

Intent <i>Why do we teach this?</i>	Our Humanities curriculum is designed so that learners are: History - curious and understanding about Britain’s past and that of the wider world - able to research further, to question what they’ve learnt and the reliance of historical sources - aware of their place in the wider world, making comparisons between their lives today and other civilisations - understanding of different historical periods, with a ‘mental timeline’ of the past. Geography - understanding of how human culture interacts with the natural environment and the way that locations and places can have an impact on people - aware of where things are found, why they are there, and how they develop and change over time - aware of the processes and physical features of the natural world
Implementation <i>What do we teach? What does this look like?</i>	Our Humanities curriculum has been designed on a rolling 2-year cycle to take into account our mixed year groups classes and each subject is taught in half-termly blocks to ensure that all of the National Curriculum requirements are covered. Key knowledge has been made evident for each unit and the children work towards answering a key unit question. Retrieval of learning from previous units and years is revisited each half term in starter activities to keep consolidating and encourage retrieval of key information. <i>In History, chronological knowledge is regularly revisited and informally assessed. Each unit of begins with a chronology-based lesson to support the children in placing and sequencing their historical knowledge. This knowledge supports pupils to place their learning in context both in history and across other subjects. Pupils have opportunities to discuss broader developments across the periods they study, requiring them to draw on secure and well-organised knowledge of events and periods. Pupils learn about how historians construct different interpretations of the past.</i> <i>In geography, locational knowledge is regularly revisited and informally assessed. Children learn about the local area in an in-depth local study as well as learning about the world on a wider scale. They learn about how places are interconnected and about the differences between human and physical geography, as well as how to interpret different geographical sources.</i>
Impact <i>What will this look like?</i>	The impact of this curriculum design will lead to excellent progress over time across key stages relative to a child’s individual starting point and their progression of skills. Children will be expected to leave Kelsey Primary reaching at least age-related expectations for History and Geography, as well being Key-Stage Ready and Prepared for KS3. Our Humanities curriculum will also lead pupils to be enthusiastic learners of history and geography. Children will have a broad knowledge of the world around them, where places are and what they are like. They will also have a secure understanding of the chronology of history and be able to talk about the impact that historical events have had on the world.

Links to Research (Geography)		
Publication	Selected Recommendations	How are we applying these to our Curriculum?
<i>Research Review Series: Geography</i> (Ofsted 2021) Accessed from: https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography	- Emphasis on teaching substantive and disciplinary knowledge - Opportunities for fieldwork - Modelling of geographical terminology - Support for SEN pupils so that all children can receive the same curriculum	- Our curriculum has been designed to make sure that knowledge is built on through each phase and so that key information has been made evident - Opportunities for fieldwork are built into the curriculum - Terminology is modelled correctly - Teaching is adapted to make learning open for all

	Links to Research (History)	
Publication	Selected Recommendations	How are we applying these to our Curriculum?
<i>Research Review Series: History</i> (Ofsted 2021) Accessed from: https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history	- Emphasis on substantive and disciplinary knowledge - Substantive concepts e.g. invasion, tax and monarch, are revisited using meaningful examples - Challenging texts (sources) to be read/heard - Emphasis on chronological knowledge – building a ‘mental’ timeline - Opportunities to look at a wide range of sources - Support for SEN pupils so that call children can receive the same curriculum	- Our curriculum has been designed to make sure that knowledge is built on through each phase and so that key information has been made evident - Our curriculum is designed so that key themes run throughout and can be revisited - Opportunities to interact with a range of sources - Our curriculum has been designed so that chronological knowledge is returned to often and built on - Teaching is adapted to make learning open for all

SEND in Humanities

We support our SEN students in Humanities by

- Using clear language (verbal and written)
- Using high-quality questioning
- Regularly checking in with students
- Using visual prompts to support learning
- Allowing time to process learning
- Modelling of tasks and activities.

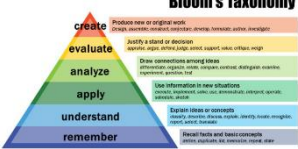
British Values in History and Geography

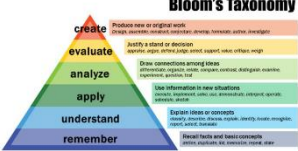
We aim to promote British values, those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, by embedding them in the Humanities curriculum. Pupils explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people like Florence Nightingale, pupils develop an awareness of how these historically significant people have influenced and shaped the country in which we live. This includes an appreciation of their work. The Geography curriculum enables children to learn more about the countries of the world, including their own. It is through these studies that pupils learn about democracy and the impact the decisions made by those in power have on specific places. Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world. Through completing fieldwork activities, children can see the effect that humans are having on our planet and can be empowered to make a change.

Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	Me and My World All About Me/ Our Selves and Our Bodies/The World Around Us Pets Yom Kippur/Navratri Halloween Superheroes	Let’s Celebrate Wild animals Autumn Harvest/Farms Christmas/Bonfire Night/Diwali St Andrews Day/ Hanukkah/ Remembrance Day/ Thanks Giving Fairy Tales – Tradition	We’re Out of This World Polar Animals Space People who help us Winter New Year/Chinese New Year Valentine’s Day/Burns Night	All Things Bright and Beautiful Minibeasts Fairies Shrove Tuesday Easter Spring Mother’s Day/St Patricks Day April Fool’s Day	Let’s Dive Under! Pond life Spring/Summer Under the Sea Mermaids Ramadan/Eid St Georges Day	We’re all going on a Summer Holiday Let’s go on holiday! Summer Pirates Zoo animals Father’s Day
	Children In Reception:					
	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them.	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. 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. Describe what they see, hear and feel whilst outside.

	Describe what they see, hear and feel whilst outside. Key History Geography RE Learning objectives Can I share information about my own family using photos? (Past/present) (SA) Can I recognise that things happened before I was born? (GA) Can I discuss images of homes in the past? (CA) Can I discuss images of schools in the past? (CA) Can I discuss images of transport in the past? (CA) Can I discuss similarities and differences between the past and present (using pictures, stories, artefacts and accounts?) (KRA) Can I name the road on which the school is located? (GA) Can I name the village in which the school is located? (GA) Can I identify parts of the school building? (GA) Can I identify man-made features at school? (GA) Can I identify natural features of the school ground? (GA)	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Learning objectives Can I share information about my own family using photos? 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	Three and Four Year Olds:					
	Use all their senses in hands-on exploration of natural materials. / Explore collections of materials with similar and/or different properties / Talk about what they see, using a wide vocabulary. / Explore how things work. / Plant seeds and care for growing plants. / Understand the key features of the life cycle of a plant and an animal. / Begin to understand the need to respect and care for the natural environment and all living things. / Talk about the differences between materials and changes they notice					
	Begin to make sense of their own life-story and family’s history.	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the

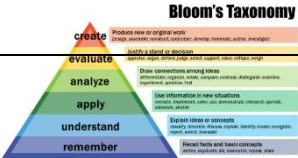
	Continue developing positive attitudes about the differences between people. Key History Geography RE Learning objectives Can I talk about memories? (SA) Can I tell my life-story so far? (SA) Can I discuss what I know about my family’s history? (SA)	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Learning objectives Can I talk about holidays I have been on? (SA, CA, GA) Can I talk about places around the world that I have visited on holidays? (GA, CA) Can I discuss images of holidays I have been on? (GA, CA, SA) Can I discuss different countries in the world, using displays and photos? (KRA, GA, CA)	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Learning objectives Can I talk about holidays I have been on? (SA, CA, GA) Can I talk about places around the world that I have visited on holidays? (GA, CA) Can I discuss images of holidays I have been on? (GA, CA, SA) Can I discuss different countries in the world, using displays and photos? (KRA, GA, CA)	Learning objectives	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Learning objectives Can I talk about holidays I have been on? (SA, CA, GA) Can I talk about places around the world that I have visited on holidays? (GA, CA) Can I discuss images of holidays I have been on? (GA, CA, SA) Can I discuss different countries in the world, using displays and photos? (KRA, GA, CA)	differences they have experienced or seen in photos. Learning objectives Can I talk about holidays I have been on? (SA, CA, GA) Can I talk about places around the world that I have visited on holidays? (GA, CA) Can I discuss images of holidays I have been on? (GA, CA, SA) Can I discuss different countries in the world, using displays and photos? (KRA, GA, CA)
Early Learning Goal	Past and Present ELG Talk about the lives of the 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; People Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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 ELG Explore the natural world around them, making observations and drawing pictures of animals and plants; 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 and changing states of matter.					
Links to Humanities Curriculum Map	Links to Humanities Cycle A Y1/2 Autumn 1- Kelsey/Maps Theme Cycle A Y1/2 Spring 1- England Cycle A Y5/6 Spring 1- Lincolnshire Cycle A Y1/2 Summer 1 – Human/Physical Geography Cycle B Y1/2, Y3/4 Autumn 2- Houses and Settlements Cycle B Y1/2 Summer 2- North Kelsey	Links to Humanities Cycle A Y1/2 Spring 1- Scotland Cycle A Y3/4 Autumn 1- Using Atlases Cycle A Y1/2 Summer 1 – Human/Physical Geography Cycle B Autumn 1 Y1/2 – World’s 7 continents and 5 oceans Cycle B Y1/2 Summer 2- Farming	Links to Humanities Cycle A Y1/2, Y3/4 and Y5/6 Autumn 2 – Space Theme Cycle A Y3/4 Autumn 1- Using Atlases Cycle A Y1/2 Summer 2- Mary Seacole, Florence Nightingale and Edith Cavell Cycle B Autumn 1 Y1/2 – World’s 7 continents and 5 oceans Cycle B Summer 1 Y3/4 Arctic and Antarctic	Links to Humanities Cycle A Y1/2 Spring 1- Ireland Cycle A Y3/4 Autumn 1- Using Atlases Cycle A Y1/2 Summer 1 – Human/Physical Geography Cycle B Autumn 1 Y1/2 – World’s 7 continents and 5 oceans	Links to Humanities Cycle A Y3/4 Autumn 1- Using Atlases Cycle A Y1/2 Summer 1 – Human/Physical Geography Cycle B Autumn 1 Y1/2 – World’s 7 continents and 5 oceans	Links to Humanities Cycle A Y3/4 Autumn 1- Using Atlases Cycle A Y3/4 Spring 1- Seaside Cycle A Y1/2 Summer 1 – Human/Physical Geography Cycle B Autumn 1 Y1/2 – World’s 7 continents and 5 oceans Cycle B Summer 1 Y1/2 – Seas and Oceans

