

Historical knowledge and skills Language about past own lives people Chronology		Geographical knowledge and skills Locational Places Human & Physical Skills & fieldwork	
Year group	T1	T3	T5
1	<b>What has made our local area special?</b> Book: The High Street	<b>Can anywhere be home?</b> Book: Leaf	<b>What makes a great British holiday?</b> Book: At The Beach
	<b>History – INCLUDING HISTORY OF FLIGHT</b> <ul style="list-style-type: none"> <li>Describe things that happened to themselves and other people in the past.</li> <li>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.</li> <li>Place events and artefacts and in order on a timeline</li> <li>Label time lines with words of phrases such as past, present, older and newer</li> <li>Recount changes that have occurred in their own lives</li> <li>Use dates where appropriate</li> <li>Begin to identify differences between items from the past and similar items now</li> <li>Give examples of how their childhood differs from the childhood of their grandparents</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past</li> <li>Identify some of the different ways the past has been represented</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Use world maps, atlases, globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</li> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles</li> <li>Use compass directions (NESW) and locational language (e.g near and far) to describe the location of features and routes on a map.</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>Identify seasonal and daily weather patterns in the UK</li> <li>Use basic vocabulary to refer to: <ul style="list-style-type: none"> <li><b>Key physical features</b>, including: beach, coast, cliff, forest, hill, mountain, ocean, river, season, sea, soil, valley, vegetation and weather</li> <li><b>Key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shops.</li> </ul> </li> <li>Use compass directions (NESW) and locational language (e.g near and far) to describe the location of features and routes on a map.</li> <li>Devise a simple map and use and construct basic symbols in a key. Use simple grid references</li> </ul>
	<b>Vocab:</b> Town            village Local            town Past             Bristol Present        Kingswood Future         Country Recent         Change City	<b>Vocab:</b> Village          hot Town           cold Port             ice Harbour        arctic City              Antarctic North pole     north South pole     south	<b>Vocab:</b> Town            harbour Village          pier Coast            sand City               shoreline/shore Ocean           port Sea               weather Climate         season

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2	<b>What put Bristol on the map?</b> Book: Rosie Revere, Engineer		<b>What are the similarities and differences between life in Kenya and the UK?</b> Book: Lila and the Secret of the Rain		<b>Why are Kings and Queens important?</b> Book: If I were King
	<b>History</b> <ul style="list-style-type: none"> <li>Describe historical events</li> <li>Explain why Britain has a special history by naming some famous events and people – Brunel</li> <li>Recognise that there are reasons why people in the past acted as they did</li> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past</li> <li>Identify some of the different ways the past has been represented</li> <li>Compare and contrast their locality now and in the past</li> <li>Understand and accurately use the words past, present, then, now, before and after when telling others about an event.</li> <li>Use a timeline to place important events.</li> </ul>		<b>Geography</b> <ul style="list-style-type: none"> <li>Ask and answer geographical questions (e.g.: What is this place like? What or who will I see in this place? What do people do in this place?)</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>Use world maps, atlases, globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</li> <li>Understand geographical similarities and difference through studying the human and physical geography of a small area of the UK and of a contrasting non-European country.</li> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles</li> <li>Use compass directions (NESW) and locational language (e.g near and far) to describe the location of features and routes on a map.</li> <li>Devise a simple map and use and construct basic symbols in a key. Use simple grid references</li> </ul>		<b>History</b> <ul style="list-style-type: none"> <li>Describe historical events</li> <li>Explain why Britain has a special history by naming some famous events and people – Queen Victoria, Queen Elizabeth II, King Charles II</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time</li> <li>Place events and artefacts and in order on a timeline</li> <li>Label time lines with words/phrases such as past, present, older and newer</li> <li>Recount changes that have occurred in their own lives Use dates where appropriate</li> </ul>
	<b>Vocab:</b> Engineer      Bristol      tunnel City          Kingswood      build Port          old              change Harbour      new Ocean        train Sea            station		<b>Vocab:</b> Country          north          rural Village          south          homes Immigration      east Equality          west Migration        continent Compass points    contrast Transport        desert		<b>Vocab:</b> Decade          century Reign            years Nation           royal Old               coronation New               state Monarch        parliament Future

