



| | | Year 5 4 lessons per fortnight | | |
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| | Wk | Topic | Learning Aims | Assessment |
| Autumn | 1 | Identity Geography: Map Skills | Use and u/stand the functions of maps. (<i>Processes and patterns</i>). Identify and label a range of maps. (<i>Skills, enquiry and use of sources</i>). Develop a world awareness. <i>Key vocabulary:</i> contour, key, political map, scale, compass, physical, location, axis, distance, relief, direction | Baseline test |
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| | 8 | Identity History: Ancient Greece | Gain chronological u/standing of a time period. (<i>Chronology and interpretation</i>). Make comparisons of a civilisation. (<i>Causation</i>) U/stand the importance/ impact Ancient Greece still has on modern day life. Begin to use and select simple sources. (<i>Use of sources</i>). <i>Key vocabulary:</i> democracy, architecture, primary sources, secondary sources, chronology, battles, defence | Baseline test |
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| Spring | 1 | Lake District & London | Use of geographical language and skills. Make comparisons of landscapes and physical/human features. <i>Processes and patterns</i> Begin to use simple data to collect and gain information. (<i>Skills, enquiry and use of sources</i>) <i>Key vocabulary:</i> national park, tourism, settlements, region, city, landscape | |
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| | 7 | The Tudors: Focus study on Henry VIII | Develop chronological understanding of monarchy and how time has changed. (<i>Chronology and interpretation</i>). Use of simple sources to interpret. (<i>Use of sources</i>). Life and times of Henry VIII assessing his person and leadership. Major changes within and throughout the Tudor times and linking to modern day. (<i>Causation</i>). <i>Key vocabulary:</i> heir, divorce, monarchy, peasant, wealthy, landowner | |
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| Summer | 1 | Extreme Earth | Studying major weather events and their locations: <i>processes and patterns</i> . Use of sources to analyse and predict weather: <i>Skills, enquiry and use of sources</i> . <i>Key vocabulary:</i> patterns, processes, disaster, volcanoes, analysis | |
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| | 7 | Kenya | Use map skills accurately to locate places. (<i>Knowledge and understanding of places</i>) Begin to develop an awareness of different cultures. Identify similarities and differences between landscapes. <i>Key vocabulary:</i> culture, Maasai Mara, tribe, less economically developed country (LEDC) | |
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| | | Year 6 4 lessons per fortnight | | |
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| | Topic | Learning Aims | Assessment | |
| | Location, location, location (Developing British locational knowledge and Land use) | Gain a deep understanding of the British landscape. Use geographical terms to describe different places and landscapes. Understand that Britain is made up of many different landscapes – natural and human. Identify the constituent parts of Great Britain and the UK. <i>Key vocabulary:</i> human, physical, United Kingdom, British Isles, natural resources | Baseline test | |
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| | The Victorians | Identify significant individuals during the Victoriana period and how the changed society. Develop an understanding of what life was like for children during the Victorian times and how it began to change over time. Compare and contrast Victorian Britain and Modern Britain. Select and present findings about the Victorian times to exhibit their understanding. <i>Key vocabulary:</i> bias, Redditch, Quakers, locomotive | | Teacher assessment |
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| South America | Locational knowledge (<i>knowledge and understanding of places</i>). Weather and climate compared to the UK. Landscape variations: <i>environmental change & sustainability</i> . Human geography: <i>processes and patterns</i> . Trade and Industry. Project on a chosen area: <i>Locational knowledge</i> . <i>Key vocabulary:</i> South America, rainforest, deforestation, tropical climate, biomes | | Unit quiz; teacher assessment | |
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| Crime and Punishment | Studying different types of crimes and punishment throughout History. (<i>Chronology and Interpretation</i>). Use of sources throughout the topic: <i>use of sources</i> . Questioning how and why types of crime and punishment have changed. Completing a comparison study between differing time periods. (<i>Knowledge and causation</i>). <i>Key vocabulary:</i> workhouses, transportation, treason, rebellion, tithings, Puritans | | Unit quiz; teacher assessment | |
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| Rivers and Coasts | Location and purpose of Rivers. (<i>Environmental change and sustainability</i>). How both rivers and coasts are formed (<i>processes and patterns</i>). Use of sources to analyse. (<i>Skills, enquiry and use of sources</i>). <i>Keywords:</i> :source, coastal regions, tributary, mouth | | Extended writing; peer assessment | |
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| Leisure and Tourism through the ages | What is leisure and tourism? Study leisure and tourism through the ages. (<i>Chronology and Interpretation</i>). How and why did leisure activities change (technological advances). (<i>Causation</i>) <i>Key vocabulary:</i> Edwardian, cause, effect, historical influence, impact | | Teacher assessment | |
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