

<p>Year 1 Term 1 (history)</p> <p>This is me!</p> <p>Enquiry question: How have children's lives changed over time?</p>	<p>Skill 1</p> <p>Chronological understanding</p>	<p>Skill 2</p> <p>Knowledge and understanding</p>	<p>Skill 3</p> <p>Historical contexts</p>	<p>Skill 4</p> <p>Organise, evaluate and communicate information</p>
<p>Historical focus - Continuity & change Similarity & difference</p>	<p>In class children will:</p>			
<p>NC Objective:</p> <p>Understand changes in living memory. Where appropriate these should be used to reveal aspects of change in national life.</p>	<p>Children recognise the distinction between present and past in their own and other people's lives. They should use words and phrases such as old, past, present, new, now, then, long ago and in the past.</p> <p>Show an emerging sense of chronology by placing a few events in order.</p>	<p>Tell the difference between past and present.</p> <p>Compare their own lives with those of older generations.</p> <p>Listen to eye witness accounts from older generations.</p> <p>Begin to suggest why something might be different now than in the past using the terms: change, similar, different and compare.</p>	<p>Begin to identify and recount some details from the past from pictures and stories.</p> <p>Find answers to simple questions about the past by asking people from different generations questions.</p>	<p>Show knowledge and understanding about past in different ways: role play, drawing, writing and talking.</p>
<p>Following the topic the children should understand and be able to use and recall:</p>				

<p>Key terms:</p> <p>past, present, long ago, now, change, similar, different, compare</p>	<p>Knowledge</p> <p>Know that their parents and grandparents were born before them - in the past.</p>	<p>Knowledge</p> <p>Know that life was different for older generations.</p> <p>Know that different generations had different interests, ways of life and objects they lived with/used.</p>	<p>Knowledge</p> <p>State what life was like for someone living in their grandparent's generation.</p>	<p>Knowledge</p> <p>Know that life was different for previous generations and give examples of how.</p>
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<p>Year 2 Term 1 (history)</p> <p>Healthy living.</p> <p>Enquiry question: Why was Mary Seacole important?</p>	<p>Skill 1 Chronological understanding</p>	<p>Skill 2 Knowledge and understanding</p>	<p>Skill 3 Historical contexts</p>	<p>Skill 4 Organise, evaluate and communicate information</p>
<p>Historical Focus - Significance</p>	<p>In class children will:</p>			
<p>NC Objective:</p> <p>Study the lives of significant individuals in the past who have contributed to international achievements - Mary Seacole</p>	<p>Mary Seacole was born in 1805 in Jamaica to a Scottish soldier and a Jamaican nurse. Mary Seacole died in 1881 in London. Mary lived during the Victorian Era (link to Year 1 learning for the future). Use a timeline to place: birth of Mary, start of Victorian era, Crimean War, Mary's death and end of Victorian era.</p>	<p>Mary Seacole learnt about traditional herbal treatments and remedies from her mother. She always wanted to be a nurse. Mary wanted to help the British soldiers who were fighting in the Crimean war. She opened a "British Hotel" near to the battlefields where she looked after wounded soldiers using the traditional herbal treatments and remedies she learnt about from her mother. Mary showed great bravery by riding on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war. Mary was known amongst the soldiers as 'Mother Seacole' owing to her bravery.</p>	<p>Mary wanted to help the British soldiers who were fighting in the Crimean war because her father was Scottish and she felt part of the empire ruled by Victoria.</p> <p>Mary was awarded medals for her bravery and for helping and improving the lives of the soldiers through her nursing.</p>	<p>Find out about the life of Mary Seacole through looking at portraits at the time showing her wearing the medals she was awarded. Understand the significance of Mary Seacole in improving the lives of soldiers in the past. This is still remembered in the present - statue outside St Thomas hospital in London and as a role model for overcoming prejudice and adversity.</p>
<p>Following the topic the children should understand and be able to use and recall:</p>				
<p>Key terms: Victorian era, past, present, empire, significance</p>	<p>Knowledge Mary Seacole lived most of her adult life in the Victorian era.</p>	<p>Knowledge Mary travelled to Crimea and set up a hospital to look after the wounded soldiers. She even treated the soldiers on the battlefield.</p>	<p>Knowledge Mary wanted to help the soldiers because she felt part of the empire.</p>	<p>Knowledge Mary was significant because she helped improve the lives of the soldiers and she is still remembered today.</p>

