



SHERINGDALE

**Sheringdale History and Geography Medium Term Plan KS1
and KS2**

Geography in EYFS

Three and FourYear-Olds	Mathematics		<ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
	Understanding the World		<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

		The Natural World	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.
--	--	-------------------	--

History in EYFS			
Three and FourYear-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year: 1

Term: Autumn

Topic: Magnificent Me

Humanities NC main objective	HISTORY: Toys Through Time <ul style="list-style-type: none"><i>Know about and understand changes through living memory.</i> <p><u>Chronology:</u> Children to develop awareness of the past, see similarities and differences between past and present, use vocabulary: old, new, then, now, the past. Begin a class timeline that will go up with the class to year2. Add current year.</p> <p><u>Historical enquiry:</u> Begin to look at different historical sources (artefacts, pictures/paintings); know that past can be represented in different ways</p> <p>BHM:</p> <ul style="list-style-type: none"><i>The lives of significant individuals in the past who have contributed to national and international achievements</i><i>Significant historical events, people and places</i>	GEOGRAPHY: Southfields Human and Physical Geography, Geographical skills and fieldwork 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. 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.
topic link	Looking at toys in present, toys at different ages/stages of life, old toys, grandparents' toys, toy museum Black History Month – Rosa Parks	Human and physical features of school grounds and Southfields (inc. Coronation Gardens – fieldwork opportunities) Focus on basic directional language, use aerial photographs to recognise landmarks.
Lesson 1	WALT: Understand what toys are like today.	WALT: Identify the differences between rural and urban areas and know which I live in.
Lesson 2	WALT: Understand that toys change as people get older.	WALT: Explore and record the features of our school grounds.
Lesson 3	WALT: Understand what makes toys old.	WALT: Recognise the symbols used on an Ordnance Survey map.

Lesson 4	WALT: Compare Victorian toys with Modern toys.	WALT: Identify and recognise human and physical features
Lesson 5	WALT: understand changes within and beyond living memory that are significant nationally or globally (workshop).	WALT: explore and record the physical and human features of our local area.
Lesson 6	WALT: Learn about the life of a significant individual in the past. (BHM)	WALT: Create a map of my local area.

Year: 1
Term: Spring

Topic: All aboard...!

<p>Humanities NC main objective</p>	<p><u>HISTORY: Transport</u></p> <ul style="list-style-type: none"> • <i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</i> • <i>Know about events beyond living memory that are significant globally</i> • <i>Learn about the lives of significant individuals in the past who have contributes to national and international achievements</i> <p><u>Chronology:</u> Children to use historical terms to describe past, begin to understand the passing of time (then, now), add the Titanic and inventors onto the class timeline.</p> <p><u>Cause and consequence:</u> Begin to understand cause and consequence of actions and events (Modes of transport then and now)</p> <p><u>Historical enquiry:</u> After being presented with various sources, children should be able to choose the relevant ones, linked with the story; understand how the past can be represented.</p>	<p>GEOGRAPHY: the UK</p> <p>Locational Knowledge and Human and Physical Geography</p> <p>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</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> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
<p>topic link</p>	<p>Transport through the ages including flight (e.g. Amy Johnson, Wright Brothers, Karl Benz, Leonardo da Vinci, the Titanic, Maria Beasley (the life raft) etc).</p>	<p>All around the UK – seas, countries and capitals. Begin to use maps and atlases. Physical features of towns in UK. Using locational and directional language – sale a ship around the UK.</p>
<p>Lesson 1</p>	<p>WALT: Ask sensible questions about our new topic; All Aboard...!</p>	<p>WALT: Locate on a map the four countries in the UK.</p>

Lesson 2	WALT: Identify old and new modes of transport.	WALT: Identify the four capital cities and the surrounding seas in the UK.
Lesson 3	WALT: Understand how planes have changed.	WALT: Describe the human and physical features of London.
Lesson 4	WALT: Explore the impact of significant figures.	WALT: Explain the differences between human and physical features.
Lesson 5	WALT: Compare significant figures and their achievements.	WALT: Show my understanding of the UK.

Year: 1

Term: Summer

Topic: Food Glorious Food

Humanities NC main objective	HISTORY: The History of Chocolate <ul style="list-style-type: none">• <i>Know about events beyond living memory that are significant globally</i>	GEOGRAPHY: Weather Human and Physical Geography
	<ul style="list-style-type: none">• <i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements</i> <p><u>Chronology:</u> Children develop understanding of the past, using common words and phrases relating to the passing of time; add the new individuals or events to the class timeline.</p> <p><u>Cause and consequence:</u> What do Rudolf Lindt and John Cadbury have in common? Cause and consequence of their actions.</p> <p><u>Historical enquiry:</u> Children look at a variety of sources and begin to distinguish between relevant and irrelevant ones to their learning. Begin to ask relevant questions.</p>	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.
topic link	Track chocolate through time from the Ancient Mayans bitter cacao bean chocolate to the sweeter versions created by Rudolf Lindt and John Cadbury.	Weather patterns in the UK (Spring and Summer) – Science link with Seasonal changes
Lesson 1	WALT: ask questions to build upon what I know.	WALT: identify different weather around the world
Lesson 2	WALT: explore events beyond living memory.	WALT: Identify the types of clothing worn in different weathers.

Lesson 3	WALT: understand events beyond living memory and their global impact.	WALT: Identify types of weather in the UK and record the daily weather in our area.
Lesson 4	WALT: Use pictures and facts to find out why Mr Cadbury is famous today.	WALT: Explore how the weather affects different jobs.
Lesson 5	WALT: Compare significant figures and their achievements.	WALT: Recognise human and physical features of Littlehampton.