Humanities Cycle A	National Curriculum Objectives	Yr 1/2 Non-negotiable knowledge	National Curriculum Objectives	Yr 3/4 Non-negotiable knowledge	National Curriculum Objectives	Yr 5/6 Non-negotiable knowledge
Autumn 1 	<i>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.</i> <i>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</i>	1. LO: to use a simple map (GA) Can I use maps, atlases, globes and Google Earth to locate our country, county and village? Can I explain what a map is for? 2. LO: to create a map of the classroom (GA) Can I create a simple map of our classroom? Can I explain what aerial means? 3. LO: to identify human features of Kelsey Primary (GA) Fieldwork – trip around school Can I use a simple key to recognise human features on a map? Can I use aerial images to recognise human features/landmarks (buildings, playground)? 4. LO: to identify physical features of Kelsey Primary (GA) Fieldwork – trip around school Can I use a simple key to recognise physical features on a map? Can I use aerial images to recognise basic physical features (field, nature reserve, trees)? 5. LO: to create a map of the school (GA) Can I create a simple map of our school? 6. What makes a map a map? (GA, SA, KRA)	<i>Locate the world's countries – focusing on North and South America</i>	1. LO: to explore New Orleans (GA, CA) Can I locate New Orleans? Can I identify which country New Orleans is in? Can I identify the state New Orleans is in? Can I identify which continent New Orleans is on? Can I identify the types of weather/climate? Can I explore the physical geography? Can I identify types of animals? 2. LO: to explore Washington DC (GA, CA) Can I locate Washington DC? Can I identify which country Washington DC is in? Can I explain why Washington DC doesn't have a capital city/state? Can I identify which continent Washington DC is on? Can I identify the types of weather/climate? Can I explore the physical geography? Can I identify types of animals? 3. LO: to explore Alaska (GA, CA) Can I locate Alaska? Can I identify the state capital of Alaska? Can I identify which country Alaska is in? Can I identify which continent Alaska is on? Can I identify the types of weather/climate? Can I explore the physical geography? Can I identify types of animals? 4. LO: to explore Rio De Janeiro (GA, CA) Can I locate Rio de Janeiro? Can I identify which country Rio de Janeiro is in? Can I identify which continent Rio de Janeiro is on? Can I identify the types of weather/climate? Can I explore the physical geography? Can I identify types of animals? 5. LO: to explore Buenos Aires (GA, CA) Can I locate Buenos Aires? Can I identify which country Buenos Aires is in? Can I identify which continent Buenos Aires is on? Can I identify the types of weather/climate? Can I explore the physical geography? Can I identify types of animals? 6. Which continent would you prefer to live on and why? (SA, KRA)	<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>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</i> <i>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.</i>	1. LO: to use the eight points of a compass (GA) Can I use the eight points of a compass? 2. LO: to use OS maps (GA) Can I use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the UK and the wider world? 3. LO: to observe and record human and physical features of North Kelsey (GA) Fieldwork – trip around village Can I observe, measure, record and present the human and physical features in the local area using a range of methods (sketch maps, plans, graphs, digital technologies)? 4. LO: to create a map (GA, KRA) Can I create a map of land-use of North Kelsey? Can I use a grid for my map? 5. Can I make assumptions about a given area based on a map? (SA, KRA) Trip around North Kelsey
	Disciplinary Knowledge	Use a simple map to move around the school	Disciplinary Knowledge	Use NF books/leaflets, atlases, pictures/photos and the internet as	Disciplinary Knowledge	Collect and record evidence unaided

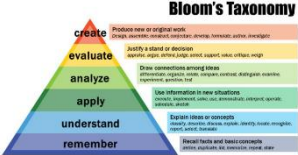
		- Investigate their surroundings - Make observations about where things are - Use maps, pictures and photos as sources of information - Draw a map of a real place - Begin to understand the need for a key - Make a simple key - Recognise that a map is about a place - Use relative vocabulary e.g. bigger/smaller, nearer/further - Look down on objects to make a plan view map		sources of information Investigate places and themes at more than one scale - Analyse evidence and begin to draw conclusions e.g. make comparisons between 2 locations - Locate places on a larger scale map e.g. find Buenos Aires on a world map - Begin to identify points on a map		- Analyse evidence and draw conclusions e.g. compare the different uses of land around North Kelsey - Use 8 compass points - Begin to use 4-figure co-ordinates to locate features on a map - Begin to use 6-figure grid references - Begin to draw thematic maps based on their own data - Draw a sketch map using symbols and a key - Use/recognise OS map symbols - Compare maps with aerial photographs - Describe features shown on an OS map
	Key Vocab	map, grid, school, photograph, aerial, landmark, human geography, physical geography	Key Vocab	Buenos Aires, Rio de Janeiro, Alaska, Washington DC, New Orleans, North America, South America	Key Vocab	Ordinance Survey, maps, atlases, globes, Google Maps, cartography, compass,
	Curriculum Drivers	Globally Aware Self-Aware Key Stage Ready and Ambitious	Curriculum Drivers	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	Curriculum Drivers	Globally Aware Self-Aware Key Stage Ready and Ambitious
Autumn 2 	<i>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</i>	1. LO: to order the significant actions of Christopher Columbus, Yuri Gagarin, Neil Armstrong and Tim Peake (GA) Can I put the significant events of Christopher Columbus, Yuri Gagarin, Neil Armstrong and Tim Peake in order? 2. LO: to discuss why Christopher Columbus was significant (GA) Can I identify who Christopher Columbus was? Can I identify why Christopher Columbus was important? 3. LO: to discuss why Neil Armstrong was significant (GA) Can I identify who Neil Armstrong was? Can I identify why Neil Armstrong was important? 4. LO: to discuss why Yuri Gagarin was significant (GA) Can I explain who Yuri Gagarin was? Can I explain why Yuri Gagarin was important? 5. LO: to discuss why Tim Peake was significant (GA)	<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	1. LO: to sequence the events of the Space Race (GA) Can I place the events of the Space Race on a timeline of major world events? Can I sequence the events of the Space race? 2. LO: to research the first British Rocket (GA) Can I research the first British rocket? 3. LO: to research Russian attempts to win the Space Race (GA, CA) Can I identify Russian rockets? Can I identify Russian inventions? 4. LO: to research NASA and the moon landings (GA< CA) Can I research NASA? Can I research the moon landings? 5. LO: to debate why the Americans were more successful than the Brits in the Space Race (GA, CA, KRA) Can I identify British accomplishments in the Space Race? Can I identify American accomplishments in the Space Race? Can I analyse why the Americans were more successful?	<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	1. LO: to sequence significant events of modern space travel (GA, KRA) Can I sequence significant events of modern space technology? Can I explain why these events were significant? Can I see trends over time? 2. LO: to research the Mars/Luna Rovers (GA, KRA) Can I research the Mars/Luna Rovers? 3. LO: to research commercial space trips (GA, KRA) Can I research commercial space trips? Can I evaluate the impact of commercial space trips? 4. LO: to research significant female astronauts (GA, KRA) Can I explain who Helen Sharman was and why she was significant? Can I explain who Mae Jemison was and why she was significant? Can I explain who Valentina Tereshkova was and why she was significant?

