

Geography and History overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p align="center">Knowledge</p> <p><u>Early Learning Goal:</u> <u>Understanding the World:</u> Past and present: Talk about the lives of the people around them and their roles and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p align="center">EYFS knowledge: Children would have experience of singing songs linked to the body for example Head, shoulders, knees and toes. Sticky kids: warm up time.</p> <p>Circle time providing opportunities for the children to share their news about what they have done with their families.</p> <p>Families sharing family time activities through Tapestry observations added to the children's online Learning journey.</p> <p>Children are encouraged to share their experiences with families through talking about photos within their Tapestry journal.</p> <p>Children would have completed a 'all about me' home visit with EYFS staff or 1:1 meeting at school for staff to get to know the families.</p> <p>Role play opportunities would have been provided for example baby clinic, role play home corner for the children to share experiences of home life or what they eat/cook with grandparents. Children role play their family members.</p> <p>Stories shared during whole class carpet times, The Family book, Peace at Last, The Large family, Owl babies.</p>	<p align="center">Knowledge</p> <p><u>Early Learning Goal:</u> <u>Understanding the World:</u> Past and present: Talk about the lives of the people around them and their roles and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p align="center">EYFS knowledge: Shared Storytime during whole class carpet sessions with key texts, Kipper's toy box, The Everywhere bear.</p> <p>Children are invited to bring in their toys for 'show and tell' time to provide a communication and language opportunity to discuss why their toy is special.</p> <p>Role play Santa's workshop is provided for the children to make toys in time for Christmas!</p> <p>Toys from the past are displayed within the role play area to provide an opportunity for staff and children to discuss the difference between toys in the past and present.</p> <p>Discussion during whole class sessions looking at how toys have changed from the past to the present.</p> <p>Focus writing activity is provided for the children to write to Santa to ask for a toy.</p>	<p align="center">Knowledge</p> <p><u>Early Learning Goal:</u> <u>Understanding the world</u> People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p align="center">EYFS knowledge: Children are provided with opportunities to explore the school grounds during 'welly walks'. This gives the children opportunity to know the school grounds well.</p> <p>Map marking making opportunities are provided.</p> <p>The opportunity to look at Atlases, globes and to construct a 3D shape map using construction resources are encouraged and modelled by staff.</p> <p>Daily weather chart is completed during registration and EYFS staff refer to the weather in Falmouth.</p> <p>Families are encouraged to share what they are doing in the local community via Tapestry observations which are then shared in class. The local community areas are named by staff and referred to as green spaces.</p>	<p align="center">Knowledge</p> <p><u>Early Learning Goal:</u> <u>Understanding the World:</u> People, culture and communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Past and present: Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p align="center">EYFS knowledge: Stories and songs linked to castles and the sea are read during whole class story time and reference made to Falmouth's castle Pendennis Castle. Example books include, princess and the pea.</p> <p>Writing opportunities for the children to create postcards, letters to friends and family are provided inside and outside. EYFS staff support children and model writing. Children are encouraged to write addresses and families are encouraged to discuss with their child where they live, door number and street name.</p> <p>Sand and water garden play provide great opportunity to create a small world Falmouth, for example with the sea and castle.</p> <p>Families are encouraged to share any trips they take within the local area, this is then celebrated and discussed during whole class carpet sessions.</p>	<p align="center">Knowledge</p> <p><u>Early learning Goal:</u> <u>Understanding the World:</u> People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p align="center">EYFS knowledge: Building upon play opportunities in spring 1.</p> <p>More role play costumes linked to the roles people had within castles. - dressing up trolley.</p> <p>Larger outside construction is encouraged for the children to construct their own castles and label the different parts.</p> <p>Examples of different types of castles are provided for the children to look at and discuss during construction play and sand and water play outside.</p>	<p align="center">Knowledge</p> <p><u>Early learning Goal:</u> <u>Understanding the World:</u> People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p align="center">Past and present: Talk about lives of people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p align="center">EYFS knowledge: As a class we complete the weather chart every morning.</p> <p>The children talk about the weather with EYFS staff as we provide learning inside and outside so talk around what to wear when outside if it's raining or cold.</p> <p>Discussion is had around how to stay cool in the sun, what to wear and why.</p> <p>Children explore ice play and look at what an explorer would need to wear in the artic.</p> <p>Weather stories are read and songs sung. EYFS BBC schools radio programmes are completed throughout the year and link to the weather and seasons.</p>