Year: 2

Term: Autumn

Topic: Fire and Ice

<p>Humanities NC main objective</p>	<p><u>HISTORY: Great Fire of London</u></p> <ul style="list-style-type: none">• <i>Know about and understand events beyond living memory that are significant nationally</i> <p><u>Chronology:</u> sequence events and create a timeline of events during GfoL, place it on a timeline, add events the children studied before (e.g. Titanic) to begin to understand the importance of dates – the timeline to move up with the class to year 3</p> <p><u>Cause and consequence:</u> explain why GfoL took place and how life changed, (e.g. through role-play, comparing before/after fire pictures, creative writing), offer 2/3 reasons why an event took place.</p> <p><u>Historical enquiry:</u> ask and answer historically relevant questions while discovering and using primary and secondary sources (diaries, letters, maps, paintings)</p> <p>BHM:</p> <ul style="list-style-type: none">• <i>The lives of significant individuals in the past who have contributed to national and international achievements</i>• <i>Significant historical events, people and places</i>	<p>GEOGRAPHY: Hot and Cold Places</p> <p>Locational Knowledge / Human and Physical Geography</p> <p>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.</p> <p>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.</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> <p>Name and locate the world’s seven continents and five oceans.</p>
<p>topic link</p>	<p>FIRE: Life in 1666 in London, causes of great fire, role-playing of people during fire, looking at sources from great fire, painting/pictures of the great fire</p> <p>Black History Month – George Arthur Roberts</p>	<p>Continents and oceans, hot and cold areas – Begin using compass directions</p> <p>Weather patterns (Autumn and Winter) – Science link with Seasonal changes</p>

Lesson 1	WALT: Ask questions about a historical event (beyond memory)	WALT: Name and locate the world's seven continents Use world maps, atlases and globes to identify continents and oceans studied.
Lesson 2	WALT: Develop a sense of chronology	WALT: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Lesson 3	WALT: Understand some ways in which we find out about the past	WALT: Use simple compass directions (North, South, East and West), locational and directional language to describe the location of features and routes on a map.
Lesson 4	WALT: Explore what life was like during the Great Fire of London	WALT: Use basic geographical vocabulary to refer to key physical features of Antarctica
Lesson 5	WALT: Explain the causes of the Great Fire of London	WALT: Use aerial photographs and plan perspectives to devise a simple map and use and construct basic symbols in a key.
Lesson 6	WALT: Understand how London was rebuilt after the fire.	WALT: Identify seasonal and daily weather patterns UK and Antarctic comparison

Year: 2
Term: Spring

Topic: Heroes of the World

Humanities NC main objective	<p>History: Significant figures of the past</p> <ul style="list-style-type: none">• <i>Compare the lives of significant individuals in the past who have contributed to national and international achievements.</i>• <i>Learn about events beyond living memory that are significant nationally or globally</i> <p><u>Chronology:</u> Place the significant people on the class timeline and understand how life was different before and after the specific events (e.g. during and after apartheid); sequence life events in order, using everyday historical terms and vocabulary</p> <p><u>Cause and consequence:</u> understand and give examples of how the significant figures changed the world.</p>	<p>GEOGRAPHY: Africa</p> <p>Place Knowledge / Human and Physical Geography</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>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.</p> <p>Name and locate the world's seven continents and five oceans.</p>
	<p><u>Historical enquiry:</u> Ask and answer relevant questions based on various primary and secondary sources; explain parts of story, choosing a relevant evidence</p>	
topic link	Historical and modern figures who've made lasting impressions. E.g., Martin Luther King Jr., Mary Seacole, Ghandi or David Attenborough, Greta Thunburg or Captain Tom.	Compare the UK to a contrasting non-European area (Africa) Use maps and aerial photographs to explore human and physical features
Lesson 1	WALT: Explore topic using artefacts and questions	WALT: Understand where I am in the world.
Lesson 2	WALT: Understand that dates describe events in time	WALT: Name and locate countries in Africa.

Lesson 3	WALT: Understand the life of Mary Seacole by using sources.	WALT: use simple compass directions.
Lesson 4	WALT: Understand the life of Martin Luther King	WALT: to know the five oceans of the world
Lesson 5	<u>WALT:</u> Understand the lives of Ghandi and David Attenborough	WALT: human and physical geography of a small area of the UK
Lesson 6	WALT: Understand the lives of Greta Thunburg and Captain Thomas Moore	WALT: human and physical features in Zambia

Year: 2

Term: Summer

Topic: Location Location!

<p>Humanities NC main objective</p>	<p><u>History: History of Southfields (Including Wimbledon Tennis Lawns)</u></p> <ul style="list-style-type: none">• <i>Learn about and understand significant historical events, people and places in their own locality</i>• <i>Know about events beyond living memory that are significant nationally or globally</i> <p><u>Chronology:</u> Understand how Sheringdale / Southfields have changed over time; use dates to place events on a timeline, children make their own timelines</p> <p><u>Cause and consequence:</u> understand and explain how building a railway has changed the area/how Wimbledon tennis benefited the area.</p> <p><u>Historical enquiry:</u> Use various sources (eye witness accounts, photographs, school logos, maps, buildings) to ask and answer historically relevant questions.</p>	<p>GEOGRAPHY: Comparing Southfields to a contrasting area</p> <p>Place Knowledge</p> <p>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> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">□ 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
<p>topic link</p>	<p>Southfields – Compare pictures past/present, History of Wimbledon Tennis (visit); how District Line changed land use in Southfields (the grid, amount of green). Sheringdale in the past, how school has changed over time, first-hand accounts of Sheringdale in the past.</p>	<p>Comparison of Southfields to contrasting place e.g. Littlehampton, Surrey Hills or Eastbourne (field trip). Human and physical features. Aerial photos and simple sketch maps routes taken (including basic key with symbols). Begin using four compass directions.</p>
<p>Lesson 1</p>	<p>WALT: think about historical events in my life so far (all about me – chronological awareness)</p>	<p>WALT: know what type of area I live in (urban)</p>
<p>Lesson 2</p>	<p>WALT: create a timeline for our local area</p>	<p>WALT: recognise human and physical features of our local area (Southfields)</p>

Lesson 3	WALT: comparison of Southfields in the past and present)	WALT: use their simple observational skills to study the locality of their local area and surrounding environment. (WALK)
Lesson 4	WALT: find out information from the past using a source	WALT: To use aerial photographs and plan perspectives to recognise and create landmarks
Lesson 5	WALT: know about the lives of significant individuals in the past, who have contributed to national and international achievements. (Andy Murray)	WALT: Draw a sketch map of our locality (aerial)
Lesson 6	WALT: Know why Wimbledon is important to our local area	WALT: compare human and physical features of Southfields and Littlehampton