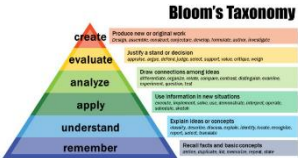
		Can I explain who Tim Peake is? Can I explain why Tim Peake is significant? 6. Who was the most significant explorer? (GA, KRA) Can I find similarities between Yuri Gagarin, Neil Armstrong, Tim Peake and Christopher Columbus? Can I find differences between Yuri Gagarin, Neil Armstrong, Tim Peake and Christopher Columbus?		6. Who won the Space Race? (GA, KRA) Visit – Leicestershire Space Museum		5. LO: to research the James Webb Telescope (GA, KRA) Can I research the James Webb telescope? Can I explain the significance of the James Webb Telescope? 6. Where are we going next? (GA, KRA)
	Key themes	Historical significance Innovation Determination	Key themes	Historical significance Innovation Determination	Key themes	Historical significance Innovation Determination
	Disciplinary Knowledge	- Describe historical events - Describe significant people from the past - Recognise that there are reasons why people in the past acted as they did - Place events and artefacts on a time line - Use artefacts, pictures, stories and online sources and databases to find out about the past - Label time lines with words or phrases such as past, present, older, newer - 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	Disciplinary Knowledge	- Use evidence to ask questions and find answers to questions about the past. - suggest causes and consequences of some of the main events and changes in history - place events, artefacts and historical figures on a time line using dates - use dates and terms to describe events - use appropriate historical vocabulary to communicate - use literacy, numeracy and computing skills to a good standard in order to communicate information about the past - Use appropriate historical vocabulary to communicate	Disciplinary Knowledge	- Use sources of evidence to deduce information about the past. - Select suitable sources of evidence, giving reasons for choices. - Seek out and analyse a wide range of evidence in order to justify claims about the past. - Understand that no single source of evidence gives the full answer to questions about the past. - Identify periods of rapid change in history - Use dates and term accurately in describing events - Use appropriate historical vocabulary to communicate - Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past
	Key Vocab	astronaut, cosmonaut, explorer, Apollo 11, spacewalk, first man in space	Key Vocab	T Force, Cold War, NASA, USSR, USA, rocket, engine, Apollo missions, Buzz Aldrin, Neil Armstrong, Michael Collins, Blue Streak,	Key Vocab	Beagle, Satellite, Luna Rover, Virgin 1, SpaceX, Helen Sharman, Mae Jemison, Luna bases, Mars Bases. James Webb Space Telescope
	Curriculum Drivers	Globally Aware Key Stage Ready and Ambitious	Curriculum Drivers	Globally Aware Culturally Aware Key Stage Ready and Ambitious	Curriculum Drivers	Globally Aware Key Stage Ready and Ambitious
Spring 1 	Name, locate and identify characteristics of the four countries and capital cities of the united kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage	1. LO: to identify basic geographical features of England (GA, CA) Can I name the capital of England? Can I identify the English flag? Can I locate England on a map of the UK? Can I name/locate English landmarks (Big Ben, Stonehenge, Tower of London, Angel of the North) 2. LO: to identify basic geographical features of Wales (GA, CA) Can I name the capital of Wales? Can I identify the Welsh flag? Can I locate Wales on a map of the UK?	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.	1. LO: to identify the counties of England (GA) Can I identify counties of England on a map? 2. LO: to explore Brighton (focus on the Beach) (GA, CA) Can I identify what Brighton beach is made of? Can I describe features of Brighton? (Royal Pavilion, British Airways I360, Brighton Palace Pier, Brighton Beach) 3. LO: to explore Penzance (GA, CA)	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.	1. LO: to explore the human geography of Lincoln in the past (GA, CA) Can I research what Lincoln was like in the past? (Norman Lincoln, Lincoln castle, Lincoln cathedral, topographical features to encourage settlement) 2. LO: to explore the human geography of Lincoln in the past (GA, CA) Can I research what Lincoln was like in the past? (WWII, memorial,

		Can I name/locate/describe Welsh landmarks (Snowdon, Principality stadium, Cardiff castle) 3. LO: to identify basic geographical features of Scotland (GA, CA) Can I name the capital of Scotland? Can I identify the Scottish flag? Can I locate Scotland on a map of the UK? Can I name/locate/describe Scottish landmarks (Loch Ness, Ben Nevis, Edinburgh castle) 4. LO: to identify basic geographical features of Northern Ireland (GA, CA) Can I name the capital of Northern Ireland? Can I locate Northern Ireland on a map of the UK? Can I name/locate/describe Northern Irish landmarks (Giant's causeway, Titanic museum parliament buildings Stormont) 5. LO: to research my favourite country of the UK (GA, CA, SA) Can I research the four countries of the UK? (population, popular food, famous people, sports, traditional festivals) 6. If you could live in any country of the UK, which one would it be? (GA, CA, SA, KRA)		Can I describe features of Penzance? (St Michael's Mount, piracy in Penzance) 4. LO: to explore Weston-super- Mare (Focus on the Beach) (GA, CA) Can I explain why Weston-super-Mare was popular in Victorian times? Can I describe features of Weston-super-Mare? (West Somerset railway, pier) 5. How has the traditional beach town (Cleethorpes, Brighton, Weston etc.) changed over time? (GA, CA, KRA) (health, bathing machines, beach huts, railways, piers, aeroplanes)		International Bomber Command Centre) 3. LO: to explore human geography in modern-day Lincoln (GA, CA, KRA) Can I describe how Lincoln has evolved recently? (Lincoln University, city centre expansion) 4. LO: to explain the physical geography of Lincoln has changed over time (GA, CA) Can I explain how the physical geography of Lincoln has changed over time? (Brayford Wharf, rivers, farming and land-use patterns) 5. LO: to explain how land-use in Lincoln changed over time (GA, CA) Can I explain how the physical geography of Lincoln has changed over time? (Farming, land-use patterns) 6. How has Lincoln changed over time? (GA, CA, KRA) Visit - Lincoln - fieldwork
	<i>Disciplinary Knowledge</i>	• Use information books, the internet and pictures as sources of information • Ask simple geographical questions e.g. where is it? What is it like? • Make simple comparisons between features of different places • Recognise that a map is about a place • Locate and name major features of the UK on a map e.g. London, River Thames	<i>Disciplinary Knowledge</i>	• Use NF books/leaflets, atlases, pictures/photos and the internet as sources of information • Analyse evidence and begin to draw conclusions e.g. make comparisons between 2 locations • Locate places on a larger scale map	<i>Disciplinary Knowledge</i>	• Use primary and secondary sources of evidence in investigations • Collect and record evidence • Analyse evidence and draw conclusions e.g. historical maps of varying scales • Compare maps with aerial photographs • Select a map for a specific purpose e.g. pick an atlas to find the UK and an OS map to find Lincoln • Identify significant places and environments
	<i>Key Vocab</i>	London, Cardiff, Edinburgh, Belfast, Landmarks, Tower of London, Titanic Museum, Edinburgh Castle, Cardiff Castle, Welsh Rarebit, Fish and Chips, Irish Stew, Haggis, England, Wales, Scotland, Ireland	<i>Key Vocab</i>	LGBT Pride parades, Brighton Pier, Pirates, Shops, Piers, Causeway of Penzance, St. Michaels Mount, Cliffs, Counties, Somerset, East Sussex, Cornwall,	<i>Key Vocab</i>	Lincoln Cathedral, Bailgate, Lincolnshire Wolds, Lincoln Castle, Brayford Wharf, University,
	<i>Curriculum Drivers</i>	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	<i>Curriculum Drivers</i>	Globally Aware Culturally Aware Key Stage Ready and Ambitious	<i>Curriculum Drivers</i>	Globally Aware Culturally Aware Key Stage Ready and Ambitious
Spring 2	events beyond living memory that are significant nationally or globally	1. LO: to sequence Victorian inventions on a timeline (GA, CA)	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	1. LO: to sequence the events of major mining events in the Victorian period (GA, CA)	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	1. LO: to sequence key events of the Victorian era (GA, CA)



