

History WALTs overview

EYFS			
Three and Four-Year-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 world 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.

Year 1

Autumn 2	Spring 2	Summer 2
<p>When is the best time to go on holiday?</p> <p><u>WALT: order the months of the year and recognise the seasons</u> <u>WALT: create a simple measurement device</u> <u>WALT: create a weather diary to record weather conditions</u> <u>WALT: reflect on the impact the weather has had on our week</u> <u>WALT: forecast weather patterns</u> <u>WALT: answer the enquiry question 'When is the best time to go on holiday?'</u></p>	<p>How can we travel safely from our school?</p> <p><u>WALT: identify the features of an address</u> <u>WALT: create a messy map of our classroom</u> <u>WALT: create a route from our school</u> <u>WALT: travel a route from our school using our map</u> <u>WALT: create a tally chart of how we get to school</u> <u>WALT: answer the enquiry question 'How can we travel safely from our school?'</u></p>	<p>How could we improve Southfields?</p> <p><u>WALT: locate rural and urban features of Southfields using an OS Map</u> <u>WALT: use plan perspectives to record features of our school grounds.</u> <u>WALT: use vertical aerial photographs to identify the human and physical features of Southfields</u> <u>WALT: create an environmental survey of Coronation gardens</u> <u>WALT: create a sketch Map of Coronation gardens</u> <u>WALT: answer the enquiry question 'How could we improve Southfields?'</u></p>

Year 2

Autumn 2	Spring 2	Summer 2
<p>Where in the world would you like to visit?</p> <p><u>WALT: locate the 7 continents and 5 oceans</u> <u>WALT: research key facts about the 7 continents</u> <u>WALT: investigate the location of hot and cold areas of the world</u> <u>WALT: identify the animals that live in hot and cold places and recognise how they adapt</u> <u>WALT: compare seasonal and daily weather patterns between the United Kingdom and other countries</u> <u>WALT: answer the enquiry question 'Where in the world would you like to visit?'</u></p>	<p>Where would you like to live in the United Kingdom?</p> <p><u>WALT: draw and annotate a map of the United Kingdom</u> <u>WALT: Identify the four capital cities and surrounding seas of the United Kingdom</u> <u>WALT: explore key human features of the United Kingdom</u> <u>WALT: locate physical features of the United Kingdom on a map</u> <u>WALT: explore the different weather conditions across the UK</u> <u>WALT: answer the enquiry question 'Where would you like to live in the United Kingdom?'</u></p>	<p>Are our lives in Southfields like those who live in Zambia?</p> <p><u>WALT: use atlases to explore Zambia's physical and human features</u> <u>WALT: compare the uses of the River Zambezi to the River Wandle</u> <u>WALT: find out about how food is prepared in Mugurameno</u> <u>WALT: explain how the animals in Mugurameno contrast those in Southfields</u> <u>WALT: use primary sources to help imagine what daily life is like for a child in Mugurameno Village</u> <u>WALT: answer the enquiry question 'Are our lives similar to those who live in Zambia?'</u></p>

Year 3		
Autumn 2	Spring 2	Summer 2
<p>Why is Africa so much hotter than the UK?</p> <p><u>WALT: make inferences from thematic maps</u> <u>WALT: use Digimap to locate different climate zones and explore the differences between the northern and southern hemisphere</u> <u>WALT: find comparisons between the location of climate zones to different biomes and the vegetation belt</u> <u>WALT: compare the United Kingdom's temperate climate to a tropical climate</u> <u>WALT: visit and explore a woodland ecosystem</u> <u>WALT: answer the enquiry question 'Why is the weather in the Europe so different to Africa?'</u></p>	<p>Would you want to live near a volcano?</p> <p><u>WALT: identify the structure of the earth</u> <u>WALT: use Digimap to locate the tectonic plate boundaries the earth's volcanoes</u> <u>WALT: explore the effects of earthquakes using thematic maps and vertical aerial views</u> <u>WALT: explore the features of a volcano using thematic maps and oblique views</u> <u>WALT: use an OS Map to explore the surrounding area of a volcano</u> <u>WALT: answer the enquiry question 'Would you want to live near a volcano?'</u></p>	<p>Is Rome a better holiday destination than Southfields?</p> <p><u>WALT: use atlases to locate Europe and identify its characteristics</u> <u>WALT: compare the temperature of the Mediterranean to the United Kingdom's when persuading someone to travel there</u> <u>WALT: locate the human and physical features of Southfields</u> <u>WALT: use our fieldwork results to compare Southfields to Rome</u> <u>WALT: answer the enquiry question 'Is Rome a better Holiday destination than Southfields?'</u></p>
Year 4		
Autumn 2	Spring 2	Summer 2
<p>How similar is Southfields to New York?</p> <p><u>WALT: use atlases to locate North America and identify its characteristics</u> <u>WALT: explore the human and physical features of North America</u> <u>WALT: compare the landscapes of different US states</u> <u>WALT: research the City of New York</u> <u>WALT: draw a map of Southfields.</u> <u>WALT: answer the enquiry question 'Is Southfields similar to New York?'</u></p>	<p>What journey does a river make?</p> <p><u>WALT: apply our knowledge of the water cycle to the world map</u> <u>WALT: describe how rivers are used around the world</u> <u>WALT: recognise and explain how human activity affects rivers</u> <u>WALT: use Digimap to find the features of a river</u> <u>WALT: apply our learning during fieldwork at a river</u> <u>WALT: answer the enquiry question 'What journey does a river make?'</u></p>	<p>Why doesn't Southfields have any mountains?</p> <p><u>WALT: use an atlas to locate the worlds 'Seven Summits'</u> <u>WALT: describe the key features of mountains and how they are formed</u> <u>WALT: describe the climate of mountains and explore mountain life</u> <u>WALT: recognise the importance of the Himalayas for people living in the region</u> <u>WALT: locate the United Kingdom's highest mountains and investigate Scafell Pike</u> <u>WALT: answer the enquiry question 'Why doesn't Southfields have any mountains?'</u></p>

