

Topic at Weetwood (History and Geography)

	Autumn	Spring	Summer
Year 1	Cracking Ideas 	Headingley / India 	Great Fire of London 
Objectives:	<p>History:</p> <ul style="list-style-type: none"> • a change within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Significant historical events, people and places in their own locality. <p>-Pupils will develop an understanding of what history is – showing important word events on a timeline and think about the different sources that can be used for historical evidence.</p> <p><u>Cracking Ideas</u> –Inventions</p> <p>-Pupils will identify new and old inventions and match them up.</p> <p>-They will look at how trains have changed over time, focussing on The Rocket and George Stephenson.</p> <p>-Pupils will identify the different parts of the Rocket and talk about how a steam engine works.</p> <p>-Pupils will look at the more modern train, The Bullet and compare it to the Rocket.</p> <p>-Pupils will explore the history of the school, a former home for ‘waifs and strays’.</p> <p>-Pupils will gain knowledge and understanding of the ideas and work of Ernest Beckett MP, who helped the poor and needy in Headingley in 1894.</p> <p>-Pupils will look at how Queen Victoria and Prince Albert introduced many of the Christmas Traditions we have today.</p>	<p>Geography:</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • 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, port, harbour and shop. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a 	<p>History:</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. <p>Geography:</p> <ul style="list-style-type: none"> • develop knowledge about the United Kingdom and their locality. • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <p>-Pupils will identify the 4 main countries of the UK and their capital cities.</p> <p>-Pupils will look at London as it is today, using landmarks and features along the River Thames.</p> <p>-Pupils will look at the different jobs from the past and present in London.</p> <p>-They will find out about the Great Fire of London: -dates, where it started and how it started, why it spread so quickly and far.</p> <p>-Pupils will look at different sources of evidence and how we knew about the Great Fire of London- concentrating on Samuel Pepys.</p>

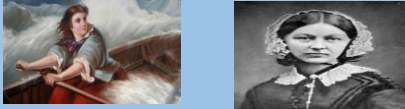


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		<p>simple map; and use and construct basic symbols in a key.</p> <p>-Pupils will learn about the 7 continents of the world – labelling and naming them on a World Map. -Pupils will identify the 4 main compass points to describe positions. Australia - Pupils will name and locate the 7 main territories and their main cities, thinking about the different landscapes in Australia.</p>	<p>-They will create pictures based on pictures of the Great Fire and create their own diary entries. -They will talk about how it was rebuilt and the different ideas that were given</p>
Skills	<ul style="list-style-type: none"> ● Chronology: sequencing, ordering, recognising the difference between the past and the present in their own and the lives of others’. ● Interpretations of history: Analysing evidence from the past: pictures, photographs and buildings. How reliable are they? ● Understanding the difference between fact and opinion. ● Finding answers to simple questions by looking at evidence and various sources of information. ● Communicating knowledge through discussion, drawing, making models and writing. 	<ul style="list-style-type: none"> ● Geographical Enquiry: Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. ● Direction/Location: Follow directions (Up, down, left/right, forwards/backwards) ● Drawing Maps: Draw picture maps of imaginary places and from stories. ● Representation: Use own symbols on imaginary map. ● Using Maps: Use a simple picture map to move around the school; Recognise that it is about a place. ● Scale/Distance: Use relative vocabulary (e.g. bigger/smaller, like/dislike) ● Perspective: Draw around objects to make a plan. ● Map Knowledge: Learn names of some places within/around the UK. E.g. Hometown, cities, countries e.g. Wales, France. ● Style of Map: Picture maps and globes 	<ul style="list-style-type: none"> ● Interpreting history: understanding the difference between the past and the present. ● Gaining knowledge and understanding of key dates and facts. ● Analysing difference between fact and fiction through stories and poems about the Great Fire. ● Questioning and understanding answers to those questions from a variety of sources. ● Communicating their knowledge through a range of responses: pictures/paintings and writing their own diaries. ● Geographical Enquiry: Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. ● Direction/Location: Follow directions (Up, down, left/right, forwards/backwards) ● Drawing Maps: Draw picture maps of imaginary places and from stories. ● Representation: Use own symbols on imaginary map.