<p>Year 3 Term 1 (geography)</p> <p>Mountains, volcanoes and earthquakes.</p> <p>Enquiry question: What happens when the tectonic plates move?</p>	<p>Skill 1</p> <p>Locational and Place knowledge</p>	<p>Skill 2</p> <p>Human and Physical Geography</p>	<p>Skill 3</p> <p>Fieldwork</p>
	<p>In class children will:</p>		
<p>Objective:</p> <p>Describe and understand key aspects of mountains, volcanoes and earthquakes.</p>	<p>Build on prior knowledge of UK countries by using maps to locate 3 countries in Europe (link to continent work in Year 2): France, Italy and Spain.</p> <p>Study maps to identify and locate mountainous regions in continent of Europe - Pennines, Snowdonia (Snowdon), Scottish Highlands (Ben Nevis), Alps, Pyrenees.</p> <p>Use maps to locate main mountain ranges (Himalayas, Rockies and Andes) and volcanoes (Mount Etna and Mount Fuji) in the other continents of the world.</p> <p>Add titles and labels to pictures/drawings of mountains.</p>	<p>Learn geographical vocabulary of: hill, mountain, earthquake and volcano.</p> <p>Have a basic understanding of the structure of the Earth.</p> <p>Understand about tectonic plates and how their movement causes earthquakes, volcanic eruptions and the formation of mountains.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Ask and answer questions about the effects of volcanoes on people who live under them.</p> <p>Ask and answer questions about the effects of earthquakes on people who live in earthquake zones such as Japan.</p>	<p>None in this unit.</p>

Following the topic the children should understand and be able to use and recall:

Key vocabulary:

volcano, lava, dormant, active and erupt, hill, mountain ranges, earthquake and volcano

Knowledge

Know where the main mountain ranges are in the world - Pennines, Himalayas, Rockies and Andes

Know where the volcanoes Mount Etna and Mount Fuji are located.

Knowledge

Know that a mountain is bigger than a hill.

Know that a volcano can erupt and an earthquake can occur when tectonic plates move.

Know that countries (such as Japan) build their houses and cities to withstand earthquakes.

<p>Year 4 Term 1 (history)</p> <p>Ancient Greece</p> <p>Enquiry question: What did the Greeks do for us?</p>	<p>Skill 1</p> <p>Chronological understanding</p>	<p>Skill 2</p> <p>Knowledge and understanding</p>	<p>Skill 3</p> <p>Historical contexts</p>	<p>Skill 4</p> <p>Organise, evaluate and communicate information</p>
<p>Historical focus - Cause and consequence.</p>	<p>In class children will:</p>			
<p>Objective:</p> <p><i>Ancient Greece</i></p> <p><i>Pupils should be taught a study of Greek life and achievements and their influence on the western world</i></p>	<p>Use key timelines to place the period within history.</p> <p>Use timelines to place the period within the world's history and place historical periods alongside other events happening elsewhere in the world i.e. Ancient Greece happening alongside the Iron Age in Britain.</p>	<p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences of status.</p> <p>Understand that the Ancient Greeks led the world in philosophy, mathematics and literacy as well as democracy and sport.</p> <p>Identify how aspects of life have changed during the time period and give reasons why. Investigate why the Athenians, not the Spartans (mention/light touch), introduced democracy. Link to literacy, and being an academic society.</p> <p>Understand when the Olympics were first held and why people participated.</p>	<p>Form own opinions about historical events from a range of sources</p> <p>Select the most appropriate material, using primary and secondary, for a particular task.</p>	<p>Present information in an organised and clearly structured way.</p> <p>Make accurate use of specific dates and terms</p>

