



St Marys Curriculum Overview

	History Progression					Geography Progression			
	Knowledge and understanding of events, people and changes in the past	Historical enquiry	Chronological understanding	Historical interpretation	Organisation and Communication	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and field work
<p>Changes</p> <p>Special me and my school</p> <p><i>Changes within living memory</i></p>	<p>Recall some facts about people/events before living memory.</p> <p>Say why people may have acted the way they did.</p>	<p>Identify different ways in which the past is represented</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects. Use a timeline to place important events.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/c arers were young.</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past</p>				<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>
<p>Penzance and our local area</p>	<p>Recall some facts about people/events before living memory.</p>						<p>Understand the difference between human and physical geography.</p>	<p>Use basic geographical vocabulary to refer to: key physical features, including:, forest, hill, mountain, soil, valley, vegetation,., key human</p>	<p>Follow directions; up/down, left/right, behind/in front of</p> <p>Use relative vocab; bigger/smaller, like/unlike</p>

								features, including: city, town, village, factory, farm, house, office	Use own symbols on imaginary maps Draw picture maps of imaginary places and from stories. Talk about own maps. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Toys		Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.	Order a set of objects. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/c arers were young.	Look at books, videos, photographs, pictures and artefacts to find out about the past.	Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past				
People who help us	Recall some facts about people/events	Explore events, look at pictures and ask questions i.e,	Use a timeline to place important events	Look at books, videos, photographs, pictures and	Sort events or objects into				

<p>Florence Nightingale</p> <p><i>Significant individuals</i></p>	<p>before living memory.</p> <p>Say why people may have acted the way they did.</p>	<p>“Which things are old and which are new?” or “What were people doing?”</p>		<p>artefacts to find out about the past.</p>	<p>groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past</p>				
<p>Transport</p>	<p>Recall some facts about people/events before living memory.</p> <p>Say why people may have acted the way they did.</p>		<p>Understand the difference between things that happened in the past and the present.</p> <p>Order a set of events. Use a timeline to place important events.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/c arers were young.</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past</p>	<p>Name and locate the four countries and capital cities of the United Kingdom.</p>		<p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>
<p>Holidays</p>						<p>Name and locate the four countries and capital cities of the United Kingdom.</p>		<p>Identify the location of hot and cold areas of the world.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Provide stories that help children to make sense of</p>

								Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation, key human features, including: city, town, village, factory, farm, house, office	different environments Use world maps, atlases and globes to identify the United Kingdom and its countries.
Cornwall <i>Significant historical events/people in own locality</i>	Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history	Ask questions about the past. Use a wide range of information to answer questions.	Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.			Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office,	Follow directions; North, East, South, West. Use class agreed symbols on simple map. Use this information and their own observations to ask and respond to questions about places.

								port, harbour and shop	
Great Fire of London/ Gunpowder plot <i>Events beyond living memory</i>	Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history	Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.	Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.				
Great Britain						Name and locate the surrounding seas of the United Kingdom. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.		Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office,	Follow directions; North, East, South, West. Spatial matching; match the same area eg. continent on a larger map. Use class agreed symbols on simple map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and use and

								port, harbour and shop	<p>construct basic symbols in a key.</p> <p>Use a plan and infant atlas to help create simple maps.</p> <p>Select information from resources provided.</p> <p>Use this information and their own observations to ask and respond to questions about places.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>
Voyage of the Mystery	Use information to describe the past.	Identify different ways in which the past is represented.	Understand and use the words past and present	Look at and use books and pictures, stories, eye witness	Describe objects, people or events in history.	Name and locate the world's seven	Understand and study the difference		Use simple fieldwork and observational

<p><i>Significant historical events in own locality</i></p>	<p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history</p>	<p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p>	<p>when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p>	<p>accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>continents and five oceans</p>	<p>between human and physical geography with a study of a contrasting location Cornwall and Australia.</p>		<p>skills to study the geography of their town and the surrounding area.</p> <p>Use a plan and infant atlas to help create simple maps.</p>
<p><i>Significant inventors</i></p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>				
<p><i>Significant explorers</i></p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the</p>	<p>Name and locate the world's seven continents and five oceans</p>		<p>Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles</p>	<p>Select information from resources provided.</p> <p>Make representation of a real or imaginary place.</p>

	Recount the main events from a significant event in history		scale the teacher has given me. Use a timeline to place important events.		past in speaking, writing, drawing, role-play, storytelling and using ICT.				Use this information and their own observations to ask and respond to questions about places. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Spatial matching; match the same area eg. continent on a larger map.
Ancient Egyptians <i>Study of Early Ancient Civilisations</i>	Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.	Explore the idea that there are different accounts of history.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	On a world map, Identify and locate highest mountains/volcanoes , longest rivers and largest deserts in the world.		Describe and understand key aspects of: Physical geography including rivers and mountains.	

