evidence from a selection provided to use to help answer questions.</b> Present finding about the past using speaking, writing, maths, ICT, drama and drawing skills. <b>Discusses most appropriate way to present information,</b></p>		<p><b>History:</b> <b>Rebellion, Rights Crime and punishment Black history, significance, interpretations.</b></p> <p>What was rebellious about Rosa Parks?</p> <p>Divides recent history into present, using 21<sup>st</sup> century, and the past using 19<sup>th</sup> and 20<sup>th</sup> century. <b>Name and places dates significant events from past on a timeline.</b> Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. <b>Describe how some of the past events/people affect life today.</b> Use dates and terms correctly.</p>

				realising that it is for an audience.		
Year 5	<p><b>Geography: Longitude and latitude Fieldwork</b></p> <p>Where would you rather live, Birmingham or Tunstead?</p> <p>Locate and name the main counties and cities in England.  <b>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, times zones, night and day.</b>  Compare 2 different regions in the UK rural/urban.  <b>Use the eight points of a compass, and four-figure grid reference and six figure grid reference, symbols and key (including the use of Ordnance Survey maps)</b>  Use fieldwork to observe, measure and record human and physical features of local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p><b>Geography: Longitude and latitude Globalisation Trade</b></p> <p>What will you see on a journey from New York to Chile?</p> <p>Time zones – USA  Longitude and latitude  Locate the main countries in North America and South America. Name and locate principle cities.  <b>Use maps, atlases and globes and digital /computer mapping to locate countries and describe features studied.</b>  Learn the significance of famous geographers.  <b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</b>  Use map skills to included non-UK countries. .</p>	<p><b>History: Mayans Empires, Rulers, Society Democracy, interpretations, historical evidence.</b></p> <p>Which Ancient Civilization would you have wanted to live in?</p> <p><b>Uses timelines to place and sequences local, national and international events.</b>  Identifies changes within and across historical periods.  <b>Sequence historical periods.</b>  <b>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Greeks, Romans and Mayans.</b>  Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.  <b>Identifies changes and links within and across the time period studied.</b>  Asks a range of questions about the past.  <b>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</b></p>	<p><b>Geography: Deforestation Sustainability Environmental change</b></p> <p>Is South America one big rainforest?</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (links to rainforest).  Human geography including trade between UK and the rest of the world.  Fair/unfair distribution of resources.  <b>Linking with history, compare maps focusing on land use. Distribution of natural resource including food and minerals and water.</b></p>	<p><b>History: Invasion, Raids, Power Conflict, interpretations, historical evidence.</b></p> <p>Who was the best Viking invader?</p> <p>Look at different versions of the same events and identifies differences in accounts.  <b>Give clear reasons why there may be different accounts of history.</b>  Gives some causes and consequences of main events, situations and changes in the periods studied.  <b>Knows that people can represent events or ideas in ways that persuade others.</b>  Uses documents, printed sources, the internet, database, pictures, photos, music, artefacts, historic building and visits to collect information about the past.  <b>Chooses reliable sources of evidence to answer questions.</b>  Realises that there is often not a single answer to historical questions.  <b>Chooses most appropriate way to present information to</b></p>

				Uses dates and terms accurately.		<b>an audience.</b>
Year 6	<p><b>Geography:</b> Trade, Tourism Globalisation</p> <p>Why does Norwich need an airport?</p> <p>Linking with local history, map how land use has changed in local area over time. <b>Use fieldwork to observe, measure and record human and physical features of local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b> Extend to 6 figure grid reference. <b>Describe and understand key aspects of human geography including economic activity, trade links and tourism.</b></p>	<p><b>History: Human rights</b> Human rights, Protest Rebellion, Civil rights, suffragette, <b>significance, reasons and results.</b></p> <p>Which rights movement made the biggest impact?</p> <p>Identifies and uses different sources of information and artefacts. <b>Evaluates the usefulness and accurateness of different sources of evidence.</b> Selects the most appropriate sources of evidence for particular tasks. <b>Forms own opinions about historical events from a range of sources.</b> Presents information in an organised and clearly structured way. <b>Makes use of different ways of presenting information.</b> Presents information in the most appropriate way (eg written explanation/tables and charts/labeled diagrams). <b>Makes accurate use of specific dates and terms.</b> Understands that the past has been represented in different</p>	<p><b>Geography:</b> Longitude and latitude Globalisation Trade</p> <p><b>Antarctica and the arctic circle</b></p> <p>There's no point going to the poles?</p> <p><b>Compare a region in the UK with regions in S. Hemisphere with significant differences and similarities.</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. <b>Extend to 6 figure grid reference with teaching of latitude and longitude in depth.</b> Use maps atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use map skills to included non-UK countries. .</p>		<p><b>Geography:</b> Climate change Sustainability Ecosystem Renewable</p> <p><b>Environmental issues, Australia – case study</b></p> <p>Have humans damaged the planet?</p> <p>On a world map locate the main countries in Africa, Asia and Australia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. <b>Name and locate key topographical features including mountains, hills and rivers.</b> Compare a region in the UK with a region in Australasia/ Oceania <b>Distribution of natural resource focusing on energy.</b> Use maps atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use map skills to included non-UK countries.</p>	<p><b>History:</b> War, WW2, Rebellion, reasons and results, interpretations.</p> <p>Is it ever right to fight?</p> <p>Uses timelines to place events, periods and cultural movements from around the world. <b>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</b> <b>Uses these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</b> Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. <b>Names date of any significant event studied from past and place it correctly on a timeline.</b> <b>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, ways of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to</b></p>

	Autumn 1 Community	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Change and progress ways.	Exploration and discovery	Technological advancement	Climate and sustainability	Conflict and Power
		<p><b>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</b></p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p><b>Describes how some changes affect life today.</b></p> <p>Makes links between some features of past societies.</p> <p><b>Gives own reasons why changes may have occurred backed up with evidence.</b></p> <p>Shows identified changes on a timeline.</p> <p><b>Describes similarities and differences between some people, events and objects studied.</b></p>				<p><b>people; differences between lives of rich and poor.</b></p> <p>Identifies how any of above may have changed during a time period.</p>

Whole School events	Black history Month	Human Rights Day Children in need Christmas Jumper day	Darwin Day Internet Safety and Road Safety day	International Women's day	Earth Day	Refugee week
How are we celebrating it?	Each class is given a significant British black person to learn about from the past. Assemblies that month are based around one class teaching the others what they have learnt about their figure.	An assembly on Human Rights.  Children in Need children wear non-school uniform and we hold a charity event.  Christmas jumper day, children can come in and decorate their old jumpers to make them Christmassy. A make-do and decorate day!	An assembly on Darwin Day and link in Geography if it fits with current unit.  Internet safety day, activities in the classroom and parent involvement.  Road safety assembly and activities in class.	Each class is given a woman from the past to celebrate and create work centered around. Homework links and classes learning about each other's significant woman.	Earth Day assembly and activities in class linked to current unit in Geography. Special environmental guest to talk to classes?? Children could do visits to places where sustainability is being given high priority – shop on Magdalen Street etc.	Week of activities in English.