Year 5		
Autumn 2	Spring 2	Summer 2
<p>Would life in Rio be different to Southfields?</p> <p><u>WALT: use an atlas to locate South America to draw our own map</u></p> <p><u>WALT: use Digimap to identify the physical and human features of South America</u></p> <p><u>WALT: identify how my life is linked to South America</u></p> <p><u>WALT: use a range of sources to imagine what daily life in Rio might be like</u></p> <p><u>WALT: identify physical and human features of Southfields</u></p> <p><u>WALT: answer the enquiry question 'Would life in Rio be different to Southfields?'</u></p>	<p>How could we improve Sheringdale's sustainability?</p> <p><u>WALT: explore where our power comes from</u></p> <p><u>WALT: identify to benefits of renewable energy source</u></p> <p><u>WALT: explore where our food comes from</u></p> <p><u>WALT: visit a recycling centre</u></p> <p><u>WALT: research how Sheringdale can improve its sustainability</u></p> <p><u>WALT: answer the enquiry question 'How could we improve Sheringdale's sustainability?'</u></p>	<p>How would you design the perfect settlement?</p> <p><u>WALT: identify what early settlers needed</u></p> <p><u>WALT: reason why we would choose to settle in a specific place</u></p> <p><u>WALT: explore how land is used in settlements</u></p> <p><u>WALT: explore land use in Southfields</u></p> <p><u>WALT: use Digimap to find our land use has changed in Southfields over time</u></p> <p><u>WALT: answer the enquiry question 'How would you design the perfect settlement?'</u></p>

Year 6		
Autumn 2	Spring 2	Summer 2
<p>How will London change in the future?</p> <p><u>WALT: understand different time zones, include Prime/Greenwich Meridian</u></p> <p><u>WALT: use an atlas to compare and contrast the different countries and topography of the United Kingdom</u></p> <p><u>WALT: identify where I live in the UK and locate the UK's major cities and counties</u></p>	<p>Why does England trade with other countries?</p> <p><u>WALT: investigate global trade routes and processes</u></p> <p><u>WALT: explore why Fair Trade is important</u></p> <p><u>WALT: investigate primary, secondary, and tertiary sectors in the United Kingdom</u></p> <p><u>WALT: investigate he range and location of primary, secondary, and tertiary businesses in Southfields</u></p>	<p>Is Brighton a better tourist destination than Southfields?</p> <p><u>WALT: research key facts of Brighton</u></p> <p><u>WALT: plan a trip to Brighton</u></p> <p><u>WALT: create an environmental survey</u></p> <p><u>WALT: complete fieldwork in Southfields</u></p> <p><u>WALT: complete fieldwork in Brighton</u></p> <p><u>WALT: answer the enquiry question 'Is Brighton a better tourist destination than Southfields?'</u></p>

WALT: learn about the physical characteristic of the United Kingdom

WALT: research how London has changed over time.

WALT: answer the enquiry question 'How will London change in the future?'

WALT: explore how and why trading has changed over time

WALT: answer the enquiry question 'Why does England trade with other Countries?'