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			<ul style="list-style-type: none">● Perspective: Draw around objects to make a plan.● Map Knowledge: Learn names of some places within/around the UK. E.g. Hometown, cities, countries e.g. Wales, France.● Style of Map: Picture maps and globes
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Year 2	Grace Darling and Florence Nightingale 	Extreme Weather 	The Seaside 
Objectives:	<p>History:</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally. • the lives of significant individuals in the past who have contributed to national and international achievements. <p>Grace Darling: The pupils will learn about the early life of Grace Darling and the events that made her famous.</p> <p>Florence Nightingale: The pupils will learn about the life and work of Florence Nightingale. The pupils will also learn about the impact Florence has on healthcare today.</p> <p>The pupils will also compare the life and work of Florence Nightingale and Grace Darling.</p>	<p>Geography:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans. • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>The pupils will identify seasonal and daily weather patterns in the UK and other parts of the world, which experience contrasting weather.</p> <p>The pupils will research extreme weather such as localised flooding and snowstorms.</p>	<p>Geography:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seaside. • identify seasonal and daily weather patterns in the United Kingdom. • use basic geographical vocabulary to refer to: key physical features. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • 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. • 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>History:</p> <ul style="list-style-type: none"> • a change within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • significant historical events, people and places in their own locality. <p>The pupils will use a map to locate key seaside towns around the UK. They will explore the physical geography of a seaside town.</p>




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			<p>The pupils will explore what seaside holidays were like in the Victorian times and compare this to their own experiences of seaside holidays.</p> <p>Pupils will explore Scarborough.</p> <p>Pupils will look at Victorian Scarborough.</p> <p>Pupils will learn about Anne Bronte, buried in Scarborough. Why was Scarborough a destination for Victorians?</p>
Skills:	<ul style="list-style-type: none"> • Knowledge and understanding of the two lives and when they lived • Chronology-when did they live? • Interpretations of history: comparing and contrasting two different figures from the past. Asking and answering questions based upon the evidence from artefacts, books and pictures. • Interpretations of history: discussing reliability of sources and evidence. • Communicating their knowledge through discussion, written responses and drawing. 	<ul style="list-style-type: none"> • Geographical Enquiry: Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places. • Using Maps: Use an infant atlas to locate places. • Scale/distance: Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) • Perspective: Look down on objects to make a plan view map. • Style of Map: Find land/sea on globe. Use large scale OS maps. Use an infant atlas 	<ul style="list-style-type: none"> • Chronology-When did Scarborough emerge as a tourist attraction? • Knowledge and understanding- why did people go there? What was it like to visit it? • Interpretations of history-what was life like in Victorian Bradford for Anne Bronte and why did she go to Scarborough? • Enquiry skills-use a source to investigate the past. • Communicating knowledge using drawings, pictures, discussions and presentations. • Geographical Enquiry: Children encouraged to ask simple geographical questions; Where is it? What is it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings. Make simple comparisons between features of different places. • Direction/Location: Follow directions (as yr 1 and inc'. NSEW) • Drawing Maps: Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) • Representation Begin to understand the need for a key. Use class agreed symbols to make a simple key.

