



## History/Geography - Year A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Apple YR/1	<p><u>Events Within Living Memory</u></p> <p><u>History</u> To develop an awareness of the past using related vocabulary of the passing of time. Changes within living memory appropriate, these should reveal aspects of change in national life.</p> <p><u>Geography</u> Identify seasonal and daily weather patterns in the United Kingdom and the world in relation to the North and South Poles.</p> <p>Know how to talk about an event using time related vocabulary and use words relating to the passing of time. Know how to use words and phrases such as: now, yesterday, last week, Know when my birthday is. Know and recount changes in their own lives. Know and understand how to put a few events or objects in order of when they happened. Know and order a sequence of events on a timeline. Know and place events and objects in chronological order</p>	<p><u>Toys</u></p> <p><u>History</u> Changes within living memory. Where appropriate, These should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally such as the Importance of Remembrance Sunday and the significance of the Poppies.</p> <p>Know how toys are different now to those in the past. Know, recognise, sort and name toys from the past. Know and compare toys from different time periods and how they have changed. Begin to know why toys have changed. Look at objects and ask 'which things are old and which are new? Look at pictures and ask what were they used for? Try to answer.</p>	<p><u>Events Beyond Living Memory</u> (First Flight)</p> <p>Events beyond living memory that nationally or globally such as the first aeroplane flight. (Amelia Earhart compared with Neil Armstrong, Wright Brothers)</p> <p>Know who Amelia Earhart was. Know when she lived. Know that she flew and disappeared. Know why she was inspired to fly. Know how unusual this was in that period of history. Know how Amelia inspired others'. Know who Neil Armstrong was and where he was born. Know that he was one of 3 astronauts which flew to the moon (Buzz Aldrin and Michael Collins) Know the famous phrase 'One small step for man, one giant leap for mankind.' Know the significance of the moon landing to space exploration. Know how to talk about an event using time</p>	<p><u>Significant Individuals</u> (Mary Seacole, Florence Nightingale, Edith Cavell (local) and modern day heroes.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Know the difference between past and present. Know about the past from books, pictures, stories and websites. Know some facts about people and events that happened beyond living memory. Know where Mary Seacole was born and why she came to Europe. Know where Florence Nightingale was born and why she became a nurse. Know the similarities and differences between Mary Seacole and Florence Nightingale. Know why Florence Nightingale travelled to the Crimea. Know the impact of both ladies on</p>	<p><u>Our Local Rivers</u></p> <p>Use simple fieldwork and observational skills to study the geography and the key human and physical features of our surrounding environment based on our local rivers. Identify and name a range of common animals found near to a river (Science objective)</p> <p><u>What is the Difference Between a Canal and a River?</u> Use of narrowboat -purpose of them?</p> <p>With support Know how to use maps, atlases and globes. Know directional and positional language to describe the locations of features and routes on a map. Know simple compass directions. To reflect on the question 'Who made it?' Know and use basic geographical vocabulary to describe</p>	<p>Coastal Exploration (Seas)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of the coasts of the United Kingdom. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Know how seaside holidays have changed. Know and recognise similarities and differences between seaside holidays then and now. Know how people travelled to the seaside then and now. Know how people's lives differed in different periods (during seaside holidays). Know who Grace Darling was and when she was born. Know why Grace Darling is famous.</p>

			<p>related vocabulary. Know how to order a sequence of events on a timeline. Know the difference between past and present. Know about the past from books, pictures, stories and websites.</p>	<p>medicine during this period in time. (Florence Nightingale-impact on nursing) Know how nursing has changed from then to now.</p>	<p>physical features, including: river, soil, season and weather.</p>	