		Describe how some changes impact both on subsequent period, and, in the long term, on today's society. The Olympics and democracy.		
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Following the topic the children should understand and be able to use and recall:

<p>Key terms:</p> <p>Century, democracy, parliament, Olympics, jury.</p>	<p>Knowledge</p> <p>Know that the Ancient Greek era was at the same time as the Iron age in Britain.</p> <p>Know that the Ancient Greeks were around before Christ (700-480 BC).</p>	<p>Knowledge</p> <p>Know that Solon began the Athenian democracy. Know that Pericles was also a famous Greek who promoted democracy.</p> <p>Understand that the Ancient Greeks introduced things that we still use/have today: trial by jury, Olympics, democracy (link to British parliament and way of life (PSHE).</p> <p>Know that the Olympics started in Olympia and that it is held every 4 years. Know that they were originally held in honour of Zeus the king of the gods.</p>	<p>Knowledge</p> <p>Understand and identify primary sources of evidence and know why they are used.</p> <p>Have an opinion about whether democracy is important, and whether they think we live in a democratic society.</p> <p>Have an opinion on whether the Olympics are important and why.</p>	<p>Knowledge</p> <p>Use key dates, facts, images, diagrams and subject specific vocabulary to create a presentation on an area of Greek life and share this with the class.</p>
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<p>Year 5 Term 1 (history)</p> <p>Britain's settlement by the Anglo Saxons.</p> <p>Enquiry question: What did the Anglo Saxons do after 410AD?</p>	<p>Skill 1</p> <p>Chronological understanding</p>	<p>Skill 2</p> <p>Knowledge and understanding</p>	<p>Skill 3</p> <p>Historical contexts</p>	<p>Skill 4</p> <p>Organise, evaluate and communicate information</p>
<p>Historical focus - Similarity, difference and significance.</p>	<p>In class children will:</p>			
<p>Objective:</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>To include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire (light touch). Anglo-Saxon art and culture.</p>	<p>Use key timelines to place the period within history.</p> <p>Use timelines to understand key events in the Anglo Saxon period such as: withdrawal of Romans, invasion of the Vikings (this will be studied in depth in Y6) and conversion to Christianity.</p>	<p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes in the Anglo Saxon period.</p> <p>Identify how aspects of life have changed after the Romans left Britain and give reasons why.</p> <p>Explore why the Anglo Saxons became craft's men and what they made.</p> <p>Investigate the culture of oral storytelling, and why this was important. They will explore how modern English has evolved from the Anglo Saxon times. (This could link to place names in and around Bristol and T2 topic.)</p>	<p>Use primary evidence and select the most appropriate material. Children to explore what they can learn about the past from Sutton Hoo - burial site from the Anglo Saxon period. (See link to History.org below. This can be used to explore the metalwork and jewellery of the time.)</p> <p>Form own opinions about historical events.</p>	<p>Present information in an organised and clearly structured way.</p> <p>Make accurate use of specific dates and terms.</p>

		Describe how some changes impact both on subsequent period, and, in the long term, on today's society. E.g. The evolution of modern spoken English.		
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Following the topic the children should understand and be able to use and recall:

<p>Key terms:</p> <p>Withdrawal, Anglo Saxon, conversion, craftsmen, century, AD, artefacts.</p>	<p>Knowledge</p> <p>Know that the Anglo Saxon period occurred after the Romans left Britain and lasted for around 600 years.</p> <p>Know that many different people settled in England during this era and that this is when Britain converted to Christianity.</p>	<p>Knowledge</p> <p><i>Understand that after the Romans left Britain there was a power gap and people from other European countries came to Britain.</i></p> <p><i>Know that the Anglo Saxons were considered to be master craftsmen and that they made jewellery, games, toys and musical instruments.</i></p> <p><i>Know that the Anglo Saxons had a culture of oral storytelling, and that most people at this time did not read.</i></p> <p><i>Understand that with the Anglo Saxons spoke a form of English that has evolved into the modern English language.</i></p>	<p>Knowledge</p> <p>Understand that we can learn about the past from a range of artefacts, which are primary sources. Use the example of Sutton Hoo to explain why primary evidence is used.</p> <p>Have an opinion about whether the Anglo Saxons were master craftsmen.</p>	<p>Knowledge</p> <p>Use key dates, facts, images, diagrams and subject specific vocabulary.</p>
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<https://www.history.org.uk/primary/resource/3868> - Sutton Hoo and primary sources of evidence.