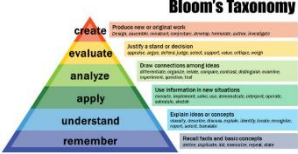
		Can I put Victorian inventions in chronological order? Can I put the Victorian inventions on the timeline? 2. LO: to discuss the invention of the telephone (KRA) Can I recall when the telephone was invented? Can I recall who invented the telephone? Can I evaluate the benefits of the telephone? 3. LO: to discuss the invention of the photographic camera (KRA) Can I recall when the camera was invented? Can I recall who invented the camera? Can I evaluate the benefits of the camera? 4. LO: to discuss the invention of the gramophone (KRA) Can I recall when the gramophone was invented? Can I recall who invented the gramophone? Can I evaluate the benefits of the gramophone? 5. LO: to discuss the invention of the light bulb (KRA) Can I recall when the light bulb was invented? Can I recall who invented the light bulb? Can I evaluate the benefits of the light bulb? 6. Which is the best Victorian invention? (KRA)		Can I place the date of the first mines on a timeline? Can I place key mining events on a time line? Can I explain why people started mining coal? Can I sequence the major mining events of the Victorian period? 2. LO: to create a cross-section of a Victorian coal mine (GA) Can I identify and label the features of a mine? 3. LO: to evaluate children’s jobs in the mines (CA) Can I name and explain the roles that children had in the mines (hurrirer, trapper, drawers, getters)? Can I give my opinion about the role of children in the mines? 4. LO: to investigate changes in mining technology (GA) Can I describe a change in mining technology (Davy Lamp, pit shafts, water pumps)? Can I describe the benefits of the change? 5. LO: to examine changes to mining regulations (GA) Can I articulate changes to mining regulations? Can I recall the year in which the changes took place (1842- Mines and Colliery act) 6. Would you choose to work in a Victorian mine? (SA, KRA) Visit – Nottinghamshire Coal Museum		Can I recall when mining began? Can I place key inventions of the Victorian for farming and mining on a timeline (e.g. the seed drill, threshing machine)? Can I recall why the Industrial Revolution was so important to coal mining? Can I see trends over time? 2. LO: to analyse farming in the Victorian era (CA) Can I explain how people farmed in the Victorian era? Can I explain why farming was important in the Victorian era? 3. LO: to investigate coal mining in Nottinghamshire in the Victorian era (CA) Can I recall the names of coalmines in Nottinghamshire? Can I locate mines in Nottinghamshire on a map? Can I explain the importance of mining in the Victorian era? 4. LO: to investigate farming in Lincolnshire in the Victorian era (CA) Can I explain what farming is? Can I explain the types of farming in Lincolnshire? Can I explain the importance of farming in Lincolnshire? 5. Which was more important in the Victorian era: mining or farming? (CA, KRA) Visit – Lincolnshire Life Museum
	Key themes	Innovation Historical significance Continuity and change Determination Queen	Key themes	Innovation Continuity and Change Determination Queen Rights	Key themes	Innovation Continuity and Change Determination Queen Culture
	Disciplinary Knowledge	- Describe historical events - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past - Place events and artefacts in order on a time line - Label time lines with words or phrases such as past, present, older, newer - Use dates where appropriate	Disciplinary Knowledge	- Give a broad overview of life in Britain from ancient until medieval times - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - Suggest suitable sources of evidence for historical enquiry - Suggest causes and consequences of some of the main events and changes in history	Disciplinary Knowledge	- Use sources of evidence to deduce information about the past - Identify continuity and change in the history of the locality of the school - Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural) - Use dates and terms accurately in describing events

		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		- Place events, artefacts and historical figures on a time line using dates - Use dates and terms to describe events - Use appropriate historical vocabulary to communicate - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past - Use appropriate historical vocabulary to communicate		- Understand the concepts of continuity and change over time, representing them along with evidence, on a time line - Use appropriate historical vocabulary to communicate - Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past - Use appropriate historical vocabulary to communicate
	Key vocab	invention, Queen Victoria, telephone, light bulb, camera, gramophone, Industrial Revolution	Key vocab	Industrial Revolution, trappers, hurriers, getters, Mining Acts, 1842 Miners Act, Scottish Colliers Act, Davy Lamp,	Key vocab	Industrial Revolution, Trappers, Hurriers, Getters, Mining Acts, 1842 Miners Act, Scottish Colliers Act, Davy Lamp, Mines in Nottingham, farming, arable, pastoral, tractor, combine harvester
	Curriculum Drivers	Globally Aware Culturally Aware Stage Ready and Ambitious	Curriculum Drivers	Globally Aware Self-Aware Key Stage Ready and Ambitious	Curriculum Drivers	Globally Aware Culturally Aware Key Stage Ready and Ambitious
Summer 1 	<i>Human and Physical Geography – refer to key Physical features</i>	1. LO: to identify the features of a river (GA) Can I identify the features of a river (waterfall, source, tributary, floodplains, estuary, lower course, upper course, middle course, lower course, middle course, meander)? Can I explain where these features are in the river (e.g. the course is in the upper course)? Can I explain that the river flows to the sea? Can I explain how a river is formed? Can I name famous rivers from around the world? 2. LO: to identify the features of a mountain (GA) Can I identify the features of a mountain (summit, valley, slope)? Can I name famous mountains from around the world (Ben Nevis, Mount Everest)? 3. LO: to identify the features of a cliff (GA) Can I identify the features of a cliff? 4. LO: to identify the key features of a forest (GA) Can I explain what a forest is? Can I identify the levels of a forest? Can I identify the types of forest? (boreal, temperate, tropical) 5. Trip to Willingham Woods - fieldwork 6. Which would be the best area to live in? (GA, SA, KRA)	<i>Describe and understand key aspects of Physical Geography</i>	1. LO: to explain how an earthquake is formed (GA) Can I explain how an earthquake is formed? Can I use technical vocabulary (tectonic plates, pressure, epicentre)? Can I explain what the outcomes of an earthquake are (liquefaction, landslide, tsunami, earth rupture, earthquake)? 2. LO: to explain how to stay safe during an earthquake (GA) Can I explain what drop, cover and hold on means? Can I explain what might be needed in a safety pack? Can I explain the effects an earthquake might have on people living in the area? 3. LO: to describe the Kobe earthquake (GA, CA) Can I locate the country that Kobe is in (Japan)? Can I identify when the earthquake happened? Can I explore earthquake proof houses? 4. LO: to identify the features of a volcano (GA) Can I identify the categories of volcanoes (dormant, extinct, active)? Can I explain how a volcano is formed? Can I identify the features of a volcano (main vent, conduit, volcanic bomb, lava flow, magma chamber) 5. LO: to describe the eruption of Krakatoa and why it was significant (GA)	<i>Describe and understand key aspects of: Physical geography.</i>	1. LO: to identify a tropical climate (GA) Can I identify the features of a tropical climate? Can I identify the type of weather in a tropical climate? Can I identify a tropical climate zone? 2. LO: to identify a polar climate (GA) Can I identify the features of a polar climate? Can I identify the type of weather in a polar climate? Can I identify a polar climate zone? 3. LO: to identify a temperate climate (GA) Can I identify a temperate climate? Can I identify the type of weather in a temperate climate? Can I identify a polar zone? 4. LO: to identify an arid climate (GA) Can I identify an arid climate? Can I identify the type of weather in an arid climate? Can I identify an arid climate zone? 5. LO: to identify a Mediterranean climate (GA) Can I identify a Mediterranean climate? Can I identify the type of weather in a Mediterranean climate?