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3	<b>Why is nature important?</b> Book: Tin Forest	<b>How do we know about the Ancient Egyptians?</b> Book: Egyptian Cinderella	<b>Was the Roman invasion good for Britain?</b> Book: Stone Age Boy		
	<b>Geography</b> <ul style="list-style-type: none"> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, coasts, rivers, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Describe key aspects of:</li> <li><b>Human geography</b>, including: settlements and land use.</li> <li><b>Physical geography</b>, including rivers, mountains, volcanoes, earthquakes.</li> <li>Use the eight points of a compass, four –figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> <li>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</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Understand and use the vocabulary: ancient, century and decade</li> <li>Describe similarities and differences between different people, events, time periods and artefacts</li> <li>Gather evidence about the past through visits to sites of historical interest</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children.</li> <li>Use evidence to ask questions and find answers to questions about the past</li> <li>Use appropriate historical vocabulary to communicate, including: Dates, Time period, Era, Change, Chronology</li> <li>Place events, artefacts and historical figures on a timeline using dates</li> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates and order significant events from the period studied</li> </ul> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<b>History</b> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Understand and use the vocabulary: ancient, century and decade</li> <li>Describe similarities and differences between different people, events, time periods and artefacts</li> <li>Explain why Britain has a special history by naming some famous events and people – Julius Ceasar, Boudica</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children.</li> <li>Suggest causes/consequences of some of the main events and changes in history</li> <li>Use appropriate historical vocabulary to communicate, including: Dates, Time period, Era, Change, Chronology</li> <li>Place events, artefacts, historical figures on a timeline using dates</li> <li>Understand the concept of change overtime, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events</li> </ul>		
	<b>Vocab:</b> Urban conservation consumption Rural region deforestation Environment global warming Country Kingswood Mountains pollution Volcano climate	<b>Vocab:</b> Era fairtrade Change environment Ethnic continent Culture compass point Symbol BC Scarab AD	<b>Vocab:</b> Invasion urban AD Region rural culture North invade religion South conquer beliefs West decades East BC		

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4	How is education the same across the world? Book: Malala’s magic pencil			Where is Paris and what is it like to live there? Book: An Armadillo in Paris			How did the Vikings, Anglo-Saxons and Scots struggle to settle in the UK? Book: Arthur and the golden rope
	<b>Geography</b> <ul style="list-style-type: none"><li>Ask and answer geographical questions about the physical and human characteristics of a location</li><li>Name and locate countries of Europe and identify their main physical and human characteristics</li><li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and date time zones. Describe some of the characteristics of these geographical areas.</li><li>Describe geographical similarities and differences between countries</li><li>Describe key aspects of:<ul style="list-style-type: none"><li><b>physical geography:</b> climate zones, mountains, earthquakes, volcanoes</li><li><b>human geography:</b> buildings, economic activity, trade links, distribution of natural resources (energy, water, food)</li></ul></li></ul>			<b>Geography</b> <ul style="list-style-type: none"><li>Use maps. Atlases, globes and digital/computer mapping to locate countries and describe features</li><li>Name and locate countries of Europe and identify their main physical and human characteristics</li><li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and date time zones. Describe some of the characteristics of these geographical areas.</li><li>Describe geographical similarities and differences between countries</li><li>Describe key aspects of:<ul style="list-style-type: none"><li><b>physical geography,</b> including: rivers, mountains, volcanoes and earthquakes and the water cycle</li><li><b>human geography,</b> including: settlements and land use.</li></ul></li><li>Use the eight points of a compass, four –figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li></ul>			<b>Geography</b> <ul style="list-style-type: none"><li>Use maps. Atlases, globes and digital/computer mapping to locate countries and describe features</li><li>Name and locate countries of Europe and identify their main physical and human characteristics</li><li>Describe key aspects of:<ul style="list-style-type: none"><li><b>human geography,</b> including: settlements and land use.</li></ul></li><li>Use the eight points of a compass, four –figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li></ul>
	<b>History.</b> <ul style="list-style-type: none"><li>Use evidence to show how the lives of rich and poor differed</li><li>Hypothesise what life would have been like for different people in the past.</li><li>Describe the social, ethnic, cultural or religious diversity of past society.</li><li>Use appropriate historical vocabulary to communicate, including: Dates, Time period, Era, Change, Chronology</li></ul>						<b>History</b> <ul style="list-style-type: none"><li>Plot historical periods on a timeline using centuries</li><li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and refer to this when placing events</li><li>Order significant events and dates on a timeline</li><li>Describe the main changes in a period in history</li><li>Understand how some historical events occurred concurrently in different locations</li><li>Recognise that Britain has been invaded in the past and that this has influenced life in Britain</li><li>Describe how some of the things I have studied from the past affect/influence the present</li><li>Start to understand how and why early settlements developed in Britain</li><li>Explain why Britain has a special history by naming some famous events and people – Edward the Confessor</li></ul>
	<b>Vocab:</b> Education Attitudes Europe school Education laws ethnicity north discrimination Tolerance Rights south tolerate Change advantage circumstances			<b>Vocab:</b> Europe stereotypes west Constitution impact east Government north europe Landmarks south			<b>Vocab:</b> Historical power immigrants Scandinavia belief trade Celtic reputation raid Germany invade settlement