	<p>Playdough opportunities to look at mirrors and create a playdough face, what is marvellous about me?</p> <p>Home visits during the summer term before the children start school provide staff with the opportunity for children to share who is in their family. This is linked to Year 1 through children talking about the grandparents lives. Grandparents can also be connected to Tapestry (online learning journey) to upload photos of family time with their grandchild.</p>		<p>Beebot exploration is provided during 'lovely learning' for the children to develop their left, right, forwards and backwards skills.</p>	<p>Beebot exploration is provided during 'lovely learning' for the children to develop their left, right, forwards and backwards skills.</p>		
Year 1	<p>What makes me marvellous?</p> <p>Knowledge The children will know: The key events of their lives. Understand how their childhood is different and similar to their parent and grandparents.</p>	<p>What is in the toy box?</p> <p>Knowledge The children will know: How their toys are different to that of their grandparents. The similarities and differences between toys then and now.</p>	<p>What makes our school grounds special?</p> <p>Knowledge Explain the difference between a human and physical feature. Explain the geography of green spaces. Identify green spaces in the school grounds.</p>	<p>Where do I live?</p> <p>Knowledge Children will be able to: Know where Falmouth is located on a map of the UK. Use a simple map to locate their home and school. Recall where they live (Postal address) Link their homes with other places in the community.</p>	<p>Why does Falmouth have a castle?</p> <p>Knowledge Explain the history of a castle in the local area. Recognise the uses of castles. List the jobs available in a castle. Understand how the uses of castles have changed over time.</p>	<p>What is the weather like today?</p> <p>Knowledge Children will be able to: Use world maps, atlases and globes to identify the UK and its countries. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
	<p>Skills The children will be able to: Place events in chronological order. Talk, draw and write about the past. Ask and answer basic questions about the past. Recognise and compare pictures from then and now.</p>	<p>Skills The children will be able to: Talk, draw and write about the past. Identify similarities and differences between artefacts. Find and ask simple questions about the past. Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago.</p>	<p>Skills Use simple fieldwork and observational skills to study the geography of their school and its grounds. Make simple maps and plans e.g. of school grounds. Use simple locational and directional language (near, far, left, right) to describe location of features and routes.</p>	<p>Skills Children will be able to: Locate Falmouth on a map of the UK. Ask simple geographical questions; what is it like to live in this place? Use simple locational and directional language (near, far, left, right) to describe position of homes in relation to local landmarks.</p>	<p>Skills Talk, draw and write about the past. Ask basic questions about the past. Explain what life was like in a Tudor castle. Compare life in a castle from then to now.</p>	<p>Skills Children will be able to: Locate UK on a globe. Find the equator on a globe and world map. Identify hot and cold countries in relation to the equator. Locate the north and south poles on a world map. Ask questions surrounding the local weather in relation to the seasons.</p>
Year 2	<p>How would I survive on a desert island?</p> <p>Knowledge Children will be able to: Use simple compass directions (north, south east west) and directional and locational language to describe the location of features and routes on a map. 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>Why are Rosa Parkes and Florence Nightingale remembered today?</p> <p>Knowledge Sequence the key dates in the life of Florence Nightingale. Discuss how Florence Nightingale changed the world. Discuss the life of Rosa Parks and explain how she changed the nation. Compare the lives of Rosa Parks and Florence Nightingale.</p>	<p>What made the fire of London so great?</p> <p>Knowledge Children will know: Explain when and where the Great of London occurred and what London was like in 1666. Know when and where the fire began and how it spread and how the people tried to fight it. Know about the role played by individuals during and after the Great Fire of London.</p>	<p>What makes Falmouth Fabulous?</p> <p>Knowledge Children will be able to: Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Name, locate the seas surrounding the UK. Name and locate the four countries and capital cities of the UK.</p>	<p>What was it like to be a tin miner?</p> <p>Knowledge Children will know: The mining was one of Cornwall's main sources of income during the 19th Century. The names of some famous Cornish mines- Geevor, Crofty and King Edward. The role of women and children in a mine. What it was like to work in a Cornish mine.</p>	<p>How do I survive in the rainforest?</p> <p>Knowledge Children will be able to: Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. Name and locate the worlds 7 continents and 5 oceans. Identify seasonal and daily weather patterns within the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles.</p>

			<p>Know that some people kept diaries and this is how we know 17th Century London and the Great Fire of London.</p>			