Year: 3

Term: Autumn

Topic: Stones and Bones

Humanities NC main objective	<p>History: Changes from Stone Age to Iron Age</p> <ul style="list-style-type: none">• <i>Learn about the changes in Britain from the Stone Age to the Iron Age</i> <p><u>Chronology:</u> Develop understanding of AD and BCE, sequence events, understand passing of time by using vocabulary like ‘during, while’</p> <p><u>Continuity and change:</u> Understand some of the key points and the main differences between today and period studied.</p> <p><u>Cause and consequence:</u> Understand that events can happen because of general, impersonal causes; analyse actions of people</p> <p><u>Historical enquiry:</u> Use varied sources to compare, draw conclusions and justify them; begin looking for evidence of change (e.g., make deductions about way of life by studying evidence of buildings left behind, draw inferences from archaeological finds); identify new ways in which the past is represented; use sources to answer inference questions about the past</p>	<p>GEOGRAPHY: Volcanoes</p> <p>Human and Physical Geography</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
topic link	How people used stone, why it was called stone age, what can we learn from stone remains, why was Stonehenge built Black History Month – Williams’ sisters (tennis)	Volcanoes (Italy, Iceland) and Earthquakes (famous: Indian Ocean 2004, Haiti 2010, Japan 2011, Nepal 2015) (link to rocks and soils in Science)
Lesson 1	WALT: Explore the Stone age	WALT: find out about our new topic on Volcanoes and earthquakes
Lesson 2	WALT: understand how the period from the Stone Age to the Iron Age fits into British history	WALT: understand the structure of the earth

Lesson 3	WALT: explore the ways hunter-gatherers survived in the stone age.	WALT: identify volcanic islands on a map
Lesson 4	WALT: examine non-written sources of evidence about the Stone Age	WALT: understand the effects of volcanoes
Lesson 5	WALT: research information about the Williams sisters	WALT: Explain the effects of an Earthquake
Lesson 6	WALT: understand how the Bronze age replaced the stone age	WALT: compare and contrast the effects that earthquakes and volcanoes have in the world

Topic: Marvellous Inventions

<p>Humanities NC main objective</p>	<p><u>History: Medicine through the ages</u></p> <ul style="list-style-type: none"> • <i>Learn about a significant turning point in British History</i> • <i>Learn about a local history study: a study over time tracing how several aspects of national history are reflected in the locality</i> <p><u>Chronology:</u> Use timelines to develop chronological understanding; sequence events in simple narrative</p> <p><u>Continuity and change:</u> Understand some of the key points and the main differences between today and period studied.</p> <p><u>Cause and consequence:</u> begin to understand and explain how events have more than one cause (positive and negative effects of the medicine and remedies); analyse actions of people in historical settings</p> <p><u>Historical enquiry:</u> Identify differences between versions of simple the same event and give reasons why we might have more than one</p>	<p>GEOGRAPHY: The UK (Natural resources) Human and Physical Geography</p> <p>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> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of:</p> <p>☑ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
	<p>version; use varied sources to draw inferences and conclusions; use sources to answer inference questions about the past</p>	
<p>topic link</p>	<p>Medicine through the ages: an in-depth study of a period of time (e.g. Tudor times); look at certain diseases and how were dealt with e.g. The Black Plague or Covid vaccinations (Prof Sarah Gilbert -Oxford vaccine); research significant figures who helped to create ideas of hospitals resulting in founding of NHS (1948) e.g Joseph Lister and Florence Nightingale.</p>	<p>Fuel focus: Understand the different types of energy sources used in the UK. What if the UK only got its energy from renewable sources like wind, waves, and sunlight? (link to science) Use oblique and aerial views (Google Earth, computing link). Use photos of features on a map. Explore and locate the UK's main rivers and mountains.</p>

Lesson 1	WALT: create appropriate questions linked to topic.	WALT: Locate major cities of the UK
Lesson 2	WALT: order medical events on a timeline.	WALT: understand the physical geography of the UK (mountains)
Lesson 3	WALT: explore resources use in the GP of London and suggest their uses.	WALT: understand the physical geography of the UK (rivers focus)
Lesson 4	WALT: research significant figures in British medicine using secondary sources.	WALT: explore U.K. railway system
Lesson 5	WALT: create a fact file poster on Joseph Lister using secondary sources.	WALT: Explore how the U.K's energy production changed

Year: 3

Term: Summer

Topic: The Romans Rule

<p>Humanities NC main objective</p>	<p><u>History: The Romans</u></p> <ul style="list-style-type: none">• <i>Learn about the Roman Empire and its impact on Britain</i>• <i>Know about the British resistance (Boudicca)</i> <p><u>Chronology:</u> Use timelines to develop chronological understanding; sequence events in simple narrative; use words which mark the passing of time (move from 'before and after' to 'during, while')</p> <p><u>Continuity and change:</u> Understand some of the key points and the main differences between today and period studied.</p> <p><u>Cause and consequence:</u> understand that events have more than one cause (e.g., building roads) and explain more complex events; analyse actions of people in historical settings (Boudicca);</p> <p><u>Historical enquiry:</u> Use varied sources to draw conclusions and inferences and justify them; identify different ways in which the past is represented; identify between and give reasons why there might be more versions of the same event (Romans and Celts)</p>	<p>GEOGRAPHY: Roman Legacy</p> <p>Place Knowledge / Locational knowledge</p> <p>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> <p>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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>topic link</p>	<p>Why did the Romans invade Britain?, British life under Roman rule, Roman buildings and towns, Boudicca.</p>	<p>Roman legacy in Britain and London (main Roman sites, forts e.g. Colchester (Essex), London and Saint Albans (Hertfordshire), straight roads, Hadrian's Wall). UK counties and cities (comparison between Roman times and now, Roman names influence today). Mapping skills.</p>
<p>Lesson 1</p>	<p>WALT: use resources to understand the origin of Rome</p>	<p>WALT: map the expansion of the Roman Empire</p>

Lesson 2	WALT: evaluate how the Roman army contributed to the expansion of the empire	WALT: mark Roman roads on a map
Lesson 3	WALT: Explore how the Romans successfully invaded Britain	WALT: Gather and present information about Hadrian's wall
Lesson 4	WALT: Use resources to depict the story of Boudica	WALT: compare and contrast two capital cities physical geography
Lesson 5	WALT: explore the impact of the Roman invasion in Britain	WALT: compare and contrast two capital cities human geography
Lesson 6	WALT: Reflect on our learning from the Roman workshop	WALT: find and plot coordinates on a grid