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5	<b>Why is it important to respect people and planet?</b> Book: Cloud Tea Monkeys			<b>What did the Greeks do for us?</b> Book: Who Let The Gods Out			<b>What was it like to be a child in WW2?</b> Book: Lion and the Unicorn
	<b>Geography</b> <ul style="list-style-type: none"><li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</li><li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</li><li>Name and locate the countries of South America and identify their main physical and human characteristics.</li><li>Identify and describe geographical significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night</li><li>Understand some of the reasons for geographical similarities and differences between countries</li><li>Describe how countries and geographical regions are interconnected and interdependent.</li><li>Describe key aspects of: <b>physical geography</b>, including climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. <b>human geography</b>, including: settlements and land use, economic activity including trade links</li><li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</li><li>Use maps. Atlases, globes and digital/computer mapping to locate countries and describe features</li></ul>			<b>History</b> <ul style="list-style-type: none"><li>Order significant events, movements and dates on a timeline</li><li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and refer to this when placing events</li><li>Ask questions and find answers about the past using different sources.</li><li>Recognise the part that archaeologists had/have in helping us understand the past.</li><li>Discuss similarities and differences between different periods of history.</li><li>Make links between features of past societies e.g. weaponry, homes</li><li>Suggest why certain people acted as they did in history</li><li>Use sources of evidence to deduce info about the past</li><li>Seek out &amp; analyse a wide range of evidence to justify claims about the past.</li><li>Understand that no single source of evidence gives a full answer to questions about the past.</li><li>Explain why Britain has a special history by naming some famous events and people – Edward the Confessor</li></ul>			<b>History</b> <ul style="list-style-type: none"><li>Give reasons why there may be different accounts of history.</li><li>Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each.</li><li>Use a range of evidence from different sources to describe a key event from Britain’s past</li><li>Order significant events, movements and dates on a timeline</li><li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li><li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li><li>Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretation of history.</li><li>Use sources of evidence to deduce info about the past</li><li>Understand that no single source of evidence gives a full answer to questions about the past.</li><li>Explain why Britain has a special history by naming some famous events and people – Hitler, Winston Churchill</li><li>Describe the social, ethnic, cultural or religious diversity of past society.</li><li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li></ul>
	<b>Vocab:</b> Landscape      Exploration      Export Import            Production      Human demand Globalisation    Interdependent    interconnected Trade              supply              economic growth Responsible      consumption			<b>Vocab:</b> European      BC              mountains Ancient        AD              isles Weapon        independent    sea Armory        mythology      conquer Warlike        beliefs          invade			<b>Vocab:</b> Propaganda      belief            city Invade            evacuation      village Conquer          manipulate      train Code              religion Unbreakable      countryside

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6	<b>Why is sanitation so important?</b> Book: One Well	<b>Why were the Maya an impressive civilisation for their time?</b> Book: Rain Player	<b>What is a home?</b> Book: The Island
	<b>Geography</b> <ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</li> <li>Identify and describe geographical significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night)</li> <li>Describe geographical diversity across the world</li> <li>Describe how countries and geographical regions are interconnected and interdependent (EU).</li> <li>Describe key aspects of:               <ul style="list-style-type: none"> <li><b>physical geography</b>, including climate zones, biomes and vegetation belts, rivers and the water cycle.</li> <li><b>human geography</b>, including: settlements and land use, and the distribution of natural resources including energy, food, minerals and water supplies</li> </ul> </li> <li>Use maps. Atlases, globes and digital/computer mapping to locate countries and describe features</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>Order significant events, movements and dates on a timeline.</li> <li>Place a specific event on a timeline by decade</li> <li>Identify and compare changes within and across different periods</li> <li>Place features of historical events and people from past societies and periods in a chronological framework</li> <li>Appreciate how historical artefacts have helped us understand about British lives in the past.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Recognise the part that archaeologists had/have in helping us understand the past</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out &amp; analyse a wide range of evidence to justify claims about the past.</li> <li>Understand that no single source of evidence gives a full answer to questions about the past.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>	<b>Geography (FIELDWORK – local/Bristol city centre study on what makes Cadbury heath/Bristol a home?)</b> <ul style="list-style-type: none"> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map)</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change</li> <li>Describe geographical diversity across the world</li> <li>Describe how countries and geographical regions are interconnected and interdependent</li> <li>Use the eight points of a compass, four –figure grid references, symbols and key (Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the wider world.</li> </ul>
	<b>Vocab:</b> Sanitation    Energy    climate    disease infection    hydro power    rights    irrigation Water sources    Rivers    equality    pollution Deprivation    infection    drought    flooding	<b>Vocab:</b> Aztec    empire    north Hieroglyphics    culture    beliefs Artefacts    period    civilization Pyramid    south	<b>Vocab:</b> Bristol    north Kingswood    east Europe    west South    environment
Y7 readiness			