	<p>Skills</p> <p>Children will be able to: Describe where Falmouth is on a map using compass directions. Create and follow a given route using directional language and compass skills. Locate physical and human features on aerial photographs.</p>	<p>Skills</p> <p>Children will be able to: Place key dates in chronological order. Recall dates and events beyond living memory that are significant nationally or globally. Explain how the lives of significant individuals have contributed to national and international achievements.</p>	<p>Skills</p> <p>Children will be able to: Describe events beyond living memory that are significant nationally or globally. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Skills</p> <p>Children will be able to: Use digital media to record key geographical features of the school grounds. Locate key physical and human features in and around the school grounds. Locate Falmouth and Truro on a map of the UK. Label the four countries and seas in and surrounding the UK. Identify the different characteristics of the seas surrounding the UK. Describe Falmouth and the surrounding area using aerial maps using geographical vocabulary.</p>	<p>Skills</p> <p>Children will be able to: Show an awareness of the past and use common words and phrases. Identify the similarities and differences with their own lives. Ask and answer questions relating to the passing of time. Speak about how they found out about the past.</p>	<p>Skills</p> <p>Children will be able to: Locate UK on world map and globe. Locate 7 continents and 5 oceans on a world map and globe. Locate rainforests on a world map and globe. Locate the equator on a world map and globe. Identify hot and cold areas of the world, in relation to the equator and north and south poles. Compare daily weather and seasonal weather in Falmouth and a rainforest.</p>
<p>End of Key stage One powerful knowledge</p>	<p>HISTORY</p> <p>Know when and where the Great fire of London began and understand the sources we use to learn about the fire. Florence Nightingale changed the world. Discuss the life of Rosa Parks and explain how she changed the nation. The mining was one of Cornwall's main sources of income during the 19th Century. The names of some famous Cornish mines- Geevor, Crofty and King Edward. Explain the history of a castle in the local area and the changes over time.</p>			<p>GEOGRAPHY</p> <p>Use simple field work and observational skills to study the geography of their school and its grounds Name, locate the seas surrounding the UK. Name and locate the four countries and capital cities of the UK. Locate their town on a map Use simple compass directions Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use and understand map symbols. Name and locate the worlds 7 continents and 5 oceans. Identify seasonal and daily weather patterns within the UK. Recognise location of hot and cold areas of the world in relation to the equator and north and south poles.</p>		
<p>Year 3</p>	<p>Where in the world is Africa? Knowledge</p> <p>Children will be able to: Use and interpret maps, globes and digital/computing maps to locate countries and key features. Identify physical and human features of the locality. Recognise there are similarities and differences between places.</p>	<p>What was it like to be a Victorian child? Knowledge</p> <p>Children should know: The job and rationale behind work houses. The conditions experiences by children in the work-houses. The differences between the lives of the rich and the poor. The Queen of England was Queen Victoria. Queen Victoria reigned from 1837-1901. Identifies the similarities and difference between schools now and then.</p>	<p>How is climate change affecting our weather? Knowledge</p> <p>Children will be able to: Explain about weather conditions/ patterns around the UK and parts of Europe. Communicate findings in ways appropriate to the task or for the audience. Develop an awareness of how places relate to each. Analyse evidence and draw conclusions. Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p>	<p>How did Stone Age people survive? Knowledge</p> <p>Children will know: That life in the Stone age was mainly nomadic. How Stone age people survived in harsh conditions That the stone age people used natural resources to make weapons, clothes etc. Use the terms AD and BC Recognise how Britain changed from the Stone age to the Bronze age. The meaning behind the words, Palaeolithic, Mesolithic and Neolithic. Identify the changes which occurred throughout the period of the Stone Age</p>	<p>Why is the Falmouth coast special? Knowledge</p> <p>Children will be able to: Identify where counties are within the UK and the key topographical knowledge. Name and locate the cities of the UK Use basic geographical vocab. Understand and use a wide range of geographical and specific topic vocab.</p>	<p>Why are the Falmouth Packet Ships important? Knowledge</p> <p>Children should Know: Children should know that Henry VIII built Pendennis castle and St Mawes castle. Children should know the reasons behind the building of both St Mawes and Pendennis castle. Children should know the uses of Packet ships and why they were so crucial to Falmouth's industry. Children should know when the Falmouth railway was set up and how it impacted Falmouth. Children should know the year of the Falmouth bombings and how it changed the town.</p>