Year: 4

Term: Autumn

Topic: Buckle up! Life's a journey

<p>Humanities NC main objective</p>	<p><u>History: Ancient Greece</u></p> <ul style="list-style-type: none">• <i>A study of Greek life and achievements and their influence on the western world</i>• <i>Know about an aspect in British history that extends pupils' chronological knowledge beyond 1066</i> <p><u>Chronology:</u> Children use and understand terms like 'Ancient', periods of time, 'ages'; know key dates (e.g. First Olympic games, Alexander the Great taking control, etc.)</p> <p><u>Continuity and change:</u> understand that not everyone in the past lived in the same way and they had different ways of looking at their world (e.g. everyday life in Ancient Greece)</p> <p><u>Cause and consequence:</u> Understand why there might be different versions of history (Trojan War); explain different causes for an event and know they happen for a combination of reasons;</p> <p><u>Historical enquiry:</u> Children select, combine and use artefacts for evidence and draw conclusions (pots, battles recounts); they show understanding that past can be represented in different ways, understanding there might be gaps in evidence.</p>	<p>GEOGRAPHY: Greece Today</p> <p>Place Knowledge / Locational Knowledge</p> <p>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> <p>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.</p>
<p>Topic link</p>	<p>Study of Ancient Greek life and influences on rest of world (Alexander the Great).</p> <p>Black History Month – Harriet Tubman (link to slavery in Ancient Greece)</p>	<p>Contrasting locality overseas: Greece with UK. European countries and major cities, land use and types of settlements, economic activity.</p>

Lesson 1	WALT: Place events from ancient Greece on a timeline.	WALT: understand the geography of Ancient Greece
Lesson 2	WALT: compare democracy in Ancient Greece to Modern British democracy	WALT: understand how geography turned the Greeks into traders
Lesson 3	WALT: Compare the similarities and differences of Athens and Sparta	WALT: make comparisons between weather in Greece and our local environment
Lesson 4	WALT: understand the beliefs of ancient Greece	WALT: make comparisons about Greece and our local environment
Lesson 5	WALT: Understand and evaluate how artefacts give an insight to what life was like in the Army.	WALT: compare land use and settlements between London and Athens
Lesson 6	WALT: Understand the significance and impact of Alexander the Great	WALT: understand economic activity in Greece
Lesson 7	WALT: Understand about ancient Greek Life	WALT: Compare the economies of the UK and Greece

Year: 4
Term: Spring

Topic: Blue Abyss

<p>Humanities NC main objective</p>	<p>History: Explorers Through Time</p> <ul style="list-style-type: none"> • <i>British History post 1066 (significant turning point)</i> • <i>A study of an aspect/theme (explorers and water) in British history that extends pupils' chronological knowledge beyond 1066</i> <p><u>Chronology</u>: use dates and terms of periods</p> <p><u>Cause and consequence</u>: explain different causes for an event and know they happen for a combination of reasons (influence on scientific explorations)</p>	<p>GEOGRAPHY: Rivers and mountains</p> <p>Human and Physical Geography</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</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><u>Historical enquiry</u>: Children to combine information from different sources to draw conclusions, inferences and justify their ideas (life on board)</p>	
<p>topic link</p>	<p>Influential explorers e.g. Francis Drake, Columbus with Pedro Alonso, Francisco, Juan and Bartolome (brothers), Ernest Shackleton, Plato (Greek link), Walter Raleigh, Marco Polo. How scientific exploration of ocean has developed throughout history, impact of HMS Challenger, Role of Navy, influences on scientific exploration of the ocean. (Build upon Y1 travel topic)</p>	<p>World-wide famous rivers, mountains and water cycle (Science link), distribution of natural resources including water in UK – link to counties. Ships navigating –latitude, longitude GMT</p>
<p>Lesson 1</p>	<p>WALT: assess the impact of Christopher Columbus</p>	<p>WALT: Understand the course of a river</p>
<p>Lesson 2</p>	<p>WALT: Explore Francis Drake's circumnavigation of the globe</p>	<p>WALT: Discover the uses of a river</p>
<p>Lesson 3</p>	<p>WALT: Understand the voyage of HMS Challenger</p>	<p>WALT: Research world rivers</p>

Lesson 4	WALT: Discover the most important findings about HMS Challenger	WALT: Locate mountain ranges
Lesson 5	WALT: Discuss exploration of the ocean with an oceanographer	WALT: Identify the features of a mountain
Lesson 6	WALT: reflect on our learning from the oceanographer	WALT: Find rivers and mountains on Google Earth

Year: 4

Term: Summer

Topic: Sands of Time

Humanities NC main objective	History: Ancient Egypt <ul style="list-style-type: none">• <i>Learn about the achievements of Earliest civilisations</i> <u>Chronology:</u> Children use and understand terms like ‘Ancient’, periods of time, ‘ages’; know key dates	GEOGRAPHY: Contrasting locality Egypt Locational Knowledge Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America,
	<u>Continuity and change:</u> understand that not everyone in the past lived in the same way and they had different ways of looking at their world (e.g. everyday life in Ancient Egypt, life after death) <u>Cause and consequence:</u> Understand why there might be different versions of history; explain different causes for an event and know they happen for a combination of reasons; (e.g. strategic placement of the pyramids and graveyards on desert’s edge) <u>Historical enquiry:</u> Children select, combine and use artefacts for evidence and draw conclusions (e.g. looking at different artefacts from the pyramids); they show understanding that past can be represented in different ways, understanding there might be gaps in evidence. (e.g. tomb raiders, hieroglyphs)	concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
topic link	Locate Ancient Egypt in time and place, what was life like in Ancient Egypt, why and how were the pyramids built, everyday life in Ancient Egypt	Human and physical features of Egypt, mountains, change over time Compare time zones latitude, longitude, Equator, Northern and Southern Hemisphere
Lesson 1	WALT: ask appropriate historical questions to understand who the ancient Egyptians were.	WALT: find out about our new topic (geography of Egypt)
Lesson 2	WALT: Explore what life was like in ancient Egypt.	