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			<ul style="list-style-type: none">● Using Maps: Use an infant atlas to locate places.● Scale/distance: Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)● Perspective: Look down on objects to make a plan view map.● Map Knowledge: Locate and name on UK map major features e.g. London, River Thames, home location, seas.● Style of Map: Find land/sea on globe. Use teacher drawn base maps Use large-scale OS maps. Use an infant atlas
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Year 3	<div style="text-align: center;">The Stone Age to The Iron Age</div> 	<div style="text-align: center;">Mexico</div> 	<div style="text-align: center;">Ancient Egypt</div> 
Objectives:	<p>Geography:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions, key physical and human characteristics, key topographical features (including hills, mountains, coasts and rivers) and the land – use patterns: and understand how some of these aspects have changed over time. <p>History:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age a local history study <p>The pupils will locate Scotland and the Orkney Isles on a map. They will identify human and physical characteristics of the area. The pupils will identify that the Bronze Age followed the Stone Age and that Bronze was discovered by mixing tin and copper. They will then identify that the Iron Age followed the Bronze Age and developments made.</p>	<p>Geography:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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). understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use the eight points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world. <p>The pupils will locate Mexico on a map, N America They will identify the human and physical characteristics of Mexico & the main cities. The pupils will find out about the climate in relation to its location on the Tropic of Cancer.</p>	<p>History:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. <p>Geography:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Pupils will learn about one of the earliest civilisations, Ancient Egypt, where and when it appeared and Egyptian life. Pupils will learn about Egyptian life (continued), Gods and Goddesses, beliefs and religion. The pupils will identify Egypt in an atlas and identify the country is in Africa.</p>




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		<p>They will compare and identify similarities and differences between Mexico and the UK.</p> <p>They will look at human geography of Mexico</p> <p>Pupils will learn about traditional Mexican celebrations including Day of the Dead.</p> <p>Pupils will learn about Aztecs and how they settled in Mexico.</p>	
Skills:	<ul style="list-style-type: none"> ● Chronology: order and sequencing time periods on a timeline. Use dates and terms to describe time periods e.g. Neolithic, prehistoric, Stone, Iron and Bronze Ages. ● Historical knowledge and understanding: finding out about the lives of people from the above periods and making comparisons between our lives today. Understanding reasons for people's behaviour and what drives people's actions. ● Interpretations of history: looking at artefacts and drawing conclusions. Understand the way the time period is represented: Mary Anning and the fossil hunters. What is left behind and what conclusions can we draw from these? ● Historical Enquiry: using a range of sources to find out more-fossils, buildings, Stonehenge, books and stories. ● Communicating their knowledge through a range of written work, drawings and role-play activities. ● Geographical Enquiry: Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale 	<ul style="list-style-type: none"> ● Geographical Enquiry: Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. ● Direction/Location: Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. ● Drawing Maps: Try to make a map of a short route experienced, with features in correct order; Representation: Try to make a simple scale drawing. ● Representation: Know why a key is needed. Use standard symbols. ● Using Maps: Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<ul style="list-style-type: none"> ● Chronology: understanding when the Egyptians lived and understanding more complex time periods and terms such as AD/CE and BC/BCE. Sequencing and ordering of the time periods. ● Historical knowledge and understanding: what was life like then? Gaining knowledge and understanding of beliefs and gods and goddesses, farming and irrigation. ● Interpretations of history: understand and explore how the Egyptians are represented-through their stories, buildings and art work. Comparing and contrasting with other civilisations and time periods. ● Historical enquiry: using a range of sources to find out about the period-from text books, artefacts and Nesyayum-the mummy in Leeds City Museum. What can we find out? ● Communicating our knowledge through written responses and drawings and findings. ● Geographical Enquiry: Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Begin to collect and record evidence ● Direction/Location: Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.

