



Curriculum Progression



KS1	Autumn		Spring		Summer	
Cycle 1	A	B	A	B	A	B
Subject	Geography	History	Geography	History	History	Geography
Subject Objective	<p>Knowledge of the world</p> <p>NC: Ge1/1.1 Location Knowledge</p> <p>Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>In living memory</p> <p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Our Coastline</p> <p>Ge1/1.2a 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>Ge1/1.3b use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Ge1/1.4a 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>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Lives of significant individuals</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</p>	<p>Local Study</p> <p>NC. Ge1.4. significant historical events, people and places in their own locality.</p>	<p>Local Study</p> <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Ge1/1.4a 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>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Ge1/1.4d 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>



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			Ge1/1.4d 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.			
Subject outline			Field Skills			
Cycle 2	A	B	A	B	A	B
Subject Focus	Geography	History	Geography	History	Geography	History/ Geography
Subject Objective	<p>Knowledge of the world</p> <p>NC: Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>History mini - Time Passes</p> <p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Beyond Living Memory</p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p>	<p>North to South</p> <p>NC: Ge1/1.3a 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>Beyond Living Memory</p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p> <p>NC H1/1.3the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>Contrasting non-European country (Small area of India or Africa)</p> <p>Ge1/1.2a 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>Local Study</p> <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</p> <p>H 1.1changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
Subject outline						
Skills	GSM1: Picture maps and globes	H/CU 1 Sequence 3 or 4 artefacts from	GUM1: Use a simple picture map to move	H/RD1 Recognise the difference between	GE1: Teacher led enquiries, to ask and	HE 1 Find answers to simple questions about



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<p>Development</p>	<p>GSM2: Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas</p> <p>GP1: Draw around objects to make a plan.</p> <p>GP2: Look down on objects to make a plan view map.</p> <p>GD/L1: Follow directions (Up, down, left/right, forwards/backwards)</p> <p>GD/L2: Follow directions (as yr 1 and inc'. NSEW)</p> <p>GDM1: Draw picture maps of imaginary places and from stories</p> <p>GDM2: Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) .</p> <p>GS/D1: Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p>GS/D2: Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>H/CU 1 Sequence events in their life</p> <p>H/CU 2 Sequence artefacts closer together in time</p>	<p>distinctly different periods of time</p> <p>Match objects to people of different ages</p> <p>H/CU2 check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>around the school; Recognise that it is about a place.</p> <p>GUM2: Follow a route on a map. Use a plan view. Use an infant atlas to locate places.</p> <p>GSD1: Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p>GMK1: Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>GMK2: Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p>	<p>past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p> <p>H/RD2 Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>respond to simple closed questions. Use information</p> <p>books/pictures as sources of information. Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p> <p>GE2: Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p> <p>GR1: Use own symbols on imaginary map.</p> <p>GR2: Begin to understand the need for a key. Use class agreed symbols to make a simple key</p> <p>GUM1: Use a simple picture map to move around the school; Recognise that it is</p>	<p>the past from sources of information e.g. artefacts, (see 4a)</p> <p>HE 2 Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>
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	<p>IH 1 Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?</p> <p>IH 2 Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories</p>				<p>about a place. GUM2: Follow a route on a map. Use a plan view. Use an infant atlas to locate places.</p>	
History: Organisation and Communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...			Recall, select and organise historical information Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.

Lower KS2	Autumn		Spring		Summer	
Cycle 1	A	B	A	B	A	B
Subject	Geography	History	Geography	History	Geography	History
Subject Objective	<p>France Twin NC: Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and</p>	<p>Bristol NC: Ge2/1.2a understand geographical similarities and differences through the study of human and physical</p>	<p>Active Earth NC: Ge2/1.3a describe and understand key aspects of physical geography, including:</p>	<p>Stone Age to Iron Age NC: Hi2/1.1 Pre-Roman Britain</p>	<p>Local Study NC: Ge2/1.2a understand geographical similarities and differences through the study of human and physical</p>	<p>Extended Chronological Study</p>



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	<p>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.2a 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 in North or South America</p>	<p>geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p>	<p>geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p>NC: Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Subject outline						
Cycle 2	A	B	A	B	A	B
Subject Focus	Geography	History	Geography	History	Geography	History
Subject Objective		<p>British History Beyond 1066</p> <p>NC: Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD</p>	<p>Rainforests (Pinkery Yr3)</p> <p>NC: Ge2/1.3a 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>Achievements of Ancient Civilisations</p> <p>Hi2/2.3 Ancient Civilizations Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p>	<p>Local Study</p> <p>Ge2/1.2a 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 in North or South America</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-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>Ge2/1.4c 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>Invaders and Settlers</p> <p>Hi2/1.3 Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p>Hi2/1.4 Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>