<p>Palm Y2/3</p>	<p><b><u>Types of Settlements</u></b></p> <p><b><u>Geography</u></b></p> <p>Focus on human geography including types of settlement and land use and local trade links (West Pinchbeck rural area-crops). Identify land use patterns and understand how some aspects have changed</p> <p>Link to Harvest Festival Know how to use maps, atlases and globes to locate the local area and identify features of our local area. Know and use the four points of the compass with accuracy and begin to use four-digit grid references to build their knowledge of the UK and wider world. Know how to use fieldwork to observe, measure and record the human and physical features in the local area. Know how to identify ways in which we can help and support developments in the local community. Know how to research how religion supports the community. Know how to support the church to</p>	<p><b><u>Rivers - The River Nile</u></b></p> <p><b><u>Geography</u></b></p> <p>Identify physical characteristics and key topographical features including rivers and understand how some of these aspects have changed over time. The Water Cycle. Trade links and economic activity.</p> <p>Know how to use maps, atlases, globes and some digital mapping to locate countries and rivers. Know how to use fieldwork to observe, measure and record the human and physical features in the local area (River Glen, River Welland using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Know the names and locate the rivers of the UK, geographical regions and identify human and physical characteristics (in particular the rivers in the UK and relevant countries) and land use patterns; and to understand how these aspects have changed over time.</p>	<p><b><u>Explorers - Matthew Flinders</u></b> (Local link)</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b><u>Geography</u></b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time day and night). Linked to when learning about the explorers to Explore the Geography throughout.</p> <p><b><u>History</u></b> Know who Matthew Flinders is and the local connection. Know that both Matthew Flinders and Captain Cook explored Australia and what impact this had on Britain. Know why Matthew</p>	<p><b><u>Significant Individuals (Mary Anning, Joseph Banks, Isaac Newton local links)</u></b></p> <p>Learn about the lives of significant individuals in the past (in the local area) who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Progression from Year 1). Know about the lives of significant people from the past who have contributed to national and international achievements (compare aspects of life within this time period). Know how the culture and beliefs of people have changed over time. Know who and where Isaac Newton came from. (Local) Know the impact on the world of the 'falling apple.' Know the influence Mary Anning has had on our understanding of pre-history. Know that Joseph Banks had an impact on local land development.</p>	<p><b><u>Ancient Egypt</u></b></p> <p>Explore the achievements of the earliest civilisations - an Overview of when the first civilisations appeared and a depth study of Ancient Egypt.</p> <p>Know an overview of the other civilisations who were around at the same time - Sumer, Indus and the Shang Dynasty. Know the similarities and differences between them. Know why the Ancient Egyptians settled around the River Nile and trade links created. Know the hierarchy of Ancient Egyptian civilisation including slavery. Know the role of women in Ancient Egyptian civilisation. Know what the culture and beliefs of the Ancient Egyptians were</p>	<p><b><u>Counties and Cities</u></b></p> <p>Name and locate counties and cities of the United Kingdom geographical regions and their identifying human characteristics, key topographical features including land -use patterns how aspects have changed over time.</p> <p>Know, name and locate the counties of the South-East England and Lincolnshire's neighbouring counties, geographical regions and identify human and physical characteristics. To know the significant cathedrals and religious buildings in South -East England and Lincolnshire's neighbouring counties. Know the characteristics of a place that impact the way of lives of those in that community and compare to the contrasting location.</p>

	<p>impact the local community.</p>		<p>Flinders is not as well known in Britain as he is in Australia.          Know how to find answers to the questions about the past by looking at sources of information.          Know and explain that there are reasons why Matthew Flinders left Britain to explore in the past.</p> <p>Know about an event beyond living memory that has been significant globally.          Know about the lives of significant people from the past who have contributed to national and international achievements.          Know by name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.          To name and locate the world's seven continents and five oceans.          (Relate these places to the Explorers)</p> <p>Know and locate the hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Know that Joseph Banks contributed to the Royal Botanical Gardens at Kew.          Know that he sailed on the Endeavour with Captain Cook.          (Australia link)          Know about an event beyond living memory that has been significant globally.          Know about the lives of significant people from the past who have contributed to national and international achievements.</p>	<p>including burial rites.          Know how the Ancient Egyptians communicated (Rosetta Stone) and how it is deciphered today.          Know and describe key aspects of human geography, including: types of settlement, land use, economic activity and distribution of natural resources.</p>	
