

History		Rec.	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
What a wonderful world!	Autumn One							
	Autumn Two				<p>Ancient Greece Pupils should be taught about: Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p>		<p>Ancient Egypt 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 of Ancient Egypt.</p>	<p>WW2 Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Example (non-statutory) a significant turning point in British history, for example, the Battle of Britain.</p>

<p style="text-align: center;">A journey through time.</p>	<p>Spring One</p>	<p>Old and New (toys, myself)</p>	<p>Great Fire of London Pupils should be taught about: events beyond living memory that are significant nationally or globally.</p>	<p>Sinking of the Titanic 1900's Lifestyle Emily Pankhurst Pupils should be taught about: events beyond living memory that are significant nationally or globally.</p> <p>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>Stone Age, Bronze Age, Iron Age Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age: Examples (non-statutory)</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, eg, Skara Brae Bronze Age religion, technology and travel, eg. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Mayans Pupils should be taught about: a non-European society that provides contrasts with British history Example (non-statutory) Mayan civilization c. AD 900</p>		
	<p>Spring Two</p>		<p>Local History (Edward Wilson, Sir Rannulph Fiennes) Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>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>Significant historical events, people and places in their own locality.</p>	<p>1950s/ 1960s lifestyle Rosa Parks Pupils should be taught about: 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>Local History Victorian Cheltenham Pupils should be taught about: local history study Examples (non-statutory)</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<p>Local History Romans Pupils should be taught about: The Roman Empire and its impact on Britain Examples (non-statutory)</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudicca 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, 	<p>Anglo Saxons Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory)</p> <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)</p> <ul style="list-style-type: none"> Resistance by Alfred the Great and Athelstan, 	<p>Vikings Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)</p> <ul style="list-style-type: none"> Viking raids and invasion

						<p>culture and beliefs, including early Christianity</p> <p>Local History Study:</p> <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality 	<p>first king of England</p> <ul style="list-style-type: none"> further Viking invasions and Danegeld Anglo-Saxon laws and justice <p>Study of crime & punishment</p> <p>Pupils should be taught about:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present 	
Staying alive.	Summer One							
	Summer Two							

Geography		Rec.	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
What a wonderful world!	Autumn One	Locality	<p>SVillage/UK Locational Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (SV). Human and physical geography: Identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to key physical and human features. Geographical skills and fieldwork: Use world maps, atlases and globes to identify the UK and its countries. Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding environment.</p>	<p>Cheltenham and China Locational Knowledge: Name and locate the world's seven continents and five oceans. Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Cheltenham), and of a small area in a contrasting non-European country. Human and physical geography: Use basic geographical vocabulary to refer to key physical and human features. Geographical skills and fieldwork: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</p>	<p>Volcanoes and Earthquakes Human and physical geography Describe and understand key aspects of: physical geography including volcanoes and earthquakes. Geographical skills and fieldwork: Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p>	<p>UK Locational Knowledge: Name and locate counties and cities of the UK, 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 physical aspects have changed over time. Human and physical geography: Describe and understand key aspects of: human geography including: types of settlement and land use. Geographical skills and fieldwork: Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p>	<p>Brazil and the Rainforests Locational Knowledge: Locate the world's countries and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, N Hemisphere, S Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night). Place knowledge: Understand geog. similarities and differences through the study of human and physical geography of a region in the UK and a region within South America. Human and physical geography: Describe and understand key aspects of: physical geography including rivers. human geography including: economic activity, including trade links, distrib. of natural resources including energy, food, minerals and water.</p>	

	Autumn Two	Celebrations	<p>SVillage/Africa Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (SV), and of a small area in a contrasting non-European country. Human and physical geography: Identify the location of hot and cold areas of the world in relation to the Equator and the North/South Poles. Use basic geographical vocabulary to refer to key physical and human features. Geographical skills and fieldwork: Use world maps, atlases and globes to identify the countries, continents and oceans studied.</p>		<p>Spain and Italy Locational knowledge: Use maps to focus on Europe (including the location of Russia). Place knowledge: Understand geog. similarities and differences through the study of human and physical geography of a region in the UK and a region in a European country. Geographical skills and fieldwork: Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p>			
A journey through time.	Spring One					<p>Roman expansion Locational Knowledge: Understand how some of the human characteristics of the UK have changed over time.</p>		

	Spring Two							
Staying alive.	Summer One					<p>Map skills</p> <p>Geographical skills and fieldwork: Use the eight points of a compass, four figure grid references, symbols and key, to build their knowledge of the UK. 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>USA</p> <p>Place knowledge: Understand geog. similarities and differences through the study of human and physical geography of a region in the UK and a region within North America.</p> <p>Human and physical geography: Describe and understand key aspects of: physical geography including mountains.</p> <p>Geographical skills and fieldwork: Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Use the eight points of a compass, six figure grid references (including OS maps), symbols and key, to build their knowledge of the wider world.</p>	<p>Geographical study - skills and fieldwork</p> <p>Human and physical geography Describe and understand key aspects of: physical geography including biomes and vegetation belts.</p>

Summer
Two

Cheltenham and WSM

Place Knowledge:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.

Human and physical geography:

Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork:

Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.

Use simple compass directions (N, S, E, W) and locational and directional language [eg, near and far; left and right], to describe the location of features and routes on a map.

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