Lots of future links to English for this topic (Kennings, riddles, Beowolf...)

<p>Year 6 - Term 1 (geography)</p> <p>Our Frozen World</p> <p>Inquiry question: Why are some places always frozen?</p>	<p>Skill 1</p> <p>Locational and place knowledge</p>	<p>Skill 2</p> <p>Human and physical geography</p>	<p>Skill 3</p> <p>Fieldwork</p>
<p>In class children will:</p>			
<p>Objective:</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Describe and understand key aspects of the biome- Tundra (Antarctica).</p> <p>Use six-figure grid references to build knowledge of UK and wider world (including use of Ordnance Survey maps).</p>	<p>Select the most appropriate map for different purposes.</p> <p>Use maps to identify longitude and latitude, Northern and Southern Hemisphere, the Equator and the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Understand the term 'biome' - areas of our planet with similar climates, landscapes, animals and plants.</p> <p>Explain the climate, natural resources, human and physical features of the Antarctica Tundra biome (will link to work in Year 4 on 'What is happening to our World').</p> <p>Learn that the Antarctic is far from the Equator, so is extremely cold. It is made of glaciers, which are melting as a result of climate change. (Link to Y4 work.) It is mostly covered with 1 mile of ice. (Link to science work on materials Y5.)</p> <p>Understand some of the plants and animals that live in this environment and how they survive (Link to Y6 science): penguins, seals, grasses, mosses and algae.</p> <p>Know that there are no trees and bushes due to the cold climate and poor soil. (Compare and contrast with Amazon - Year 5 work).</p> <p>Compare climate and lifestyle in the polar environment to that of the Amazon rain forest (Year 5 learning). Understand that their</p>	<p>Use 6 figure grid references and an OS map to identify key features in Bristol - Cabot Tower (potential link to work on Bristol), Suspension Bridge and Avon Gorge, both Cathedrals and SS Great Britain.</p>

		proximity or not to the equator affects the different climates and therefore how living things survive in these places.	
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Following the topic the children should understand and be able to use and recall:

<p><u>Key vocabulary:</u></p> <p>biome, Antarctic/Arctic tundra, Tropic of Cancer, Tropic of Capricorn, Northern & Southern Hemisphere, Equator, longitude, latitude, glacier, climate change, global warming</p>	<p><u>Knowledge</u></p> <p>The Antarctic is in the Southern Hemisphere in the Antarctic Circle and that the South Pole is located there.</p> <p>The Arctic is in the Northern hemisphere in the Arctic Circle and the North Pole is located there.</p> <p>The Antarctic is the most southerly continent on Earth and it is surrounded by the Southern Ocean.</p> <p>Antarctica is bigger than Europe.</p>	<p><u>Knowledge</u></p> <p>Due to the distance from the Equator, the polar regions are always cold.</p> <p>The Antarctic is not inhabited by humans.</p> <p>The Antarctic is made of glaciers, which are melting as a result of climate change.</p> <p>Animals and plants have adapted to the coldness of the region to survive.</p> <p>Know that the Antarctic and Amazon regions are very different: cold/hot, few animals/many animals, no vegetation/forests.</p>	<p><u>Knowledge</u></p> <p>Know and name the eight points of a compass (Orienteering).</p> <p>Be able to use the 6-figure grid reference to find and describe position of places on a map.</p>
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