<p>Oak Y4/5</p>	<p><u>The Victorians</u>          A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the changing power</p>	<p><u>Extreme Earth-What's In the News?</u>          Describe and</p>	<p><u>European Country Study - Holland</u>          Understand geographical</p>	<p><u>Anglo-Saxons and Vikings</u>          Britain's settlement by Anglo-Saxons          This could include:          Roman withdrawal from Britain in</p>		

	<p>of Queen Victoria).  A significant turning point in British history (Industrial Revolution, changes during this period)  Empire  Transport  Industrial Revolution  Christmas Traditions</p> <p>Know factual knowledge and understanding to describe the past societies and periods. Know how to give justified reasons for, and results of, events and changes.  Know how to find and organise information to produce well planned, researched, and structured work using the important dates and historical terms.  Know the chronology of the Victorian era and how Queen Victoria became the monarch.  Know the chronology of historical changes in Britain during the Victorian era and the main events and facts about them.  Know the impact of the Industrial Revolution in Britain.  Know the impact of the expansion of the British Empire.  Know how lives differed and how social reforms impacted on Victorian Britain.  Know the contributions of key significant individuals impact on the Victorian era and beyond. (Charles Darwin, Thomas Edison, Alexander Graham Bell, Emiline Pankhurst, Bronte Sisters)  Know how life significantly altered through a range of historical changes.  Know how the Christmas traditions we have today stem from the Victorian era.</p>	<p>understand key aspects of physical geography, including earthquakes.  Use the 8 points of a compass, 4 and 6-figure grid symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.  Linked to what is happening in the news during this term such as natural disasters from around the world.  Biome Study</p> <p>Know how to use maps, atlases, globes and some digital mapping to locate countries and identify features of the place studied.  Know and use the eight points of the compass with accuracy and begin to use six digit grid references to build their knowledge of where earthquakes have taken place.  Know the world's countries and areas vulnerable to earthquakes such as Japan/San Francisco concentrating on key physical and human characteristics.  Know geographical similarities and differences through the guided study of human and physical geography of the</p>	<p>similarities and differences through the study of human and physical geography of a region in a European country, Describe and understand key aspects of physical geography, including vegetation belts.  Describe and understand key aspects of human geography, including economic trade links (import and export of cheese from Holland).  Know how to use maps, atlases, globes and some digital mapping to locate countries and identify features of the place studied.  Know the eight points of the compass with accuracy and to use with increasing accuracy the six digit grid references to build their knowledge of the UK and wider world.  Know how future developments could impact people's lives.  Know and locate Holland using maps and its major cities and landmarks.  Know geographical similarities and differences through the exploration of human and physical geography of the UK and a region in Europe. (Holland).  Links to local area due to similarity of land being flat and the Spalding</p>	<p>AD410 and the fall of the western Roman Empire.  Anglo-Saxons invasions, settlements and kingdoms: place names and village life.  Anglo-Saxon Art and Culture.  Christian conversion - Canterbury, Iona and Lindisfarne.  Explore the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  This could include:  Viking raids and invasion (Lindisfarne)  Resistance by Alfred the Great and Athelstan, first king of England.  Further Viking invasions and Danegeld  Anglo Saxon laws and justice  Edward the Confessor and his death in 1066.</p> <p>Know the chronology of the Anglo Saxons, Scots and Vikings.  Know the reasons for the invasion of Britain by the Anglo Saxons. (Focus on aspect of Britishness in the context of many centuries of immigration).  Know how Britain was ruled during this period (First King and the different kingdoms. Who was the king of the Lincolnshire during this historical period?).  Know the impact of the conversion to Christianity had on Britons.  Know what the Danegeld was and the reasons for it.  Know about the importance of Lindisfarne and other relevant invasions.  Know about a range of changes in Britain from the Anglo Saxons to the present day.  Know how invaders and settlers have influenced British culture such as in art, manuscripts.  Know how to analyse and identify sources that show the invaders and settlers were in Britain.  Know that not all Vikings pillaged and raided - sources to analyse.  Know the extent to which the Vikings around the world to trade.  Know that Vikings brokered treaties to establish a more peaceful existence.</p>