Lesson 3	WALT: Explore Ancient Egyptian beliefs and understand the importance of Egyptian gods.	WALT: identify the physical and human features in Egypt
Lesson 4	WALT: Understand why and how the Egyptian pyramids were built	WALT: make comparisons between our environment and another location
Lesson 5	WALT: Explore mummification in Ancient Egypt	WALT: investigate the physical features of Egypt
Lesson 6	WALT: Explore artefacts found from the ancient Egyptian times.	WALT: find similarities and differences between our environment and another locality

Year: 5

Term: Autumn

Topic: Laudable London

<p>Humanities NC main objective</p>	<p><u>History: Local History (Wandsworth – River Wandle Focus)</u></p> <ul style="list-style-type: none">• <i>Learn about a local history study</i>• <i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i> <p><u>Chronology:</u> Children begin to use terms ‘century, circa’</p> <p><u>Cause and consequence:</u> influence of the significant people</p> <p><u>Historical enquiry:</u> Is the written source valid? (e.g., a newspaper article, internet) Children to develop their knowledge and understanding, begin to choose, evaluate a range of different sources of information (internet) for a particular task (e.g. Why does x deserve a plaque?). Why might the source not be reliable? Why a certain source might be more reliable than others? Why might there be different versions of the past?</p>	<p>GEOGRAPHY: South London (Battersea focus)</p> <p>Place knowledge / Physical and Human Geography</p> <p>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.</p> <p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>topic link</p>	<p>Blue plaques in London, study of famous people in the area (George Eliot, David Lloyd George for example), which people deserve blue plaques and why, study of George Eliot in more detail, why was she important to the area.</p> <p>History of the River Wandle (Mills) how changed over time. Black History Month – Althea Gibson (first African American to win Grand Slam titles).</p>	<p>Human features of South London with a particular focus on the changing faces of Battersea (Power Station) (including studies on land use patterns of Battersea).</p> <p>8 point compass. National grid references, ordnance survey. Boroughs of South London.</p>
<p>Lesson 1</p>	<p>WALT: explore the reason behind the development of Southfields</p>	<p>WALT: understand ordnance survey maps and keys</p>
<p>Lesson 2</p>	<p>WALT: judge significance in history</p>	<p>WALT: describe the human and physical features of Battersea</p>

Lesson 3	WALT: evaluate a range of sources of information	WALT: understand and describe land use patterns
Lesson 4	WALT: create a fact file of the river Wandle	WALT: use the eight points of a compass
Lesson 5	WALT: examine how the river Wandle has changed	WALT: use four and six figure grid references
Lesson 6	WALT: examine how Southfield's landscape has changed	WALT: draw a sketch map
Lesson 7	WALT: study the experience of Caribbean immigrants in London (BHM)	WALT: compare Battersea with Berlin to identify similarities and differences in human geography

Year: 5
Term: Spring

Topic: Champions of Change

**Humanities NC
main objective**

History: Victorians

- *A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality*
- *A study of an aspect/theme in British history that extends pupils' chronological knowledge beyond 1066*

Chronology: Children begin to understand an overview of British history; use more sophisticated time markers within/between periods (e.g., during the reign of, throughout ... Period, towards the end of..., pre -, in)

Continuity and change: British history that extends Pupils' chronological knowledge beyond 1066; different features of a society, different beliefs and attitudes

GEOGRAPHY: River Thames

Place knowledge / Human and Physical Geography

Describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Cause and consequence: explain, not just list, causes and consequences (e.g., effect of railway on occupations); understand that causes might be connected in some way making the event much more likely to happen

Historical enquiry: Is the written source valid/reliable? Different interpretation of sources; Think about who the source was written for; Is the interpretation accurate? (e.g., would a factory owner answer questions truthfully?). Children to use knowledge and understanding to evaluate various sources and identify relevant ones for the task.

Topic link	Life in Victorian times, Victorian schools, why did people move to the city? Was life so bad in factories? Suffragette movement. Learning about the impact of railway. Could link to District Line and how changed landscape of Southfields.	Industries around Thames and how uses of river changed over time and land use. Industrial revolution and how the railways and canals impacted on population movement, land use, commerce etc.
Lesson 1	WALT: explore the timeline of the Victorians	WALT: research the River Thames
Lesson 2	WALT: compare Victorian schools to education today	WALT: understand the impact of the industrial revolution on the River Thames
Lesson 3	WALT: understand reasons why families moved to towns	WALT: explore how use of the River Thames has changed over time.
Lesson 4	WALT: Explain the impact of the Railway on Britain.	WALT: explore how use of the River Thames has changed over time (Part 2)
Lesson 5	WALT: Explore the impact of the Suffragette Movement	WALT: understand how land use around the Thames has changed over time
Lesson 6	WALT: Design a poster promoting the Suffragette Movement	WALT: understand how land use around the Thames has changed over time (Part 2)

Year: 5
Term: Summer

Topic: Traders and Raiders

<p>Humanities NC main objective</p>	<p>History: Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> • <i>British settlement by Scots, Anglo-Saxons and Vikings</i> • <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <p><u>Chronology:</u> develop chronologically secure knowledge; use a range of dates and terms to establish period detail; links between periods in history – compare spot similarities and differences (e.g. Egypt and Anglo Saxons)</p> <p><u>Cause and consequence:</u> Children to express explanation in terms of relative importance; explain complex events using range of causes, some of them linked (Why aren't there more sources? Link sources and draw logical conclusions); examine and explain reasons for and results of events and change; describe features of past societies to make links between them.</p> <p><u>Historical enquiry:</u> Children describe and analyse why there are different interpretations of events; critically evaluate worthiness sources; (e.g., Was King Alfred great? Use evidence)</p>	<p>GEOGRAPHY: Europe Locational Knowledge / Human and Physical Geography</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>topic link</p>	<p>Scots, Angles, Saxons and Jutes invasion of Briton, Anglo-Saxons way of life, Viking invasion and why, reputations of Vikings, to the time of Edward the Confessor.</p>	<p>Exploring Scandinavia (Denmark, Sweden and Norway). UK counties (comparison to Anglo-Saxon times) land use, use of natural resources (weapons, tools, jewellery, furniture), trade links.</p>
<p>Lesson 1</p>	<p>WALT: Reason why different push and pull factors led to the invasion of the Angle-Saxons.</p>	<p>WALT: name and locate the countries of Europe</p>
<p>Lesson 2</p>	<p>WALT: Explore primary and secondary sources about Christianity during the Anglo-Saxon era</p>	<p>WALT: analyse maps of Scandinavia</p>

Lesson 3	WALT: Analyse the threat the Vikings posed to the Anglo-Saxons from 789-1066	WALT: make comparisons between England and Norway
Lesson 4	WALT: Learn about Viking settlements from studying place-name endings.	WALT: understand trade links between the UK and Scandinavia
Lesson 5	WALT: understand what life was like in a Viking village	WALT: explain how Denmark has changed over time
Lesson 6	WALT: discover how the Anglo-Saxon and Viking era came to an end	WALT: make comparisons between Scandinavian countries