				Can I locate Krakatoa (Indonesia, in the Ring of Fire)? Can I explain when the eruption happened and the lead up to it (27th August 1883)? Can I explain why the eruption of Krakatoa was so significant (loudest sound in the world)? Can I explain the effects that the eruption had on the surrounding environment? Can I explain where the information about the eruption came from (Rogier Verbeek, Dutch geologist) 6. Which are more dangerous: volcanoes or earthquakes? (GA, KRA)		Can I identify a Mediterranean climate zone? 6. LO: to identify a mountain climate (GA) Can I identify a mountain climate? Can I identify the type of weather in a mountain climate? Can I identify a mountain climate zone? 7. Can you design a creature that can live in any climate? (GA, KRA)
	<i>Disciplinary Knowledge</i>	- Use information books, the internet and pictures as sources of information - Ask simple geographical questions e.g. where is it? What is it like? - Make simple comparisons between features of different places - Investigate their surroundings	<i>Disciplinary Knowledge</i>	- Use NF books/leaflets, atlases, pictures/photos and the internet as sources of information - Analyse evidence and begin to draw conclusions e.g. make comparisons between 2 locations - Locate places on a larger scale map	<i>Disciplinary Knowledge</i>	- Use primary and secondary sources of evidence - Investigate places with more emphasis on larger scale; contrasting and distant places - Analyse evidence and draw conclusions e.g. how does the climate affect those who live there - Select a map for a specific purpose e.g. pick an atlas to find the UK and an OS map to find Lincoln - Identify significant places and environments - Locate places on a world map - Use atlases to find out about other features of places e.g. mountain regions, weather patterns - Recognise world map as a flattened globe
	<i>Key vocab</i>	rocks, river, stream, mountains, hills, cliffs, forest, woodland	<i>Key vocab</i>	earthquake, Kobe, crust, mantle, magma, lava, Krakatoa, Ring of Fire, active, dormant, extinct	<i>Key vocab</i>	climate, polar, tropical, temperate, arid, biome, Mediterranean, mountain, weather
	<i>Curriculum Drivers</i>	Globally Aware Self-Aware Key Stage Ready and Ambitious	<i>Curriculum Drivers</i>	Globally Aware Culturally Aware Key Stage Ready and Ambitious	<i>Curriculum Drivers</i>	Globally Aware Culturally Aware Key Stage Ready and Ambitious
Summer 2 	<i>The lives of significant individuals in the past who have contributed to national and international achievements.</i>	1. LO: to explain what a significant person is (SA) Can I explain what significant means? 2. LO: to discuss why Florence Nightingale was significant (SA, CA, GA) Can I explain who Florence Nightingale was? Can I explain why Florence Nightingale was significant? 3. LO: to discuss why Mary Seacole was significant (SA, CA, GA) Can I explain why Mary Seacole was? Can I explain why Mary Seacole was significant?	<i>changes in Britain from the Stone Age to the Iron Age</i>	1. LO: to sequence important events of Stone Age, Bronze Age and Iron Age (GA, CA) Can I sequence important events of the Stone Age, Bronze Age and Iron Age (first artwork, first use of tools, the wheel, pottery, metal being used)? Can I explain why these events were important? Can I place these events on a timeline? 2. LO: to investigate the change in settlements from the Stone Age to the Iron Age (GA, CA) Can I identify Stone Age houses? Can I identify Bronze Age houses? Can I identify Iron Age houses? Can I identify changes in settlements from the Stone Age to the Iron	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	1. LO: to sequence important events in Ancient Greece (GA, CA) Can I sequence important events of Ancient Greece (Archaic, Classical and Hellenistic era)? Can I place these events on a timeline? Can I explain why these events were significant? Can I see trends over time? 2. LO: to investigate war in Ancient Greece (GA, CA) Can I recall the types of weapons used in Ancient Greece? Can I recall any famous battles?

		4. LO: to discuss why Edith Cavell was significant (SA, CA, GA) Can I explain why Edith Cavell was? Can I explain why Edith Cavell was important? 5. Who had the most significant role in medicine? (SA, CA, GA) Can I identify similarities between Florence Nightingale, Mary Seacole and Edith Cavell? Can I identify differences between Florence Nightingale, Mary Seacole and Edith Cavell? 6. LO: to compare medicine in the time of Florence Nightingale to modern medicine (SA, CA, GA, KRA) Can I identify similarities? Can I identify differences?		Age? Can I explain why settlements changed from the Stone Age to the Iron Age? 3. LO: to investigate the change in tools from the Stone Age to the Iron Age (GA, CA) Can I identify tools used in the Stone Age, Bronze Age and Iron Age? Can I identify changes made in tools over time? Can I explain why tools changed over time? Can I explain why people started using iron rather than Bronze? 4. LO: to investigate the changes in food sources from the Stone Age to the Iron Age (GA, CA) Can I identify sources of food in the Stone Age, Bronze Age and Iron Age? Can I explain what a hunter-gatherer is? Can I explain how farming and agriculture developed between the Stone Age and the Iron Age? 5. LO: to investigate the changes to art from the Stone Age to the Iron Age (GA, CA) Can I identify the changes in art from the Stone Age to the Iron Age? Can I identify the materials used from the Stone Age to the Iron Age? 6. Which had the greatest impact on human development: the Stone Age, the Bronze Age or the Iron Age? (GA, CA, KRA)		3. LO: to investigate Ancient Greek religion (GA, CA) Can I recall some of the Ancient Greek gods? Can I recall whether Ancient Greek people went to worship? Can I explain why the gods were so important in Ancient Greece? 4. LO: to examine why the Olympic games were important (GA, CA) Can I recall when the Olympic games started? Can I explain why the Olympic games started? Can I explain why the Olympic games were important to the Ancient Greeks? Can I explain why the Olympic games are important today? 5. LO: to investigate Ancient Greek art and culture (GA, CA) Can I explain what culture is? Can I identify examples of Ancient Greek art and culture (theatre, friezes, pottery)? Can I explain why these are important? Can I explain why Ancient Greek art and culture is important today? 6. LO: to examine Ancient Greek Inventions (GA, CA) Can I identify some Ancient Greek inventions (Archimedes screw, catapult, lever, democracy)? Can I explain why these inventions are important today? 7. How important were the Ancient Greeks to human development? (GA, CA, KRA)
	Key themes	Historical significance Determination War	Key themes	Civilisation Innovation Culture	Key themes	Civilisation Innovation Culture Democracy Empire
	Disciplinary Knowledge	- Ask questions such as: What was it like for people? What happened? How long ago? - Describe historical events - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did - Place events and artefacts on a time line	Disciplinary Knowledge	- Use evidence to ask questions and find answers to questions about the past - Suggest suitable sources of evidence for historical enquiries - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. - Describe different accounts of a historical event, explaining some of	Disciplinary Knowledge	- Place events, artefacts and historical figures on a time line using dates - Use dates and terms to describe events - Compare some of the times studied with those of other areas of interest around the world

		- Use artefacts, pictures, stories and online sources and databases to find out about the past - Label time lines with words or phrases such as past, present, older, newer - 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		- the reasons why the accounts may differ - Suggest causes and consequences of some of the main events and changes in history - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past - Use appropriate historical vocabulary to communicate		- Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - Use evidence to ask questions and find answers to questions about the past - Suggest suitable sources of evidence for historical enquiries - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history - Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past - Use appropriate historical vocabulary to communicate
	Key Vocabulary	Crimean War, Britain, WW1, nursing, tolerance	Key Vocabulary	Stone Age, Bronze Age, Iron Age, mining, forging, hunter-gatherer, kingdoms	Key Vocabulary	Athens, diplomacy, democracy, Olympic games, hoplite, mythology, gods, goddesses,
	Curriculum Intent Driver	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	Curriculum Intent Driver	Globally Aware Culturally Aware Key Stage Ready and Ambitious	Curriculum Intent Driver	Globally Aware Culturally Aware Key Stage Ready and Ambitious

Humanities Cycle B	National Curriculum Objectives	Yr 1/2 Lesson Focuses	National Curriculum Objectives	Yr 3/4 Lesson Focuses	National Curriculum Objectives	Yr 5/6 Lesson Focuses
Autumn 1 	Name and Locate the world's seven continents and 5 oceans <i>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</i>	- LO: to use a compass and compass directions (GA) Can I identify the 4 compass points (north, south, east, west)? Can I line my compass up with north? Can I read the direction from my compass? - LO: to identify the 5 oceans of the world (GA) Can I name the 5 oceans (Atlantic Southern, Pacific, Indian, Arctic)? Can I explain what an ocean is? Can I find the 5 oceans on a world map? - LO: to identify the 7 continents of the world (GA) Can I name the 7 continents (Europe, Antarctica, North America, South America, Asia, Oceania, Africa)? Can I find the 7	<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>	- LO: to locate European countries (GA, CA) Can I use an atlas, maps, globes and Google Earth to locate European countries? Can I name some European countries and share my own views about them? - LO: to locate African countries (GA, CA) Can I use an atlas, maps, globes and Google Earth to locate African countries? Can I name some African countries and share my own views about them? - LO: to locate American countries (GA, CA) Can I use an atlas, maps, globes and Google Earth to locate American countries?	<i>Understand geographical similarities and differences through the study of a region in the United Kingdom, a region in a European country and a region within North or South America</i>	- LO: to identify examples of human and physical geography (GA) Can I identify features of human geography? Can I identify features of physical geography? Can I explain the difference between human and physical geography? - LO: to explore the Yukon (GA, CA) Can I locate the Yukon using a map/Google maps? Can I identify the key geographical features of the Yukon (physical and human)? - LO: to explore the community of Madrid (GA, CA)