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<p><b>Willow</b></p> <p><b>Y6</b></p>	<p><u>World War Two</u></p> <p>A significant turning point in British history, for example, the Battle of Britain.</p> <p>Changes in an aspect of social history, such as punishment from the Anglo Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century.</p> <p><u>Local Area Focus</u></p> <p>A depth study linked to one of the British are listed above. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Local area focus for WW2. Evacuees were sent to Pinchbeck during the war. Use of sources and artefacts.</p> <p>Know which sources of evidence are reliable and pick which sources will be most useful for particular tasks.</p> <p>Know elements of local British history.</p> <p>Know how the culture and beliefs of people have changed over time and impacted change and reflect and explore the reasons for this.</p> <p>Know how to ask and answer questions about these changes.</p> <p>Know the chronology of the period of WW2 and that it is a very short period of time when compared to other historical periods.</p> <p>Know the names of the significant leaders- Neville Chamberlain, Winston Churchill, Adolf Hitler, Joseph Stalin, Benito Mussolini, Franklin D Roosevelt.</p> <p>Know the reasons for why WW2 began.</p> <p>Know dates of main events such as the start of WW2, the Battle of Britain, Blitz, Normandy Landings, VE Day, VJ Day.</p>	<p><u>Ancient Greece</u></p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the world.</p> <p>Legacy of Greek and Roman culture (art, literature) on later periods in British history to the present day.</p> <p>(Link to Year 2/3 Romans)</p> <p><u>Progression of knowledge</u></p> <p>To make historical links between features during particular periods of history and across periods.</p> <p>To examine and question the reasons for, and results of, events and changes.</p> <p>Know how historical events, people and past civilisations have impacted on current life.</p> <p>Know the chronology of the historical period.</p> <p>Know how to analyse a range of sources and artefacts related to Greek life.</p> <p>Know that the Ancient Greeks were the founders of democracy.</p> <p>Know how the Ancient Greeks were governed and how city states grew (Athens and Sparta).</p> <p>Know how the Ancient Greeks lived day to day.</p> <p>Know the impact of Greek culture on modern day life including architecture, theatre, language, Olympics and Maths.</p> <p>Know the role of key individuals such as Alexander the Great, Plato, Socrates, Aristotle, Archimedes, Helen of Troy</p> <p>Know the beliefs of the Ancient Greeks and how this impacted on their daily lives. (Zeus, Athena, Apollo, Demeter, Poseidon, Artemis, Ares, Hera).</p> <p>Know and explore philosophy including. Greek gods and Socrates ("All that I know is that I know nothing at all")</p>	<p><u>Environment</u></p> <p>Identify human geography including the distribution of natural resources including energy, food, minerals and water.</p> <p>Basing learning around the planet's issues and issues at the current time including recycling and the use of plastics in the different environments, particularly the plight of the ocean habitat.</p> <p>Know how to reflect and show compassion and an understanding of the lives of people that live in such places and their lifestyle in comparison to ours.</p> <p>Know and identify the characteristics of a place that impact the way of lives of those in that community and compare to a</p>	<p><u>Mountains</u></p> <p>Name and locate mountainous geographical regions, identifying their human and physical characteristics and topographical features focusing on mountains.</p> <p>Know and locate the world's mountains using maps.</p> <p>Know and understand key aspects of physical geography of mountains.</p> <p>Know and understand key aspects of human geography, including: types of settlement, land use, economic activity including trade links and distribution of natural resources.</p> <p>Know and understand how these features have changed over time and the impact on the region,</p>

	<p>Know the impact of WW2 on Britain including evacuation, Rationing and Home Guard.</p> <p>Know the role of women during WW2 and the impact this had on family life. (Pilot Molly- Lincolnshire based pilot)</p> <p>Know what impact the Battle of Britain had in Lincolnshire.</p> <p>Know the legacy of WW2 such as NHS, Welfare State and Migration.</p> <p>Know the difference between famous and infamous.</p>		<p>contrasting location/habitat.</p> <p>Know the impact of plastics in the world's oceans on wildlife and human life.</p> <p>Know how to reduce the amount of plastics used through reduce, re-use, recycle.</p> <p>Know how to promote sustainability in school and our local area.</p>	<p>country and world.</p> <p>To identify and apply which we can help developments in the community through and other religious or community based charities and establishments.</p>