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	<p>Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> <ul style="list-style-type: none"> ● Drawing Maps: Try to make a map of a short route experienced, with features in correct order; Representation: Try to make a simple scale drawing. ● Representation: Know why a key is needed. Use standard symbols. ● Perspective: Begin to draw a sketch map from a high view point. ● Style of Map: Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> ● Scale/Distance: Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) ● Map Knowledge: Begin to identify points on maps A,B and C ● Style of Map: Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> ● Perspective: Begin to draw a sketch map from a high view point. ● Map Knowledge: Begin to identify points on maps A,B and C ● Style of Map: Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.
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Year 4	<p style="text-align: center;">Ancient Greece</p> 	<p style="text-align: center;">Europe / Italy</p> 	<ul style="list-style-type: none"> National Parks Yorkshire Dales/York/Yorkshire invaders (H & G) 
Objectives:	<ul style="list-style-type: none"> History: Ancient Greece – a study of Greek life and achievements and their influence on the western world the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day Geography: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<ul style="list-style-type: none"> Geography: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> History: Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion: Jorvik Geography: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America human geography, including: types of settlement and land use, economic activity



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			<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. ● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Skills:	<ul style="list-style-type: none"> ● Geographical enquiry: Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs ● Direction/Location: Use 4 compass points well: ● Drawing Maps: Make a map of a short route experienced, with features in correct order; ● Perspective: Draw a sketch map from a high view point. ● Map Knowledge: Begin to identify significant places and environments ● Style of Map: Use junior atlases. 	<ul style="list-style-type: none"> ● Geographical enquiry: Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps ● Direction/Location: Use 4 compass points well: 	<ul style="list-style-type: none"> ● Geographical enquiry: Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps ● Direction/Location: Use 4 compass points well: Begin to use 8 compass points; □ Use letter/no. co-ordinates to locate features on a map confidently.

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	<p>Use map sites on internet. Identify features on aerial/oblique photographs.</p>	<p>Begin to use 8 compass points; □ Use letter/no. co-ordinates to locate features on a map confidently.</p> <ul style="list-style-type: none"> ● Drawing Maps: Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. ● Representation: Know why a key is needed. Begin to recognise symbols on an OS map. ● Using Maps: Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. ● Scale/Distance: Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) ● Perspective: Draw a sketch map from a high view point. ● Map Knowledge: Begin to identify significant places and environments ● Style of Map: Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> ● Drawing Maps: Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. ● Representation: Know why a key is needed. Begin to recognise symbols on an OS map. ● Using Maps: Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. ● Scale/Distance: Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) ● Perspective: Draw a sketch map from a high view point. ● Map Knowledge: Begin to identify significant places and environments ● Style of Map: Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.
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Year 5	<p style="text-align: center;">Conflict</p>  <p style="text-align: center;"><u>The Great War 1914-1918</u></p>	<p style="text-align: center;">Restless Earth</p> 	<p style="text-align: center;">Africa and the Slave Trade</p> 
Objectives:	<p>History:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>Geography:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>The pupils will learn about WW1 and its causes, what it was like to be a soldier in WW1? What was trench warfare like and why was it used? How was propaganda used during the war? What was it like to be in the Battle of the Somme? What is the truth of the Christmas Truce? What can we learn about the war from objects left behind?</p>	<p>Geography:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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). physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <p>The pupils will learn to answer: What is the structure of the earth? What is continental drift? What happens when tectonic plate move? How</p>	<p>History: Africa and the Slave Trade</p> <ul style="list-style-type: none"> a local history study: William Wilberforce HULL, Yorkshire.. a significant turning point in British history: Abolition of Slavery. <p>Geography:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.