Year: 6

Term: Autumn

Topic: Darwin's Delights

<p>Humanities NC main objective</p>	<p>History: Mayan Civilisation</p> <ul style="list-style-type: none">• <i>Learn about a non-European society that provides contrasts with British history</i> <p><u>Chronology</u>: develop chronologically secure knowledge; use a range of dates and terms to establish period detail; links between periods in history – compare and spot similarities and differences (e.g., Mayans and Egyptians/Greeks)</p> <p><u>Cause and consequence</u>: Children to express explanation in terms of relative importance; explain complex events using range of causes, some of them linked; examine and explain reasons for and results of events and change (e.g., Mayan empire decline); describe features of past societies to make links between them. (e.g., everyday life including writing, counting system, beliefs, farming)</p> <p><u>Historical enquiry</u>: Children describe and analyse why there are different interpretations of events; critically evaluate worthiness sources; (e.g., written evidence comes from Spanish accounts 500 years later; mindless bloodthirstiness vs ritual sacrifice)</p>	<p>GEOGRAPHY: South America</p> <p>Locational Knowledge / Place Knowledge</p> <p>Locate the world's countries, using maps to focus on ... North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</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>topic link</p>	<p>History of Mexico, where was Mayan civilisation, how did the Maya empire grow, life in Mexico during Mayan civilisation.</p> <p>Black History Month – look at the role John Edmonstone played in educating Darwin. Introduction to the work of Amanda Gorman The Hill We Climb (Eng link).</p>	<p>Contrasting locality in South America: rainforests (Amazon), Galapagos Islands, biomes and vegetation belts. Climate zones of South America</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region within South America.</p> <p>Mapping Darwin's voyages.</p>
<p>Lesson 1</p>	<p>WALT: Meet the Maya</p>	<p>WALT: find out about the location and countries of South America</p>

Lesson 2	WALT: Research the Mayan World	WALT: find out the different climate zones of South America
Lesson 3	WALT: understand the design of Mayan cities and the social order within	WALT: identify where the Galapagos Islands are
Lesson 4	WALT: understand the class structure of Mayan society	WALT: understand how ocean currents affect seasons and climate
Lesson 5	WALT: understand the life of a Mayan peasant	WALT: explain how different species of the Galapagos may have colonised the islands
Lesson 6	WALT: understand the Mayan belief system	WALT: plot Darwin's expedition using latitude and longitude coordinates

Year: 6
Term: Spring

Topic: Does the Heart Ever Stop?

<p>Humanities NC main objective</p>	<p><u>History: Crime and Punishment</u></p> <ul style="list-style-type: none"> <i>British history that extends pupils' chronological knowledge beyond 1066</i> <p><u>Chronology:</u> Develop chronologically secure knowledge and understanding of British history; confidently use a range of dates and specific terms to establish period detail; make links between periods in history by comparing and spotting similarities and differences.</p> <p><u>Cause and consequence:</u> examine and explain the reason for and results of events and changes; describe features of past societies and periods and make links between them; express explanation in terms of relative importance backed up by reasoned argument.</p> <p><u>Historical enquiry:</u> offer substantiated reasons why some sources might be treated cautiously and show awareness of the need to think</p>	<p>GEOGRAPHY: North America</p> <p>Place Knowledge / Human and Physical Geography Locate the world's countries, using maps to focus on ... North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</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>about why the source was produced; describe and being to analyse why there are different historical interpretations of events, people and changes; understand that interpretations might differ depending on the aspect that people are looking at</p>	
<p>topic link</p>	<p>Crime and punishment through time: explore different time periods and how they punished people for their crimes. Can look into Ancient Rome, Anglo-Saxons, Tudors, Victorians and WW2. Look at similarities and differences through time. What is the severity of the crime?</p>	<p>North and South American countries and cities. Which hemisphere located in, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Heavier focus on North American human and physical features (Rocky Mountains). Human geography, including: types of settlement and land use, economic activity including trade links (fair trade), and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Lesson 1</p>	<p>WALT: compare crime and punishment in the Roman Empire</p>	<p>WALT: locate countries and cities in North and South America on a world map.</p>

Lesson 2	WALT: compare Roman and Anglo-Saxon crime and punishment	WALT: Identify the position and significance of latitude and longitude
Lesson 3	WALT: infer Tudor attitudes to crime and punishment from primary sources	WALT: compare the human and physical features of North and South America
Lesson 4	WALT: analyse changing attitudes towards Victorian police	WALT: debate the human similarities and differences between Mexico and the USA
Lesson 5	WALT: Use contextual knowledge to explain changes and interpretations of crime and punishment in the modern era.	WALT: explain the impact of deforestation on the Amazon rainforest

Year: 6

Term: Summer

Topic: Is it ever right to fight?

Humanities NC
main objective

History: Second World War

- *Learn about a significant turning point in British History*

GEOGRAPHY: World

Locational Knowledge/Human and Physical Geography

- *Learn about an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

Chronology: Children begin to understand an overview of British history; use more sophisticated time markers within/between periods (e.g. during the reign of, throughout period, towards the end of..., pre -, in)

Continuity and change: British history that extends Pupils' chronological knowledge beyond 1066; different features of a society, different beliefs and attitudes

Cause and consequence: explain causes and consequences; understand that causes might be connected in some way and one cause might be linked to another making the event much more likely to happen

Historical enquiry: Is the written source valid/reliable? Different interpretation of sources (e.g. Government film propaganda about evacuating children); Think about who the source was written for ; Is the interpretation accurate? (e.g., life of evacuees). Children to use knowledge and understanding to evaluate various sources and identify relevant ones for the task; Children to realise that history is continuously being rewritten, if we find more, we have to rewrite the past.

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

☐ 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

☐ 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)

Describe and understand key aspects of:

☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

☐ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

topic link	Causes of WWII, fighting and home front in WWII, why were children evacuated, what was life like for evacuees (propaganda), how did Britain win the Battle of Britain (censorship)	World countries and cities with a focus on land use (comparison of land use before and after war self-sufficiency, grow your own), Mapping skills.
Lesson 1	WALT: examine if it was necessary for Britain to go to war in 1939	WALT: locate and label major UK cities and English counties
Lesson 2	WALT: examine how Britain was able to stand firm against the German threat	WALT: identify how land-use patterns have changed over time in the UK
Lesson 3	WALT: understand the process of historical enquiry	WALT: use a map to locate the countries of Europe
Lesson 4	WALT: describe and analyse historical interpretation and bias	WALT: identify human and physical characteristics in Europe
Lesson 5	WALT: use secondary sources to understand government approaches to Blitz shelters	WALT: understand geographical similarities and differences through the study of human and physical geography of London, Berlin and Rio
Lesson 6	WALT: examine the role of censorship in creating the Blitz myth	WALT: identify how land-use patterns have changed over time in Europe