	<p>Skills</p> <p>Children will be able to: Locate countries on maps, globes and digital maps. Compare human and physical features. Identify similarities and differences between places. Describe changes to the landscape and wildlife.</p>	<p>Skills</p> <p>Place dates in chronological order on a timeline. Use primary and secondary sources to extend their knowledge. Use a range of key vocabulary such as century, decade and chronological. Compare how life is different then and now</p>	<p>Skills</p> <p>Children will be able to: Use field work instruments e.g camera, rain gauge. Make more detailed field work sketches/diagrams. Compare weather conditions and patterns in the UK and some parts of Europe. Use a range of ways to present and record findings. Make comparisons between locations using aerials photos and pictures e.g population, temperatures, rainfall. Identify the different countries views about climate change.</p>	<p>Skills</p> <p>Discuss the validity of historical sources. Use an increasing range of historical vocabulary. Use primary and secondary sources to find out about the past. Ask and answer historical questions. Present what they know in a variety of ways.</p>	<p>Skills</p> <p>Children will be able to: Locate counties in the UK on map. Identify physical features of the county. Label the cities of the UK. Make plans and maps using symbols and keys. Use the 8 point of a compass. Use 4 figure grid references. Use vocab including, floodplain, location, industry, settlement, water cycle.</p>	<p>Skills</p> <p>The children should be able to: Use a variety of local sources to find out about the past. Place key dates in chronological order Use a range of historical vocabulary.</p>
Year 4	<p>Why was Henry the VIII famous? Knowledge The children will know: That Henry the VIII was the king of England. When the Tudor period began and ended. To recognise and explain the meaning of a Tudor Rose. Explain and order the battle of Bosworth. To explain and recall the marriages of Henry the VIII.</p>	<p>What is it like growing up in Europe? Knowledge Children will be able to: Identify where countries are within Europe including Russia. Recognise the different shape of continents Know how the locality is set within a wider geographical context. Understand why there are similarities and differences between places. Know about the wider context of places.</p>	<p>What did the Romans do for us? Knowledge Children we learn to: Understand the impact of the Roman Empire on British history. Recall the attempted invasion of Julius Caesar. Understand the power of the Roman army in 42AD Recall the successful invasion by Claudius and conquest, including Hadrian's wall.</p>	<p>How does it feel to be evacuated? Knowledge The children should know; Why children were evacuated from the cities to the countryside. Why it was so dangerous for children to live in the cities during the war. How children were transported from the cities to the countryside. The experiences of evacuees when they arrived in the countryside. The impact evacuation had on village schools.</p>	<p>What makes Falmouth unique? Knowledge Children will be able to:</p> <ul style="list-style-type: none"> Describe human features of UK cities, regions and or counties. Explore features on an OS map using 6 figure grid references Locate physical features such as rivers on an OS map. Recognise the features of the water cycle and rivers. Understand how erosion changes rivers over time 	<p>What powers Earth? Knowledge Children will be able to:</p> <ul style="list-style-type: none"> Understand and use a widening range of geographical terms. Demonstrate knowledge of features about places around him/her and beyond the UK. Understand natural resources on the development of the locality.

	<p>Skills.</p> <p>The children will be able to: Place Tudor dates in chronological order. Discuss the differences between rich and poor. Research using a range of Primary and Secondary sources. Compare the validity of historical sources.</p>	<p>Skills</p> <p>Children will be able to: Label different countries within Europe including Russia. Compare the shapes of continents with Europe. Locate the UK and compare location with that of other European countries. Plan the steps and strategies for an enquiry. Identify why there are similarities and difference between places in Europe. Identify where places are in relation to each other, describe using 8 points of a compass.</p>	<p>Skills</p> <p>Children will learn to: Use historical terms relating to the Romans. Place the Romans era on a timeline. Communicate their learning in an organised and structured way. Identify the motives behind the Roman invasion. Summarise the main events of the Roman invasion. Discuss the successful invasion and conquest by Claudius. Describe and discuss Hadrian's Wall.</p>	<p>Skills</p> <p>Place historical dates in chronological order. Devise historically valid questions about the causes of evacuation. Use sources to answer questions about the past. Communicate learning in a variety of ways. Use historical terms relating the of passing of time. Compare the differences of school in different time periods. Understand why some children's experience of evacuation differ.</p>	<p>Skills</p> <p>Children will be able to: Draw and recognise the water cycle</p> <ul style="list-style-type: none"> Identify physical features of cities and counties in the UK. Plan the steps and strategies for an enquiry. Draw complex accurate maps with complex keys. 	<p>Skills</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Ask questions such as 'How does it compare to other places? What feature does it have?' Recognise that people differing quality of life living in different locations and environments. Describe how people have been affected by changes in the environment. Explain about key natural resources for example water in the locality. Plan the steps and strategies for an enquiry.