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History/Geography - Year B						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Apple YR/1	<p><u>Our Home</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom and its surrounding seas. Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Know how to talk about an event using time related vocabulary and use words relating to the passing of time.</p> <p>Know and use words and phrases such as: now, yesterday, last week, Know when my birthday is.</p>	<p><u>Weather Patterns</u></p> <p>Identify seasonal and daily weather patterns in the UK and the location of cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Know and identify the seasonal patterns of the UK and to talk about and identify weather patterns. Know the hot and cold areas of the world in relation to the Equator and the North and South Pole.</p>	<p><u>Farming</u></p> <p>Use simple fieldwork and observational skills to study the geography of our school and its grounds. Study the key human and physical features of its surrounding environment.</p> <p>Know how to devise and draw simple maps and construct basic key using symbols.</p> <p>Explore symbols and mapping through Labrynths.</p> <p>Know how to explore simple fieldwork and geographical knowledge to explore the features of the school, its ground and the physical features of its surroundings.</p> <p>Know the names of the four countries</p>	<p><u>Bourne Woods (local)</u></p> <p>Use simple fieldwork and observational skills to study the geography of Bourne Woods and Peterborough. Study the key human and physical features of its surrounding environment.</p> <p>Know simple compass directions. Know landmarks, basic human and physical features from aerial photographs. Know and devise and draw simple maps and construct basic key using symbols. Know simple fieldwork and geographical skills to explore the features of Bourne Woods,</p>	<p><u>Changes in Transport Over Time.</u></p> <p><b>Significant Individuals -</b> Robert Stephenson (Stephenson's Rocket Train), Isambard Kingdom Brunel and his bridges for transport, Henry Ford, <b>Robert Stevenson</b> (1772-1850), civil engineer, designer of a notable string of Scottish lighthouses including the Bell Rock. Events beyond living memory that are significant nationally or globally. (Changes in transport over time). the lives of significant individuals in the past who have</p>	<p><u>London</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>With support know how to use maps, atlases and globes to identify where London is. Know simple compass directions. Know landmarks, basic human and physical features from aerial photographs of London. Know similarities and differences through observation of features in the schools local area to that in London (urban and rural). Know and use basic geographical vocabulary to describe human</p>

	<p>Know and recount changes in their own lives.</p> <p>Know and understand how to put a few events or objects in order of when they happened.</p> <p>Know how to order a sequence of events on a timeline.</p> <p>Place events and objects in chronological order.</p> <p>Know how everyday objects within the family home have changed over time. (Washing day, communication - telephones compared to landlines, radio and television, how we access information - Google.</p> <p>Know how meal times have changed.</p>		<p>and capital cities of the United Kingdom.</p> <p>Know, understand and explore and use basic geographical vocabulary to describe physical features, including : village, farm, factory, house, shop.</p>	<p>its grounds and the physical and human features of its surroundings.</p> <p>Know from photographs how the physical and human features of the local area have changed over time.</p> <p>Know how to reflect on how it makes you feel.</p> <p>Know similarities and differences through observation of features in the schools <b>local area</b> to that in a contrasting local area like Bourne Woods or Peterborough.</p> <p>Know and use basic geographical vocabulary to describe physical features, including, forest, hill, river, soil and valley.</p>	<p>contributed to national and international achievements.</p> <p>Know about an event using time related vocabulary.</p> <p>Know how to order a sequence of events on a timeline.</p> <p>Know and talk about life now and life in the past.</p> <p>Know the difference between past and present.</p> <p>Know about the past from books, pictures, stories and websites.</p> <p>Know about the lives of significant people from the past and how they contributed to national achievement</p> <p>Know and begin to compare life in this time period to life now.</p>	<p>features, including : city, town, village, farm, house, office and shop.</p>