Year 1 Geography Vocabulary

Tier 1 (every lesson words)

Rain, snow, sun, wind, town, city, shop, street, road, inside, left, right, above, below, near, forward, behind, beach, building

Tier 2 (topic linked words)

Autumn, summer, spring, winter, symbol, capital, beach, castle, cliff, cloud, country, countryside, freezing, frosty, ground, iceberg, island, map, misty, month, shore, sunshine, thunderstorm, warm, windy,

Tier 3 (technical, low frequency words)

Autumn – Local area

Local
Neighbourhood
Route
Thames
River Wandle

Spring – The UK

England
Scotland
Northern Ireland
Wales
London
Edinburgh
Belfast
Cardiff
Rural
Temperate urban

Summer – Weather

Forecast predict
Season
Temperature
Drought
Flood

Year 1 History Vocabulary

Tier 1 (every lesson words)

Change Same Different
Understand Important
Knowledge Question Discuss
Reason Judge Trustworthy
Consequence Actions
Chronology Timeline Categories Sources Evidence Represent

Tier 2 (topic linked words)

Achievement, lives, new, old, now, present, past, a long time ago, memories, (Drawing, photograph, camera, etc.) opinion, transport, food, Living memory

Tier 3 (technical, low frequency words)

Autumn – Magnificent Me

Lives in the past, grandparents, parents, toys, siblings, lifetime, remember, older generation, doll, teddy, plastic, wood, skipping rope, playground games, interactive, online, computer, toddler.

Spring – All aboard...!

Titanic, bicycle, cars, plane,

Summer – Food Glorious Food

Chocolate, Cadbury, Lindt, cocoa bean, sweet

Year 2 Geography Vocabulary

Tier 1 (every lesson words)

Farm, ocean, human, market, field, inside, left, right, above, below, near, forward, behind, look, search, find, observe

Tier 2 (topic linked words)

Adapt, atlas, cargo, compass, globe, habitat, hibernate, rainforest, physical, waterfall, wildlife, Europe, Africa, North America, South America, Australasia, Asia, north, south, east, west, Arctic, Atlantic, Indian, Pacific, Southern

Tier 3 (technical, low frequency words)

Autumn – Hot and Cold Places

Adapt
Arctic
Antarctic
Polar
Desert
The Equator
Northern/Southern Hemisphere

Spring – Africa

Continent,
Savannah
Sahara
Kenya
Nairobi

Summer – Comparing Southfields to a contrasting area

Compare
Contrast
Population
Economy
Lifestyle

Year 2 History Vocabulary

Tier 1 (every lesson words)

Change, Compare, Discuss

Understand, Important

Knowledge, Question, Impact

Reason, Actions

Consequence, Cause

Chronology, Timeline, order,

Sources, 5Ws, Who, What, Where, When, Why

Tier 2 (topic linked words)

Heroes, witness, location, change, memorial, remembrance, inventor, survive, impact, protest, annual, action, change

Tier 3 (technical, low frequency words)

Autumn – Fire and Ice (Great Fire of London)

Fire, London, Samuel and Elizabeth Pepys, St Paul's Cathedral, material

Spring – Heroes of the World (Significant figures of the past)

Martin Luther King Jr., Mary Seacole, Ghandi/David Attenborough, Greta Thunburg/Captain Tom, activist, soldier, planet, environmentalist, climate change, equality, protect, human rights

Summer – Location, Location! (History of Southfields – Including Wimbledon Tennis Lawns)

Local rea, route, school, houses, shops, post office, buildings, train, tennis, road, community

Year 3 Geography Vocabulary

Tier 1 (every lesson words)

Map, distance, road, change, life, improve, left, right, above, below, near, forward, behind, look, search, find, observe, understand,

Tier 2 (topic linked words)

Climate, architecture, arid, axis, ordinance survey, Rome, public bath, grid, export, import, county, industry, landscape, manufacturing, Mediterranean,

Tier 3 (technical, low frequency words)

Autumn – Volcanoes

Dormant
Eruption
Magma
Meteorologist
Tectonic plates
Pompeii
Vesuvius

Spring – The UK

Wind farm
Renewable
Non-renewable
Latitude
Longitude
Ordinance survey

Summer – Roman Legacy

Aqueduct
Hadrian's wall
Pagan forum

Year 3 History Vocabulary

Tier 1 (every lesson words)

Change, Compare, Similar, Different

Understand, Important

Knowledge, Question

Interpret, Bias

Consequence, Actions, Causes

Chronology, CE, BCE,

Artefacts, sources (Primary and Secondary), evidence

Tier 2 (topic linked words)

Archaeologist, colony, invade, Christianity, survive, impact, ancient, revolt, influence, modern, inventions

Tier 3 (technical, low frequency words) Autumn – Stones and Bones (Stone Age to Bronze Age)

Stone Age, cave man, extinct, Palaeolithic, Neolithic, Stonehenge, burial, fighting, copper, chisel, shield, carcass, jewellery, hunter-gatherers, cave paintings, Skara Brae, Round Burrows, prehistoric, armour, army, soldier, invasion

Spring – Marvellous Inventions (Medicine through the ages)

Medicine, plague, treatment, doctors, vaccine, laboratory, pandemic, suffering, symptoms, symptomatic, Black Death, Sweating Disease, outbreak

Summer – The Romans Rule (The Romans)

Romans, Boudicca, ships, gladiator, mosaic, attack, nobleman, social class, empire, toga, aqueduct, coliseum, emperor, republic, aquila, invasion

Year 4 Geography Vocabulary

Tier 1 (every lesson words)

Rain, river, mountain, stream, flood, left, right, above, below, near, forward, behind, look, search, find, observe, understand, compare, contrast

Tier 2 (topic linked words)

Agriculture, canal, condensation, dam, drinking water, eco system, environment, evaporation, groundwater, humidity, hydro-electric, pollution, poverty, altitude, valley, shipping, tourism, Euro, Europe, Africa

Tier 3 (technical, low frequency words) Autumn – Greece today

Athens
Peninsula
Sparta
European Union
Import
Export
Trade
Goods
Services

Spring – Rivers and mountains

Estuary
Delta
Tributary
Flood plain
Irrigation
Mountain range
Everest
K2
Ben Nevis

Lower course
Middle course
Upper course
Channel
Mouth
Peak
Evaporation Meander
Oxbow lake
Erosion Source
summit