		continents on a map? Can I explain what a continent is? 4. LO: to explore Africa (GA, CA) Can I identify physical features of Africa (Nile, Kilimanjaro, Lake Victoria and Victoria Falls, Sahara desert, Serengeti)? Can I identify types of animals found in Africa? Can I use directional language to describe a route around the physical features of Africa? 5. LO: to explore Europe (GA, CA) Can I identify the physical features of Europe (Thames, Mont Blanc, Black Forest)? Can I identify types of animals found in Europe? Can I use directional language to describe a route around the physical features of Europe? 6. Can I create my own journey around the world? (GA, CA, KRA)		Can I name some American countries and share my own views about them? 4. LO: to locate Asian countries (GA, CA) Can I use an atlas, maps, globes and Google Earth to locate Asian countries? Can I name some Asian countries and share my own views about them? 5. LO: to locate Oceanic countries (GA, CA) Can I use an atlas, maps, globes and Google Earth to locate Oceanic countries? Can I name some Oceanic countries and share my own views about them? 6. Debate: Which tool is the most useful for locating geographical regions and identifying their characteristics? (GA, CA, KRA, SA)		Can I locate Can I identify the key geographical features (human and physical)? 4. LO: to explore Pembrokeshire (GA, CA) Can I locate Pembrokeshire on a map/Google maps? Can I identify the key features of Pembrokeshire (human and physical)? 5. LO: to research ____ (GA, CA) Can I research the given place? 6. A comparison of the Yukon, Pembrokeshire and the community of Madrid (GA, CA, KRA) Can I find similarities between the Yukon, the community of Madrid and Pembrokeshire? Can I find differences between the Yukon, the community of Madrid and Pembrokeshire?
	<i>Disciplinary Knowledge</i>	- Ask simple geographical questions e.g. where is it? What is it like - Follow directions e.g. left, right, NSEW - Recognise that a map is about a place - Follow a route on a map	<i>Disciplinary Knowledge</i>	- Use NF books/leaflets, atlases, pictures/photos and the internet as sources of information - Analyse evidence and begin to draw conclusions e.g. make comparisons between 2 locations - Locate places on a larger scale map - Begin to identify points on a map - Use satellite imagery/aerial photography - Begin to match boundaries e.g. find the same boundary of a country on a different scale map	<i>Disciplinary Knowledge</i>	- Use primary and secondary sources of evidence - Investigate places with more emphasis on larger scale; contrasting and distant places - Analyse evidence and draw conclusions e.g. how does the climate affect those who live there - Select a map for a specific purpose e.g. pick an atlas to find the UK and an OS map to find Lincoln - Identify significant places and environments - Locate places on a world map - Use atlases to find out about other features of places e.g. mountain regions, weather patterns - Recognise world map as a flattened globe
	<i>Key Vocabulary</i>	maps, continents, Africa, Europe, compass, north, south, east, west	<i>Key Vocabulary</i>	maps, atlas, North America, South America, Oceania, Asia, Africa (teacher discretion required for countries – focus on pupil interest/staff knowledge and experiences)	<i>Key Vocabulary</i>	Yukon, mountainous, settlements (teacher discretion required)
	<i>Curriculum Intent Driver</i>	Globally Aware Culturally Aware Key Stage Ready and Ambitious	<i>Curriculum Intent Driver</i>	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	<i>Curriculum Intent Driver</i>	Globally Aware Culturally Aware Key Stage Ready and Ambitious
Autumn 2	significant historical events, people and places in their own locality	1. LO: to sequence the development of Lincoln Castle (GA) Can I sequence the events of Lincoln Castle? Can I place them on a timeline?	Britain's settlement by Anglo-Saxons and Scots	1. LO: to sequence the major events of Britain's settlement by the Anglo-Saxons and Scots (GA, CA)	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	1. LO: to sequence major events in the time of Viking and Anglo-Saxon struggle for England (GA, CA)

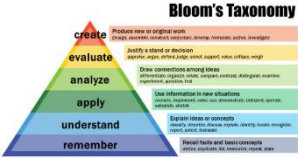


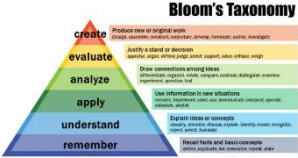
		2. LO: to investigate why Lincoln Castle was built (GA, CA) Can I recall when Lincoln Castle was built? Can I explain why Lincoln Castle was built? Can I recall what type of castle Lincoln Castle was when it was first built? 3. LO: to discuss the battle of Lincoln Fair (GA, CA) Can I recall when the battle of Lincoln Fair was? Can I explain why the Battle of Lincoln Fair happened? Can I recall who won? Can I explain why the battle of Lincoln Fair was important? 4. LO: to investigate why Lincoln Castle became a prison (GA, CA, SA) Can I recall when Lincoln Castle became a prison? Can I explain why Lincoln Castle became a prison? 5. Should Lincoln Castle have stayed in use as a castle? (KRA) Visit – Lincoln Castle		Can I sequence major events of Britain’s settlement by the Anglo-Saxons and Scots? Can I explain why these events were important? 2. LO: to explain why the Romans withdrew from Britain (GA, CA) Can I explain why the Romans withdrew from Britain? Can I identify factors that led to the Roman withdrawal from Britain e.g. the fall of the Roman Empire? 3. LO: to investigate the Scottish invasion of Northern Britain (GA, CA) Can I explain why the Scots invaded Northern Britain? 4. LO: to investigate Anglo-Saxon settlements and kingdoms (GA, CA) Can I identify Anglo-Saxon place names? Can I identify Anglo-Saxon kingdoms? 5. LO: to investigate Anglo-Saxon art (GA, CA) Can I identify traits of Anglo-Saxon art? Can I identify Christian influences on Anglo-Saxon art? 6. How did Britain change in the Anglo-Saxon period? (SA, KRA) Visit - The Collection, Lincoln		Can I sequence these events? Can I place them on a timeline? Can I explain why there were important? Can I explain why the Vikings started raiding England? 2. LO: to investigate who the Vikings were (GA, CA) Can I explain where the Vikings came from? Can I explain who the Vikings were? 3. LO: to evaluate the importance of the Battle of Edington (GA, CA) Can I identify who won the Battle of Edington? Can I explain why the battle was important? Can I explain the impact it had on the Viking invasion of England? 4. LO: to investigate the impact of the Danelaw (GA, CA) Can I explain what the Danelaw was? Can I explain where the Danelaw was? Can I explain the impact that the Danelaw had on England? 5. LO: to analyse the reliability of sources (SA) Can I identify types of sources? Can I explain the difference between a primary and secondary source? Can I analyse the reliability of different sources? 6. How did Britain change in during the Viking raids? (KRA)
	Key themes	Invasion and Settlement Continuity and Change Monarchy	Key themes	Invasion and Settlement Culture	Key themes	Invasion and Settlement Culture War
	Disciplinary Knowledge	- Place events and artefacts in order on a time line. - Label time lines with words or phrases such as: past, present, older and newer. - Show an understanding of the concept of nation and a nation’s history. - Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. - Ask questions such as: What was it like for people? What happened? How long ago?	Disciplinary Knowledge	- Place events, artefacts and historical figures on a time line using dates. - Use dates and terms to describe events. - Compare some of the times studied with those of other areas of interest around the world. - Give a broad overview of life in Britain from ancient until medieval times. - Use evidence to ask questions and find answers to questions about the past. - Suggest suitable sources of evidence for historical enquiries.	Disciplinary Knowledge	- Use sources of evidence to deduce information about the past. - Select suitable sources of evidence, giving reasons for choices. - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. - Understand that no single source of evidence gives the full answer to questions about the past.