Year 5	<p>Were all Viking vicious attackers? Knowledge</p> <p>Children will know: The Vikings were a civilisation who travelled and conquered different parts of the world. The Viking conquests in Britain including the Lindisfarne attack. Recall chronological dates from Viking Britain. Recall places around the world in which the Vikings settled. Understand that not all Vikings were vicious and challenge historical misconceptions.</p>	<p>Why is the planet melting? Knowledge</p> <p>Children will be able to: Understand how humans affect the environment over time. Know about changes to world environments over time. Understand why people seek to manage and sustain their environment. Understand about weather patterns around the world and relate these to climate zones. Know about the wider contexts of places.</p>	<p>Who won the Space race? Knowledge</p> <p>Children will be able to: Order key Space travel events in chronological order. Use a variety of different sources to provide an account of the moon landing. Discuss the future of Space travel and tourism. Present findings and communicate in a variety of ways.</p>	<p>What makes London an important city? Knowledge</p> <p>Children will be able to: Know the location of capital cities of countries of the British Isles and the UK, seas around the UK, European countries with high populations and large areas and the largest cities in each continent. Know how rivers erode, transport and deposit materials. Identify and describe the significance of the prime/ Greenwich mean time and times zones including day and night.</p>	<p>How did the Greeks change the world? Knowledge</p> <p>Children will know: The names of Greek God's and Goddesses. Where to find ancient Greece in the world. How the location of Greece enabled its survival. How the Olympics have developed over time. The difference modern and Ancient democracy.</p>	<p>How do forces work? Knowledge</p> <p>Children will be able to: Recognise the different shapes of countries. Know the physical characteristics and key topographical features of the countries within North America. Know where a variety of places are in relation to human and physical features.</p>
	<p>Skills</p> <p>Children will be able to: Handle and chronological date artefacts. Discuss historical inaccuracies and evaluate sources. Place dates in chronological order. Give reasons for events. Use a wide variety of sources to collect information.</p>	<p>Skills</p> <p>Children will be able to: Identify ways human affect the environment e.g. global warming. Identify how the worlds environments have changed over time e.g. how the sea levels have changed. Give reasons why people seek to manage their environment. Compare weather patterns around the world and relate these to climate zones. Identify ways the coast is changing through climate change.</p>	<p>Skills</p> <p>Children will be able to: Evaluate the usefulness and limitations of a variety of sources. Understand that the type of information available depends on the time studied. Make conclusions, with evidence, as to the most likely version of events. Place dates into chronological order. Provide a historical account based on more than one source. Understand the causes of the Space Race,</p>	<p>Skills</p> <p>Children will be able to: Locate capital cities of countries of the British Isles and the UK and seas around the UK. Compare London with European countries with high populations and large areas and the largest cities. Locate the river Thames on a map. Identify how rivers erode, transport and deposit materials.</p>	<p>Skills</p> <p>Children will be able to: Children will order key dates on a timeline. Give some reasons for events and offer historical evidence to support. Compare information available to study the given time period. Explain how Ancient Greece impacted the wider world Show an appreciation for how ancient Greek customs have developed over time.</p>	<p>Skills</p> <p>Children will be able to: Identify and compare the shape of countries. List the physical characteristics of countries within North America. Compare the physical and human features of a region of the UK and a region in North America. Describe where places are in relations to their human and physical features.</p>

Year 6	<p>Can you find your way home? Knowledge Children will be able to: Build on his/her knowledge of the UK and the wider world. Use <i>fieldwork</i> to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p>Why did the world go to war? Knowledge Children will be able to: <i>Understand the role and opinion of propaganda.</i> <i>Understand the how World War I and World War II impacted life in Britain.</i> <i>Recall keys dates from the past century and place in Chronological order.</i> Make confident use of a variety of sources in independent research.</p>	<p>What did the Egyptians teach us? Knowledge Children will be able to: Children will be able to: <i>Explain the burial rituals of the ancient Egyptians.</i> Describe how Egyptian artefacts and ruins tell us about their culture, and religious beliefs. Describe what Egyptian life was like for different groups of people. <i>Describe how the Egyptian society has had an impact on modern society.</i> Describe why people chose to settle in certain areas in ancient Egypt.</p>	<p>Are the rainforests important? Knowledge Children will be able to: Understand key aspects of physical geography including climate, biomes and vegetation belts, rivers and mountains. <i>Understand the position and significance of the latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, Arctic and Antarctic circle and time zones.</i></p>	<p>What legacy did the Celts leave in Cornwall? Knowledge Children should know: Where the Celts settled in Cornwall. How the <i>Celtic people</i> lived and organised their lives. What happened when Celtic tribes clashed and compare the Celtic times and the Stone age.</p>	<p>Why does the Earth shatter and shake? Knowledge Children will be able to: <i>Understand key aspects of physical geography including volcanoes and earth quakes.</i> <i>Understand key aspects of human geography including types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water.</i> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region with north or south America.</p>