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		are earthquakes measured? What is the impact of an earthquakes on a community? How can we earthquake-proof cities? Why do people live in earthquake and volcanic zones?	
Skills:	<p>Chronology: when did the war begin and end? Sequencing events of the 20th century on a timeline. Use the correct terms and dates when referring to the conflict: Western Front, British Empire, 1914-1918. Compare and contrast with empires and conflicts, past and present.</p> <p>Knowledge and understanding: understanding why the war happened and the events which led up to it. Understand the effects and results of the war on society and the people who lived through it. Impact on men and women and social change following the war. E.g. votes for women. Understand what it was like to be a soldier in WW1. What was life like at home?</p> <p>Interpretations of history: Compare recounts and accounts of the war from different sources-fact (Walter Tull/Wilfrid Owen) and fiction (The Christmas Truce by Carol Ann Duffy/War Horse by Michael Morpurgo/War Game by Michael Foreman).</p> <p>Offer reasons for different accounts of events: different versions of the Christmas Truce.</p> <p>Historical Enquiry: Looking at artefacts/evidence to find out what life was like in the trenches. Discuss primary and secondary evidence and the differences. Use this evidence to build up a picture of the event. E.g. letters from the trenches about the Christmas Truce c.f Sainsbury's advert. Use the library and the internet to research conditions in the trenches.</p>	<ul style="list-style-type: none"> ● Geographical Enquiry: Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life ● Direction/Location: Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. ● Drawing Maps: Begin to draw a variety of thematic maps based on their own data. ● Representation: Draw a sketch map using symbols and a key; Use/recognise OS map symbols. ● Using Maps: Compare maps with aerial photographs. 	<ul style="list-style-type: none"> ● Geographical Enquiry: Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life ● Map Knowledge: Identify significant places and environments

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	<p>Communicating their knowledge and understanding through role-play, written accounts, letters, poems and leaflets.</p> <ul style="list-style-type: none"> ● Geographical Enquiry: Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life ● Drawing Maps: Begin to draw a variety of thematic maps based on their own data. ● Representation: Draw a sketch map using symbols and a key; ● Using Maps: Compare maps with aerial photographs. Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) ● Map Knowledge: Identify significant places and environments ● Style of Map: Use index and contents page within atlases. 	<p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <ul style="list-style-type: none"> ● Scale/Distance: Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) ● Perspective: Draw a plan view map with some accuracy. ● Map Knowledge: Identify significant places and environments ● Style of Map: Use index and contents page within atlases. <p>Use medium scale land ranger OS maps.</p>	
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Year 6	<p style="text-align: center;">Victorians</p> 	<p style="text-align: center;">America</p> 	<p style="text-align: center;">Roman Britain</p> 
Objectives:	<p>History:</p> <ul style="list-style-type: none"> • a local history study: Leeds. • a significant turning point in British history, for example, the first railways or the Battle of Britain. <p>Geography:</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>The pupils will learn: Who were they? When did Victoria rule? What was life like in Leeds in the Victorian times? Victorian pupils, Victorian jobs and child labour, the railway and growth of towns, the reform act, population boom, leisure time, Victorian schools.</p>	<p>Geography: <u>America</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • 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). • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <p>The pupils will learn to answer: What is the structure of the earth? What is continental drift? What happens when tectonic plate move? How are earthquakes measured? What is the impact of an</p>	<p>History: <u>Romans</u></p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>Geography:</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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		earthquakes on a community? How can we earthquake-proof cities? Why do people live in earthquake and volcanic zones?	
Skills:	<ul style="list-style-type: none"> • Geographical Enquiry: Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. • Drawing Maps: Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. • Representation: Use atlas symbols. • Using Maps: Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Draw/use maps and plans at a range of scales. • Perspective: Draw a plan view map accurately. • Map Knowledge: Confidently identify significant places and environments Confidently use an atlas. Recognise world map as a flattened globe. 	<ul style="list-style-type: none"> • Geographical Enquiry: Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. • Direction/Location: Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Drawing Maps: Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. • Representation: Use/recognise OS map symbols; Use atlas symbols. • Using Maps: Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. 	<ul style="list-style-type: none"> • Geographical Enquiry: Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. • Drawing Maps: Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. • Representation: Use atlas symbols. • Using Maps: Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Draw/use maps and plans at a range of scales. • Perspective: Draw a plan view map accurately. • Map Knowledge: Confidently identify significant places and environments Confidently use an atlas. Recognise world map as a flattened globe.

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		<p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <ul style="list-style-type: none">● Scale/Distance: Use a scale to measure distances. Draw/use maps and plans at a range of scales.● Perspective: Draw a plan view map accurately.● Map Knowledge: Confidently identify significant places and environments● Style of Map: Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.	
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