		- Use artefacts, pictures, stories, online sources and databases to find out about the past - 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		- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past - Use appropriate historical vocabulary to communicate		- Identify continuity and change in the history of the locality of the school. - Use appropriate historical vocabulary to communicate - Describe the main changes in the period of history (using terms such as social, religious, political, technological and cultural) - Use dates and terms accurately in describing events - Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past - Use appropriate historical vocabulary to communicate
	Key Vocabulary	walls, turrets, motte and bailey, keep, protection, jail, Victorian	Key Vocabulary	Saxons, Romano-British, Roman, Dark Ages, axes, swords, helmets, raids, art, culture,	Key Vocabulary	Saxons, Vikings, raids, migration, invasion, battles
	Curriculum Intent Driver	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	Curriculum Intent Driver	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	Curriculum Intent Driver	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious
Spring 1 	<i>Human and Physical Geography – Use basic Geographical vocabulary to refer to key human features</i>	- LO: to identify different types of houses (GA, CA) Can I identify different types of houses (bungalow, terrace, detached, semi-detached, flat, caravan, cottage)? Can I compare these? - LO: to identify offices and factories (GA, CA) Can I explain the purpose of a factory? Can I explain the purpose of an office? Can I name items that might be made in a factory? - LO: to describe a farm (GA, CA) Can I explain what a farm is for (arable, pastoral)? Can I identify animals I might find on a farm? Can I identify machinery that might be used on a farm? - LO: to identify a shop (GA, CA) Can I explain the purpose of a shop? Can I name different items which might be sold in a shop? - Visitors – career festival (SA, KRA) - If you could design the perfect town, what would it look like? (SA, KRA)	<i>Describe and understand key aspects of: human geography.</i>	- LO: to identify different types of settlements (GA, CA) Can I identify different types of settlements (towns, villages, hamlets, cities)? Can I identify what a settlement is? Can I identify which type of settlement I live in? - LO: to describe what a village and a hamlet is (GA, CA) Can I identify key features of a hamlet (small, no church)? Can I identify the key features of a village (small, may have a primary school, a few shops, a post office, a village hall)? - LO: to describe what towns and cities are (GA, CA) Can I identify the key features of a town (large, primary school, secondary school, train station, shopping centre)? Can I identify the features of a city (largest settlement, hospital, sports facilities, universities, shops, offices, cathedral)? - LO: to identify local small settlements (GA, CA, SA) Can I use a map/Google maps to identify local hamlets? Can I use a map/Google maps to identify local villages? Can I classify the types of settlements and justify my reasons? - LO: to identify large local settlements (GA, CA, SA)	<i>Describe the understand key aspects of: Human Geography</i> <i>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</i>	- LO: to explore the human geography of Egypt (GA, CA) Can I explain what human geography is? Can I describe the population of Egypt? Can I list settlements of Ancient Egypt? Can I identify landmarks of Egypt? Can I recall the capital city of Egypt? - LO: to describe settlements in rural and urban Egypt (GA, CA) Can I explain what a settlement is? Can I identify the key features of a settlement? Can I explain what houses were like in rural Egypt? Can I explain why houses have changed over time in Egypt? Can I explain why most settlements in Egypt are built along the Nile? - LO: to describe the economy of Egypt (GA, CA) Can I explain what economy is? Can I identify what makes up the Egyptian economy (tourism, exports, hydroelectricity, petrol, natural gases)? - LO: to evaluate the effectiveness of the Aswan Dam (GA, CA)

Spring 2  Bloom's Taxonomy				Can I use maps/Google maps to identify local towns? Can I use maps/Google maps to identify local cities? Can I classify the types of settlements and justify my reasons? 6. If you could design the perfect settlement, what would it look like? (SA, KRA) Visit – North Kelsey - fieldwork		Can I explain what the Aswan Dam does? Can I evaluate the benefits and side effects of the Aswan Dam? 5. LO: to research trade routes of Egypt (GA, CA) Can I explain what trade is? Can I explain what a trade route is? Can I identify items that were traded in Ancient Egypt? Can I identify items that are traded in modern Egypt? Can I identify trade routes of Ancient Egypt? Can I identify trade routes of modern Egypt? Can I explain why there routes have changed over time (technology/machinery)? 6. Would you choose to live in Egypt? (SA, KRA)
	<i>Disciplinary Knowledge</i>	- Use information books, the internet and pictures as sources of information - Ask simple geographical questions e.g. where is it? What is it like? - Make simple comparisons between features of different places - Make appropriate observations about why things happen - Draw a map of an imaginary place - Use own symbols on a map	<i>Disciplinary Knowledge</i>	- Use NF books/leaflets, atlases, pictures/photos and the internet as sources of information - Analyse evidence and begin to draw conclusions e.g. make comparisons between 2 locations - Begin to identify points on a map - Use satellite imagery/aerial photography - Collect and record evidence with some aid - Draw a sketch map - Make a simple scale drawing	<i>Disciplinary Knowledge</i>	- Use primary and secondary sources of evidence - Analyse evidence and draw conclusions e.g. how does the climate affect those who live there - Select a map for a specific purpose e.g. pick an atlas to find the UK and an OS map to find Lincoln - Identify significant places and environments - Locate places on a world map - Use atlases to find out about other features of places e.g. mountain regions, weather patterns - Recognise world map as a flattened globe - Compare maps with aerial photographs
	<i>Key Vocabulary</i>	flat, bungalow, factory, supermarket, urban, rural, semi-detached, detached, terraced	<i>Key Vocabulary</i>	hamlet, village, town, city, market town, town centre, war memorial, cathedral, church, Shops, leisure, Thornton, North Kelsey, Market Rasen, Hull	<i>Key Vocabulary</i>	Cairo, Nile, farming, fishing, trade, temple, Aswan Dam, tourism, Egyptian Pound, hydroelectric, travel
	<i>Curriculum Intent Driver</i>	Globally aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	<i>Curriculum Intent Driver</i>	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	<i>Curriculum Intent Driver</i>	Globally aware Culturally Aware Self-Aware Key Stage Ready and Ambitious
	<i>The lives of significant individuals in the past who have contributed to national and international achievements.</i>	1. LO: to put significant leaders of Rome in chronological order (GA, CA) Can I sequence these significant leaders of Rome (Julius Caesar, Augustus Caesar, Hadrian, Constantine)? 2. LO: to discuss why Julius Caesar was important (GA, CA)	the Roman Empire and its impact on Britain	1. LO: to sequence Roman invasions of Britain (GA, CA) Can I sequence Roman invasions of Britain? Can I put Roman invasions of Britain on the time line? 2. LO: to investigate the indigenous people of Britain (GA, CA)	<i>the Roman Empire and its impact on Britain</i> <i>a local history study - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i>	Further build upon what was taught in Yrs 3/4 1. LO: to sequence major invasions of the Roman Empire (GA, CA) Can I sequence major invasions of the Roman Empire? Can I explain why these events were significant? Can I see trends over time?

		Can I explain who Julius Caesar was? Can I explain why Julius Caesar was important? 3. LO: to discuss why Augustus Caesar was important (GA, CA) Can I explain who Augustus Caesar was? Can I explain why Augustus Caesar was important? 4. LO: to discuss why Hadrian was important (GA, CA) Can I explain who Hadrian was? Can I explain why Hadrian was important? 5. LO: to discuss why Constantine was important (GA, CA) Can I explain who Constantine was? Can I explain why Constantine was important? 6. Who was the most significant Roman leader? (SA, KRA)		Can I explain which tribes were in Britain in the time of the Roman invasions? Can I explain what everyday life was like? 3. LO: to investigate Roman invasions of Britain (GA, CA) Can I explain why the Romans invaded Britain? Can I identify which Emperors invaded Britain? Can I identify the impact on the Celtic people? 4. And 5. LO: to identify inventions that Romans brought to Britain (GA, CA) Can I identify inventions that Romans brought to Britain (roads, Hadrian's Wall, aqueducts etc.)? 6. What did the Romans ever do for us? (SA, KRA)		2. LO: to research the Roman Army (GA, CA) Can I research the Roman army? Can I explain the roles of individuals in the Roman army? Can I explain why the Roman army was so successful? 3. LO: to investigate trade in Roman Britain (GA, CA) Can I explain what trade is? Can I identify items that were traded in Roman Britain? Can I explain why trade was important? 4. LO: to investigate Lincoln as a Roman town (GA, CA) Can I research how Lincoln was used in Roman times? 5. What was life like in Lindum Colonia? (KRA) Visit Lincoln - fieldwork
	Key themes	Empire Historical Significance	Key themes	Empire Invasion and Settlement Culture	Key themes	Empire Culture
	Disciplinary Knowledge	- Ask questions such as: What was it like for people? What happened? How long ago? - Describe historical events - Describe significant people from the past - Recognise that there are reasons why people in the past acted as they did - Place events and artefacts on a time line - Use artefacts, pictures, stories and online sources and databases to find out about the past - Label time lines with words or phrases such as past, present, older, newer - 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	Disciplinary Knowledge	- Give a broad overview of life in Britain from ancient until medieval times - Describe the social, ethnic, cultural or religious diversity of past society - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past - Suggest suitable sources of evidence for historical enquiries - Place events, artefacts and historical figures on a time line using dates - Use dates and terms to describe events - Use appropriate historical vocabulary to communicate	Disciplinary Knowledge	- Use sources of evidence to deduce information about the past - Select suitable sources of evidence, giving reasons for choices - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied - Understand that no single source of evidence gives the full answer to questions about the past - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line • Use dates and terms accurately in describing events - Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past - Use appropriate historical vocabulary to communicate
	Key Vocabulary	emperor, Empire, Christianity, Hadrian's Wall, conversion, assassination, Senate	Key Vocabulary	Boudicca, roads, aqueducts, Latin, mosaic, religion, taxes, counting, the word Britain, King Arthur, Hadrian's wall, Picts, Roman	Key Vocabulary	Caistor, army, centurion, trade, market