	<p>Skills Children will be able to: Name and locate counties and cities of the UK, geographical regions and there identifying human and physical characteristics, key topographical features. Use maps, atlases, globes and digital computer mapping to locate countries and to describe features studied. Use maps, charts etc. to support decision making about the location of places.</p>	<p>Skills Children will be able to: Give examples of how Britain changed over the last century. Speculate and provide reasons for the changes in Britain's history. Compare and contrast the differences between World War I and World War II. Devise historically valid questions about the changes in Britain's history. Understand the short / long term causes of the World Wars.</p>	<p>Skills Children will be able to: Compare what was happening in the Egyptian civilisation with what was happening in Britain at the same time. Compare aspects of life such as achievements, society, beliefs, and architecture. Present what you know about the Egyptians using a variety of skills (e.g. Geography, English, Maths, Computing, etc)</p>	<p>Skills Children will be able to: Locate the worlds countries using maps to focus on Europe and north and south America. Identify environmental regions and highlight key physical and human characteristics of countries and major cities. Identify the position and significance of the latitude, longitude and time zones. Locate the equator, northern hemisphere, southern hemisphere, the tropics of cancer</p>	<p>Skills Order dates in chronological order. Describe periods of British history. Construct informed responses that involve a thoughtful selection of evidence. Use historical evidence to support their arguments.</p>	<p>Skills Children will be able to Use a widening range of geographical terms including specific topic vocab. E.g urban, rural, land use, sustainability, tributary, trade links etc. Identify countries with volcanoes and earthquakes and describe the physical geography. Identify the key aspects of human geography within the country of study. Compare the similarities and differences of human and</p>

	<p>Use the eight points of a compass. Use four and six-figure grid references. Use sketch maps, plans and graphs and digital technologies to highlight human and physical features in the local area.</p>		<p>Use appropriate vocabulary to communicate about the Egyptians.</p>	<p>and Capricorn, Arctic and Antarctic circle</p>		<p>physical geography within a region of the UK, a region in a European country and a region within north or south America.</p>
<p>KS2 End of key stage powerful knowledge</p>	<p>HISTORY The differences between the lives' of the rich and the poor classes in Victorian times. The Queen of England was Queen Victoria and reigned from 1837-1901. That life in the Stone age was mainly nomadic. Britain changed from the Stone age to the Bronze age. The meaning behind the words, Palaeolithic, Mesolithic and Neolithic. That Henry the VIII was the king of England. To explain and recall the marriages of Henry the VIII Understand the impact of the Roman Empire on British history. Recall the attempted invasion of Julius Caesar. Why children were evacuated from the cities to the countryside. The experiences of evacuees when they arrived in the countryside. Vikings were a civilisation who travelled and conquered different parts of the world. Understand that not all Vikings were vicious and challenge historical misconceptions variety of different sources to provide an account of the moon landing. Discuss the future of Space travel and tourism. How the location of Greece enabled its survival. How the Olympics have developed over time. Understand the role and opinion of propaganda in the World War. Understand the how World War changed the world. Recall keys dates from the past century and place in Chronological order. Explain the burial rituals of the ancient Egyptians Describe how the Egyptian society has had an impact on modern society. Understand Celtic people lived and organised their lives and what happened when they clashed. Compare the Celtic times and the Stone age.</p>			<p>GEOGRAPHY Locate countries and key features. Identify physical and human features of the locality. Explain weather conditions/ patterns around the UK and parts of Europe. Analyse evidence and draw conclusions. Identify where counties are within the UK and the key topographical knowledge. Use fieldwork studies to observe, measure, record and present the human and physical features in the local area Understand physical Geography including volcanoes and earthquakes. Understand key aspects of human geography including types of settlement and land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water. Understand how humans affect the environment over time. Understand why people seek to manage and sustain their environment Understand about weather patterns around the world and relate these to climate zones. location of capital cities of countries of the British Isles and the UK, seas around the UK, Greenwich mean time and times zones including day and night. Identify where countries are within Europe Understand why there are similarities and differences between places. Describe human features of UK cities, regions and or counties</p>		