Summer – Contrasting locality, Egypt

The Nile
Arid
Fertile
Mediterranean
Red Sea
Cairo
Luxor
Sphinx
Lake Nasser

Year 4 History Vocabulary

Tier 1 (every lesson words)

Change, Similar, Different

Understand, Significant

Knowledge, Question, Answer

Interpret, Bias, Reliable, Beliefs, Suggest

Consequence, Actions, Causes, Effect

Chronology, timeline, CE and BCE, Decade, Century, Ancient

Artefacts, Primary and Secondary, Evidence

Tier 2 (topic linked words)

Era, period, Archaeologist, Ancient, gods and goddesses, exploration, significant individuals, beliefs, empire, Civilisation, democracy, leaders (Kings and Queens), legacy, myths and legends, temple

Tier 3 (technical, low frequency words)

Autumn – Buckle up! Life's a Journey (Ancient Greece)

Greece, gods and goddesses (Zeus, Hades, Poseidon, etc.) significant individuals (Odysseus, Alexander the Great, etc.), pots, myths, Athena, Sparta, acropolis, democracy, Parthenon, war, armour, shield, spear, helmet, spear, sword, greaves

Spring – Blue Abyss (Explorers Through Time)

Explorers, sea, ocean, HMS Challenger, discovery, ship, boat, Francis Drake, Columbus w/ Pedro Alonso, Francisco, Juan and Bartolome, Ernest Shackleton, Marco Polo, Navy, Scientific exploration

Summer – Sands of Time (Ancient Egypt)

Egypt, Pharaoh, sarcophagus, canopic, mummy, mummification, Tutankhamun, pyramid, Hieroglyphs, Papyrus, Nile, amulet, afterlife, sphinx, Rosetta Stone

Year 5 Geography Vocabulary

Tier 1 (every lesson words)

Electricity, power, land, river, water, farming, boat, drinking, local, left, right, above, below, near, forward, behind, look, search, find, observe, understand, compare, contrast

Tier 2 (topic linked words)

Border, currency, service industry, map reference, transport, meander, erosion, landslide, flood plain, ordinance survey, industry, canal, railway, Viking, Anglo-Saxon, immigration,

Autumn – South London (Battersea)

**Decommissioned
Fossil fuel
Renovate
Gentrification
Listed building
Redevelopment
Grid reference
Borough**

River Thames

**Thames barrier
Cotswolds
Confluence
River Isis
Tidal reach
Lock
Drainage basin
Industrial revolution
commerce**

Scandinavia

**Norway, Oslo
Sweden, Stockholm
Denmark, Copenhagen
Finland, Helsinki
Aurora Borealis, Northern Lights
Sub-polar**

Year 5 History Vocabulary

Tier 1 (every lesson words)

Change, Similar, Different, Theme/trend

Understand, Significant, Order

Knowledge, Question

Interpret, Reliability, Trustworthy, Suggest, Beliefs, Bias

Consequence, Actions, Causes,

Chronology, Timeline, CE and BCE, Decade, Century, pre 1066

Artefacts, primary and secondary, evidence, research

Tier 2 (topic linked words)

Archaeologist, Conflict, significant people, local area, London, Venn Diagram, invention, business, invade, reign, aristocracy, law, revolution, empire, modern British Values, economy, beliefs

Tier 3 (technical, low frequency words)

Autumn – Laudable London (Local History – Wandsworth w/ River Wandle Focus)

Blue plaques, culture, buildings, Battersea Power Station, River Wandle, River Thames,

Spring – Champions of Change (Victorians)

Queen Victoria, inventions, schools, compulsory, desk, boys, curriculum, blackboard, chalk, parliament, scholars, Parliament, government, industrial revolution, cane, Dunst, Suffragettes, women's suffrage

Summer – Traders and Raiders (AngloSaxons and Vikings)

Vikings, longboat, Jarl, Valhalla, Nordic, Norse mythology, empire, Kingdoms, Jutes, warriors, invade, reputation, Edward the Confessor.

Year 6 Geography Vocabulary

Tier 1 (every lesson words)

Power, energy, electricity, left, right, above, below, near, forward, behind, look, search, find, observe, understand, compare, contrast, generate, complete

Tier 2 (topic linked words)

Economy, Spanish, Portuguese, rainforests, Amazon, climate zones, altitude, vegetation belt, biome, region, physical features, human features, settlement, economy, natural resources, land use, import, export,

<u>South America</u>	<u>North America</u>	<u>The world (land use)</u>
<p>Salt flats, Uyuni Patagonia Oasis, Huacachina Andes Charles Darwin Galapagos Evolution Recognise the main countries of SA (Brazil, Argentina, Colombia, Peru, Ecuador, Paraguay, Chile) and some major cities (Rio de Janeiro, Buenos Aires, Lima)</p>	<p>Tropic of Cancer Tropic of Capricorn Rocky Mountains Great Lakes Fair trade Administrative centre</p> <p>Recognise the countries of NA (USA, Canada, Mexico, Belize, Guatemala, El Salvador, Costa Rica, Nicaragua, Honduras, Panama, Cuba, Jamaica & Carribean)</p>	<p>All 16-point compass terms (North-West etc.) Sustainable development Self-sufficiency Geo-politics</p>

Year 6 History Vocabulary

Tier 1 (every lesson words)

Change, Similar, Different, Theme/trend

Understand, Significant, Order

Knowledge, Question

Interpret, Reliability, Trustworthy, Suggest, Beliefs, Bias

Consequence, Actions, Causes,

Chronology, Timeline, CE and BCE, Decade, Century, pre 1066

Artefacts, primary and secondary, evidence, research

Tier 2 (topic linked words)

Propaganda, empire, archaeologist, law, government, parliament, civilisation, invasion, empire, leader, consequences, victims and witnesses, themes and trends.

Tier 3 (technical, low frequency words) Autumn
– Darwin’s Delights (Mayan civilisation)

Mexico, Mayans, drought, ritual, aqueduct,
astrology, scribes, codex, city-state, maize, cacao
beans, Middle world,
Guatamala, noblemen

Spring – Does the Heart Ever Stop?
(Crime and Punishment)

Prison, crime, illegal and legal, torture, weapons,
rebel, slave, Tudors, murder, suffering, politics,
parliament, defendant, trial, judge, jury, court,
guilty, innocent, witness, exile, theft, treason,
police, justice

Summer – Is it ever right to fight?
(Second World War)

Prime Minister, Germany, Britain, Winston
Churchill, invasion, Nazi, Adolf Hitler,
Führer, battle, Royal Navy, Royal Air Force.