	Use evidence to describe buildings and their uses of people from the past	Ask questions and find answers about the past.							
Extreme Earth						<p>On a world map, Identify and locate highest mountains/volcanoes , longest rivers and largest deserts in the world.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle.</p>		<p>Describe and understand key aspects of:</p> <p>Physical geography including rivers and mountains. Brief introduction to Volcanoes and earthquakes looking at plate tectonics and the ring of fire. linking to Science: rock types.</p>	<p>Use a variety of maps of different scale to locate places.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities</p>

<p>Stone age to bronze age</p> <p><i>Changes in Britain from Stone age to iron age</i></p>	<p>Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p>	<p>Explore the idea that there are different accounts of history.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>On a UK map, locate and name the main counties in and around Cornwall.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK (Cornwall)</p>	<p>Human Geography including: -Types of settlements in Early Britain linked to History.</p>	<p>Use pairs of coordinates and four compass points.</p> <p>Spatial matching, boundary matching; eg. country boundary on a different scale map.</p> <p>Introduce need for a key and standard symbols.</p> <p>Make a map of a short route with features in the correct order.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United</p>
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									<p>Kingdom and the wider world</p> <p>Begin to use fieldwork to observe 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>Use skills and sources of evidence to respond to a range of geographical questions.</p>
<p>Romans</p> <p><i>The Roman Empire and its impact on Britain</i></p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>On a world map, Name and locate the main countries in Europe including France, Germany, Spain and Italy including the Location of Russia. Identify their main environmental regions, key physical and human</p>		<p>Human geography including:</p> <ul style="list-style-type: none"> -trade links in the Pre-roman and Roman era. -Types of settlements in Ancient and modern Britain: 	<p>Use a variety of maps of different scale to locate places.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate</p>

	<p>between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Ask questions and find answers about the past.</p>				<p>characteristics and locate major cities.</p>		<p>villages, towns, cities.</p>	<p>countries and describe features studied</p>
<p>Chocolate</p> <p><i>A non-European society that contrasts with British History</i></p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Ask questions and find answers about the past.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>		<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>On a world map, Name and locate the main countries in Europe including France, Germany, Spain and Italy including the Location of Russia. Identify their main environmental regions, key physical and human characteristics and locate major cities.</p>		<p>Human geography including: -Fair/unfair distribution of resources (Fairtrade).</p>	<p>Use a variety of maps of different scale to locate places.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p>

									Offer explanations for the location for some human and physical features in different localities.
Cornish Coasts						<p>On UK map, Locate and name the significant cities in England.</p> <p>On a world map, Name and locate the main countries in Europe including France, Germany, Spain and Italy including the Location of Russia. Identify their main environmental regions, key physical and human characteristics and locate major cities.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. (UK and France)</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including coasts and the water cycle including transpiration.</p>	<p>Begin to use 4-figure grid reference to locate features on a map.</p> <p>Introduce need for a key and standard symbols.</p> <p>Make own maps of real places with increasing accuracy.</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>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</p>

									<p>digital technologies</p> <p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>
Rainforests						<p>On a world map, Locate the main countries in North or South America. Identify their main environmental regions, key physical and human characteristics and locate major cities.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. (UK and Brazil)</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography climate zones, biomes and vegetation belts.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>

						Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day			Draw on their knowledge and understanding to suggest suitable geographical questions for study. Use a range of geographical skills and evidence to investigate places and themes.
Greeks <i>Ancient Greeks</i>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. ☑ Plan and present a self-directed project or research about the studied period.</p>			<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>	

<p>Mining</p> <p><i>Local history study</i></p>	<p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe how historical events studied affect/influence life today.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer</p>	<p>Describe the main changes in a period in history.</p>			<p>On a UK map, Name and locate the main cities of the UK and the human and physical characteristics.</p>		<p>Human geography including:</p> <ul style="list-style-type: none"> -Distribution of natural resources focussing on energy (link with mining past History) - Linking with History, compare land use maps of UK from past with the present, focusing on land use. 	<p>Use 4-figure grid reference to locate features on a map.</p> <p>Use eight compass points.</p> <p>Draw a map using symbols and a key, awareness of OS symbols.</p> <p>Draw a variety of thematic plans, based on own data.</p> <p>Measure straight line distance on a plan.</p> <p>Compare large-scale map and vertical photo, select maps for a purpose.</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 United Kingdom</p>
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									<p>in the past and present.</p> <p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.</p> <p>Use a range of geographical skills and evidence to investigate places and themes.</p>
Victorians	Choose reliable sources of information to find out about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music,	Order significant events, movements and dates on a timeline.	Evaluate evidence to choose the most reliable forms. Know that people both in the past have	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-				

<p><i>Study of aspect beyond 1066.</i></p>	<p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>	<p>a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>				
<p>Saxons and Vikings</p> <p><i>Invaders and settlers</i></p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>	<p>On a UK map, Names and locate counties of the UK and the human and physical characteristics.</p>		<p>Human geography including: -trade between UK and Europe and ROW -Types of settlements in Viking, Saxon Britain linked to History.</p>	

	of past societies. (e.g. religion, houses, society, technology.)	Investigate own lines of enquiry by posing questions to answer.							
Where am I and where am I going?						<p>Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>On a world map, Locate the main countries in Africa, Asia and Australasia/Oceania Identify their main environmental regions, key physical and human characteristics and locate major cities.</p> <p>Consolidate understanding of the significance of longitude and latitude and its impact on climate and time.</p>	Compare a region in UK with a region in N. or S. America with significant differences and similarities. (UK and ?)	Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; mountains, volcanoes and earthquakes, climate zones, biomes and vegetation belts. (Revision)	<p>Use 6-figure grid reference to locate features on OS map.</p> <p>Use OS standard symbols.</p> <p>Draw scale plans of increasing complexity.</p> <p>Follow route on small-scale OS map and describe features seen.</p> <p>Scale reading and drawing, comparison of map scale.</p> <p>Identify relevant geographical questions.</p> <p>Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p>

									<p>They reach plausible conclusions and present their findings both graphically and in writing.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch</p>
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									maps, plans and graphs, and digital technologies
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