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Subject outline						
<p>Skills Development</p>		<p>H/CU3 Place the time studied on a time line Use dates and terms related to the study unit and passing of Time Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something</p> <p>H/CU4 Sequence several events or Artefacts H/CU4 Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD</p> <p>H/IH3 Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc H/IH4 Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical Knowledge H/HE3 Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research H/HE4 Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions</p>	<p>G/GE3 Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations G/GE4 Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps G/Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map</p>	<p>H/CU3 Place the time studied on a time line Use dates and terms related to the study unit and passing of Time Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something</p> <p>H/CU4 Sequence several events or Artefacts H/CU4 Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD</p> <p>H/IH3 Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc H/IH4 Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical Knowledge H/HE3 Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research H/HE4 Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions</p>	<p>G/GE3 Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations G/GE4 Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps G/Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map</p>	<p>H/CU3 Place the time studied on a time line Use dates and terms related to the study unit and passing of Time Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something</p> <p>H/CU4 Sequence several events or Artefacts H/CU4 Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD</p> <p>H/IH3 Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc H/IH4 Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical Knowledge H/HE3 Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research H/HE4 Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions</p>



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		Use the library and internet for research		Use the library and internet for research		Use the library and internet for research
History: Organisation and Communication	Recall, select and organise historical information. Communicate their knowledge and understanding.					

Upper KS2	Autumn		Spring		Summer	
Cycle 1	A	B	A	B	A	B
Subject Focus	Geography	History	Geography	History	Geography	History
Subject Objective	France Twin	Ancient Greece	Rivers	Impact of Romans	Local Study	
	<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>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>identify the position and significance of latitude, longitude, Equator, Northern</p>	<p>Learn about: achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient Chinathe</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</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>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>describe and understand key aspects of: physical geography, including:</p>	<p>Learn about: achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient Chinathe</p> <p>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</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>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>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to</p>	



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	<p>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>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 in North or South America</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 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>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>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>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4- and 6-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>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>	
Skills Development	<p>GE5/6: Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various</p>	<p>H5 CUKnow and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past H6CU Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line H5 HKnStudy different aspects of different people - differences between men and</p>	<p>GE5/6: Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various</p>	<p>H5 CUKnow and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past H6CU Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line H5 HKnStudy different aspects of different people - differences between men and</p>	<p>GE5/6: Collect and record evidence Unaided DL5/6: Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. DM5/6: Begin to draw a variety of thematic maps based on their own data. R5/6: Draw a sketch map using symbols and a key;</p>	<p>H5 CUKnow and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past H6CU Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line H5 HKnStudy different aspects of different people - differences between men and</p>



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	<p>locations - influence on people/everyday life</p> <p>UM5/6: Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>MK5/6: Identify significant places and environments</p>	<p>women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p> <p>H6 HKn Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>H5 IH Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>H6 IH Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations –</p> <p>fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>H5 HE Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>H6 HER Recognise primary and secondary sources</p> <p>Use a range of sources to find</p>	<p>locations - influence on people/everyday life</p> <p>R5/6: Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p> <p>UM5/6: Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>SD5/6: Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p>women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p> <p>H6 HKn Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>H5 IH Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>H6 IH Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations –</p> <p>fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>H5 HE Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>H6 HER Recognise primary and secondary sources</p> <p>Use a range of sources to find</p>	<p>Use/recognise OS map symbols.</p> <p>UM5/6: Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>SD: Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)</p> <p>P5/6: Draw a plan view map with some accuracy.</p>	<p>women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p> <p>H6 HKn Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>H5 IH Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>H6 IH Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations –</p> <p>fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>H5 HE Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>H6 HER Recognise primary and secondary sources</p> <p>Use a range of sources to find</p>
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		<p>out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account H4/5 CE Recall, select and organise historical information Communicate their knowledge and understanding. H6 CE Select and organise information to produce structured work, making appropriate use of dates and terms.</p>		<p>out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account H4/5 CE Recall, select and organise historical information Communicate their knowledge and understanding. H6 CE Select and organise information to produce structured work, making appropriate use of dates and terms.</p>		<p>out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account H4/5 CE Recall, select and organise historical information Communicate their knowledge and understanding. H6 CE Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
Cycle 2	A	B	A	B	A	B
Subject Focus	Geography	History	Geography	History	Geography	History
Subject Objective		British History (London)	Mountains (Pinkery)	Non European Study (Mayan)	Local Study	Invader abd Settlers
		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and</p>		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our</p>		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and</p>



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		<p>organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>KS1 Learn about: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>		<p>knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>		<p>organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>
Skills Development		<p>H5 CUKnow and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>H6CU Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>H5 HKnStudy different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p> <p>H6 HKnFind out about beliefs,</p>		<p>H5 CUKnow and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>H6CU Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>H5 HKnStudy different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p> <p>H6 HKnFind out about beliefs,</p>		<p>H5 CUKnow and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>H6CU Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>H5 HKnStudy different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p> <p>H6 HKnFind out about beliefs,</p>



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		<p>behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>H5 IH Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>H6 IH Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations –</p> <p>fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>H5 HE Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>H6 HE Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>H4/5 CE Recall, select and organise historical information</p> <p>Communicate their</p>		<p>behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>H5 IH Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>H6 IH Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations –</p> <p>fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>H5 HE Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>H6 HE Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>H4/5 CE Recall, select and organise historical information</p> <p>Communicate their</p>		<p>behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>H5 IH Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>H6 IH Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations –</p> <p>fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>H5 HE Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>H6 HE Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>H4/5 CE Recall, select and organise historical information</p> <p>Communicate their</p>
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Curriculum Progression



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<p>History: Organisation and Communication</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>					