<p>Palm Y2/3</p>	<p><u>Changes in Britain from the Stone Age to the Iron Age.</u></p> <p>Late Neolithic hunter gatherers and early farmers, for example Skara Brae Bronze Age religion, technology (Stonehenge)</p> <p>Iron Age Hill forts: kingdoms, farming,</p> <p>Know and understand time and the order of things because I know that the past can be divided into different periods</p>	<p><u>The Great fire of London</u></p> <p>Events beyond Living memory that are significant nationally or globally (Great Fire of London)</p> <p>Know the chronology of the historical period.</p> <p>Know and use the correct historical words to explain the passing of time (<b>Journey of life</b>) by putting events and objects in the right order of time</p> <p>To know and understand about things that</p>	<p><u>The Romans</u></p> <p>Identify the Roman Empire and its impact on Britain. Examples could include Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudicca.</p> <p>Know the chronology of the first Roman</p>	<p><u>Volcanoes</u></p> <p>Identifying physical geography including volcanoes.</p> <p>Know how to use maps, atlases, globes and some digital mapping to locate volcanoes and identify features.</p> <p>Know the four points of the compass with accuracy and to use with increasing accuracy four-digit grid</p>	<p><u>Castles - Lincoln Castle (local link)</u></p> <p>Explore significant historical events, people and places in their own locality.</p> <p>A local history study (Lincoln and its Castle (including William The Conqueror). (A depth study over time tracing how several aspects of National history are reflected in the locality.</p> <p>A study of an aspect of history or a site dating</p>	<p><u>Australia</u></p> <p>Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom in relation to Australia. Identify seasonal and daily weather patterns in Australia (hot area of the world) in relation to the Equator and the North and South Poles. Understand geographical similarities and</p>

	<p>of time. <b>CHRONOLOGY</b> Know how to pick out things that are the same or different between different time periods and know some dates and historical words.</p> <p>Know about the changes in life from the Stone Age to the Iron Age. Know about life during the Stone Age and Iron Age. To explore an element of local British history. (Links to passing of time, Christian Seasons)</p>	<p>happened before they were born. To find out about how and why London has changed. To compare London now and then, to recognise similarities and differences. To explore London through a range of sources. To explore the lives of people in London now and then.</p> <p><b>Knowledge</b> Know the chronology of the period of time. Know where the Great Fire of London started and the reasons why. Know how to use sources such as Samuel Pepys diaries and witness accounts. Know the impact the Fire had on the architecture on London going forward. (Redesigned London as a result) Know about historical events that have changed London e.g. The Great Fire of London, The Gunpowder Plot (Catholic/Protestant authority: Pope vs. King).</p>	<p>invasion and the reasons why they left. Know the impact of the Roman army in Britain and across the world (Boudicca revolt) Know how the Roman Empire spread and the impact on Britain. Know how settlements developed during Roman times (Lincoln) Know how Romans governed. To explore and begin to know about the changes in Britain. To explore how history has impacted current life. To explore an element of local British history.(Links to passing of time, Christian Seasons) To know how the Romans changed life as it is now. To know that Emperor Constantine converted to Christianity and made the empire Christian, before then Christians were persecuted. To know the lasting impact of Romans in Britain.</p>	<p>references to build their knowledge of volcanoes around the world. Know and locate the world's countries volcanoes Know the position of the equator ,Northern and Southern Hemisphere and the Arctic and Antarctic Circle. Know how to reflect and show compassion and understanding of the lives of people that live in such places and their lifestyle in comparison to ours. Know how to describe and understand key aspects of the physical geography of volcanoes.</p>	<p>from a period beyond 1066 that is significant in the locality.</p> <p>Know that Lincoln Castle was the first Norman castle (1066 William the Conqueror) Know the purpose and why castles are built where they are ,located. Know about different castles around the country Know and explain that there are reasons why people in the past did things. <b>William the Conqueror - why did he invade Britain?</b> Know how to find answers to the questions about the past by looking at sources of information. Know about British Monarchs past, present and future. Know facts about the Royal family. Know the Royal Family Tree and link it to their own family tree. Know similarities and differences between Kings and Queens of the past and compare them to now. Know about the lives of significant people from the Monarchy both past and present who have contributed to national and international achievements.