	Curriculum Intent Driver	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	Curriculum Intent Driver	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	Curriculum Intent Driver	Globally Aware Culturally Aware Key Stage Ready and Ambitious
Summer 1 	<i>Human and Physical Geography – refer to key Physical features</i> <i>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</i>	1. LO: to identify different types of weather (GA) Can I explain what weather is? Can I identify different types of weather? Can I explain when different types of weather usually happen in the UK? 2. LO: to describe the seasons in the UK (spring and summer) (GA) Can I identify the seasons? Can I identify the key features of each season? Can I order and explain they cycle of the seasons? <i>Fieldwork</i> 3. LO: to describe the seasons in the UK (autumn and winter) (GA) Can I identify the seasons? Can I identify the key features of each season? Can I order and explain they cycle of the seasons? 4. LO: to locate cold areas of the world (GA) Can I use a map to identify cold areas of the world? Can I explain that cold areas of the world are at the top and bottom of the globe? Can I explain that the North and South poles are cold? 5. LO: to locate hot areas of the world (GA) Can I use a map to identify the hot areas of the world? Can I explain that hot areas of the world are across the middle of the Earth? Can I explain that the Equator is hot? 6. Where would you prefer to live: a hot place or a cold place? (KRA, SA)	<i>Physical Geography – focusing on the water cycle</i> <i>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)</i>	1. LO: to describe the Water Cycle (GA) Can I identify the parts of the Water Cycle? Can I sequence the Water Cycle? 2. LO: to identify the position and significance of the Arctic Circle and Antarctic Circle (GA) Can I use a map/Google maps to locate the Arctic Circle? Can I use a map/Google maps to locate the Antarctic Circle? Can I describe the significance of the Arctic? Can I describe the significance of the Antarctic? 3. LO: to identify the position and significance of longitude, latitude and the Tropics of Cancer and Capricorn (GA) Can I use a map/Google maps to identify the positions of the Tropics of Cancer and Capricorn? Can I explain what longitude is? Can I explain what latitude is? 4. LO: to identify the position and significance of the Equator and the hemispheres (GA) Can I use a map/Google maps to identify the position of the Equator? Can I identify the Northern and Southern hemispheres? 5. LO: to identify the position and significance of time zones (GA) Can I explain what a time zone is? Can I identify the Greenwich Meridian? Can I describe the significance of the Greenwich Meridian? 6. Create an educational resource (i.e. TV report, Radio, Lesson) in detail on one of the above (KRA)	<i>Describe the understand key aspects of: Physical Geography</i>	1. LO: to explain what a biome is (GA) Can I explain what a biome is? Can I identify the features of a biome? Can I name the 6 types of biome? 2. LO: to identify the features of a rainforest biome and an aquatic biome (GA) Can I identify what the soil type of the biome is? Can I identify the types of animals that live in the biome? Can I identify the type of vegetation that grows within the biome? 3. LO: to identify the features of a tundra biome and a desert biome (GA) Can I identify what the soil type of the biome is? Can I identify the types of animals that live in the biome? Can I identify the type of vegetation that grows within the biome? 4. LO: to identify the features of a savannah biome and a grasslands biome (GA) Can I identify what the soil type of the biome is? Can I identify the types of animals that live in the biome? Can I identify the type of vegetation that grows within the biome? 5. If you could live in any biome, which would it be? (SA, KRA)
	Disciplinary Knowledge	• Use information books, the internet and pictures as sources of information • Ask simple geographical questions e.g. where is it? What is it like? • Make simple comparisons between features of different places • Make appropriate observations about why things happen • Investigate their surroundings	Disciplinary Knowledge	• Use NF books/leaflets, atlases, pictures/photos and the internet as sources of information • Locate places on a larger scale map • Identify points on a map	Disciplinary Knowledge	• Use primary and secondary sources of evidence • Investigate places with more emphasis on larger scale; contrasting and distant places • Select a map for a specific purpose e.g. pick an atlas to find the UK and an OS map to find Lincoln • Identify significant places and environments • Locate places on a world map

						- Use atlases to find out about other features of places e.g. mountain regions, weather patterns - Recognise world map as a flattened globe
	Key Vocabulary	spring, summer, autumn, winter, equator, weather, Arctic, Antarctica, north, south	Key Vocabulary	water cycle, precipitation, condensation, river, Arctic, Antarctica, evaporation, longitude, latitude, Tropic of Cancer, Tropic of Capricorn, Northern Hemisphere, Southern Hemisphere, sun, time zone	Key Vocabulary	rainforest, aquatic, savannah, grassland, tundra, desert,
	Curriculum Intent Driver	Globally Aware Self-Aware Key Stage Ready and Ambitious	Curriculum Intent Driver	Globally Aware Key Stage Ready and Ambitious	Curriculum Intent Driver	Globally Aware Self-Aware Key Stage Ready and Ambitious
Summer 2 	<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	Changes in Rural Life throughout the centuries (North Kelsey Case Study) 1. LO: to sequence changes in rural life in Lincolnshire (GA, CA) Can I sequence the changes in rural life in Lincolnshire? 2. LO: to explain the difference between rural and urban (GA) Can I explain what rural means? Can I explain what urban means? Can I identify features of rural places? Can I identify features of urban places? 3. LO: to identify the rural features of present-day North Kelsey (GA) Can I identify the features of present-day North Kelsey? 4. LO: to explore changes in farming (GA, CA) Can I explore changes in farming? Can I explore how machines have changed? Can I explain the impact the change in farming has had on North Kelsey? 5. LO: to explore what North Kelsey looked like in the past (GA, SA) Can I explore what North Kelsey looked like in the past? Can I explain how Kelsey Primary school has changed in my memory? 6. How has farming changed in North Kelsey over the years? (KRA) Visit – North Kelsey, Lincolnshire Life Museum	a non-European society that provides contrasts with British history	1. LO: to sequence major events in Mayan history (GA, CA) Can I sequence major events in Mayan history? Can I place major events in Mayan history on a time line? 2. LO: to investigate the religion and gods of the Mayans (GA, CA) Can I explain the religious beliefs of the Mayans? Can I explain how the Mayans worshipped? Can I identify some Mayan gods? 3. LO: to investigate Mayan food (GA, CA) Can I describe a range of food that was eaten by the Mayans? Can I explain why the Mayans ate certain food? 4. LO: to investigate Mayan writing (GA, CA) Can I explain what the Mayan writing system consists of? 5. LO: to investigate Mayan clothing and jewellery (GA, CA) Can I identify items of Mayan clothing? Can I identify items of Mayan jewellery? Can I explain the significance of these items? 6. Would you like to live as a Mayan? (SA, KRA)	<i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following – Ancient Egypt</i>	1. LO: to sequence major events in Ancient Egypt (GA, CA) Can I sequence major events in Ancient Egypt? Can I place these major events on a time line? Can I explain the importance of some of these events? 2. LO: to investigate hieroglyphs (GA, CA) Can I explain what hieroglyphs are? Can I explain why hieroglyphs were important in Ancient Egypt? 3. LO: to investigate the gods of Ancient Egypt (GA, CA) Can I identify gods of Ancient Egypt? Can I explain the significance of the gods? Can I explain the impact that worshipping these gods had on one Ancient Egyptian life? 4. LO: to explain the ritual of mummification (GA, CA) Can I explain the ritual of mummification? Can I explain the importance of mummification? I 5. LO: to investigate the curse of Tutankhamun (GA, CA) Can I explain who Tutankhamun was? Can I explain the significance of Tutankhamun? Can I explain the curse of Tutankhamun and its impact? 6. Would you like to live as an Ancient Egyptian? (SA, KRA)

	Key themes	Continuity and Change Culture	Key themes	Civilisation Innovation	Key themes	Civilisation Innovation
	Disciplinary Knowledge	• Observe or handle evidence to ask questions and find answers to questions about the past • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented • Place events and artefacts in order on a time line • Recount changes that have occurred in their own lives • Use dates where appropriate • 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	Disciplinary Knowledge	• Place events, artefacts and historical figures on a time line using dates • Use dates and terms to describe events • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Use evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past • Use appropriate historical vocabulary to communicate	Disciplinary Knowledge	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past • Use dates and terms accurately in describing events • Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past • Use appropriate historical vocabulary to communicate • Describe the social, ethnic, cultural or religious diversity of past society
	Key Vocabulary	farms, fields, vegetables, crops, arable, pastoral, wheat, corn, tractor, plough, butchers, post office, church, chapel, pump, magical water	Key Vocabulary	Mexico, South America, religion, clothing, jewellery, writing, food, religion	Key Vocabulary	hieroglyphs, mummification, Tutankhamun, gods, religion,
	Curriculum Intent Driver	Globally Aware Culturally Aware Self-aware Key Stage Ready and Ambitious	Curriculum Intent Driver	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious	Curriculum Intent Driver	Globally Aware Culturally Aware Key Stage Ready and Ambitious