</p>	<p>differences through studying the human and physical geography of a small area in the United Kingdom and of a small area in Australia. Know how to use maps, atlases and globes to identify the continent of Australia and its states, as well as surrounding oceans. Know landmarks, basic human and physical features from aerial photographs. Know how the physical and human features of Australia has changed over time by exploring maps and aerial photographs. <b>Local and regional disasters e.g. Wildfires, plight of the Koalas.</b> To know how to recognise how life has changed over time through the development of human and physical. Know how to reflect and show compassion and an understanding of the lives of people that live in Australia such as the Aborigines and their lifestyle in <b>comparison to ours.</b></p>
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<p>Oak Y4/5</p>	<p><u>The Mayans</u></p> <p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key Physical and human characteristics, countries and major cities.</p> <p>Focus on physical geography including biomes, grasslands and rainforests. Compare with UK forest (Bourne Woods). A non-European society that provides contrasts with British History - one study chosen is Mayan civilisation.</p> <p>Know and describe and make links between features of past societies and periods by comparing and contrasting. Know and give reasons for, and results of, events and changes.</p> <p>Know historical facts and have a clear understanding by describing them.</p> <p>Know the chronology of this historical period looking at when they began and when they ended.</p> <p>Know why the Mayan Empire grew to be so powerful including farming and trade.</p> <p>Know the culture and beliefs of the Mayans including human sacrifice.</p> <p>Know how the Mayans have contributed to astronomy, sculpture, architecture, medicine and the number system. (chocolate)</p> <p>Know the hierarchical system of the Mayans.</p> <p>Know the reasons for the decline of the Mayan civilisation.</p>	<p><u>North America</u></p> <p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical characteristics, countries, and major cities.</p> <p>(San Francisco and earthquakes)</p> <p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom (Local area) and a region in North America.</p> <p>Know the position of the Latitude, longitude, Equator, Northern and Southern Hemisphere and the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>Know the world's countries, using maps with a focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Know and understand geographical similarities and differences through the guided study of human and physical geography of the UK and in North America.</p>	<p><u>Hidden Figures (Black Women's Contribution to the Space Race - Diversity)</u></p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Changing attitudes in Britain towards racism following The Civil Rights Movement in America including Martin Luther King, Malcolm X, Muhammed Ali)</p> <p>Know the development of NACA/NASA. Know the key events in space exploration and the dates.</p> <p>Know the experiences of black Americans in America in the 1960's- Segregation (Rosa Parks). Know the impact of Martin Luther a dream speech.</p> <p>Know the changes and the lives of Black people now and then.</p> <p>Know the contribution of Dorothy Vaughan, Katherine Johnson Mary Jackson and Christine Darden to the Moon Landing in 1969</p>	<p><u>Coasts</u></p> <p>Name and locate coasts of the United Kingdom. Identify the human and physical of the coast. Identify land use patterns when comparing two local coastal regions such as Hunstanton.</p> <p>Understand how so aspects have changed over time</p> <p>Know how to use maps, atlases, globes and some digital mapping to locate coast lines and identify features of the place studied.</p> <p>Know the eight points of the compass with accuracy and use six- digit grid references to build their knowledge of the UK and wider world.</p> <p>Know how to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Know how to name and locate the geographical regions and identify human and physical characteristics and land use patterns; and to understand how these aspects have changed over time along the coasts of Skegness and Hunstanton.</p>	<p><u>The Tudors</u></p> <p>Study an aspect of British History that extends Pupils' chronological knowledge beyond 1066.</p> <p>Know, select and use sources of information in different ways to help to answer questions about the past (Do I know my own context? How does this shape how I see others?).</p> <p>Know how to pick out and put together information from different sources.</p> <p>Know the chronology of the Tudor period.</p> <p>Know the five Tudor monarchs.</p> <p>Know that the Tudor period began with the Battle of Bosworth.</p> <p>Know the impact of the dissolution of the monasteries and the Reformation.</p> <p>Know the culture of rich and poor and how they lived.</p> <p>Know the impact of Tudor exploration and where they explored.</p> <p>Know the impact of local gentry William Cecil (Burghley House Stamford) during the Tudor period.</p> <p>Know how life altered through historical changes.</p> <p>Know how to compare a way of life in the past to</p>
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Willow Y6	<p><u>World War Two</u></p> <p>A significant turning point in British history for example, the Battle of Britain. Changes in an aspect of social history, such as punishment from the Anglo Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century.</p> <p><u>Local Area Focus</u> A depth study linked to one of the British cities listed above. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Local area focus for WW2. Evacuees were sent to Pinchbeck during the war. Use of sources and artefacts.</p> <p>Know which sources of evidence are reliable and pick which sources will be most useful for particular tasks. Know elements of local British history. Know how the culture and beliefs of people have changed over time and impacted change and reflect and explore the reasons for this. Know how to ask and answer questions about these changes. Know the chronology of the period of WW2 and that it is a very short period of time when compared to other historical periods. Know the names of the significant leaders- Neville Chamberlain, Winston Churchill</p>	<p><u>Ancient Greece</u></p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the Legacy of Greek and Roman culture (art, or literature) on later periods in British history including the present day. (Link to Year 2/3 Romans)</p> <p><u>Progression of knowledge</u> To make historical links between features during particular periods of history and across periods. To examine and question the reasons for, and results of, events and changes. Know how historical events, people and past civilisations have impacted on current life. Know the chronology of the historical period. Know how to analyse a range of sources and artefacts related to Greek life. Know that the Ancient Greeks were the founders of democracy. Know how the Ancient Greeks were governed and how city states grew (Athens and Sparta). Know how the Ancient Greeks lived day to day. Know the impact of Greek culture on modern day life including architecture, theatre, language, Olympics and Maths. Know the role of key individuals such as Alexander the Great, Plato, Socrates, Aristotle, Archimedes, Helen of Troy</p>	<p><u>Environment</u></p> <p>Identify human geography including the distribution of natural resources including energy, food, minerals and water. Basing learning around the planets issues and issues at the current time including recycling and the use of plastics in the different environments, particularly the plight of the ocean habitat.</p> <p>Know how to reflect and show compassion and an understanding of the lives of people that live in such places and their lifestyle in comparison to ours. Know and identify the characteristics of a place that impact the way of lives of those in that community and compare to a</p>	<p><u>Mountains</u></p> <p>Name and locate mountainous geographical regions, identifying their human and physical and key topographical features focusing on mountains. Know and locate the world's mountains using maps. Know and understand key aspects of physical geography of mountains. Know and understand key aspects of human geography, including: types of settlement, land use, economic activity including trade links and distribution of natural resources. Know and understand how these features have changed over time and the</p>	

	<p>Churchill, Adolf Hitler, Joseph Stalin, Benito Mussolini, Franklin D Roosevelt. Know the reasons for why WW2 began. Know dates of main events such as the start of WW2, the Battle of Britain, Blitz, Normandy Landings, VE Day, VJ Day.</p> <p>Know the impact of WW2 on Britain including evacuation, Rationing and Home Guard.</p> <p>Know the role of women during WW2 and the impact this had on family life. (Pilot Molly- Lincolnshire based pilot)</p> <p>Know what impact the Battle of Britain had in Lincolnshire.</p> <p>Know the legacy of WW2 such as NHS, Welfare State and Migration.</p> <p>Know the difference between famous and infamous.</p>	<p>Know the beliefs of the Ancient Greeks and how this impacted on their daily lives. (Zeus, Athena, Apollo, Demeter, Poseidon, Artemis, Ares, Hera).</p> <p>Know and explore philosophy including. G gods and Socrates ("All that I know is that I know nothing at all")</p>	<p>contrasting location/habitat. Know the impact of plastics in the world's oceans on wildlife and human life. Know how to reduce the amount of plastics used through reduce, re-use, recycle. Know how to promote sustainability in school and our local area.</p>	<p>impact on the region, country and world. To identify and app we can help and sup developments in the community through other religious or community based charities and establishments.</p>
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