


## Whole School Plan: Humanities

	<b>Past and Present (NC History)</b>	<b>General learning throughout the year</b> <ul style="list-style-type: none"> <li>• Through interactions talking about what they did yesterday, last week, last year.</li> <li>• Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.</li> <li>• Learning about the family traditions of children in class from different cultural backgrounds.</li> <li>• Learning Feedback Slips – talking about learning from the previous class / week.</li> </ul>					
	<b>Family- same and different- books about families from the past e.g. Peeps, etc.</b>	<b>Benjra night and Guy Fawkes</b>  <b>Remembrance Day- soldiers from Hinlsham</b>  <b>Christmas- changes linked to toys</b>	<b>Lunar New Year traditions</b>  <b>The Tiger Who Came to Tea</b>	<b>History of traditional tales</b>  <b>Explorers- Mary Anning Fossils</b>  <b>Space Travel- Moon Landings linked to Neil Armstrong</b>  <b>Look at life of Chris Houffeld/Max Jamison- astronauts</b>	<b>History of traditional tales</b>  <b>Castle</b>	<b>Seaside in the past and today</b>  <b>Grandparents experience of holidays compared to ours</b>	
<b>Reception 'sticky knowledge'</b>	<p>All about me: I know about my family and where I was born.</p> <p>I can talk about fun family experiences in my past.</p> <p>I know that as I get older I can do different things.</p> <p>I know that my Grandparents are my Mum and Dad's parents.</p> <p>I know that things have changed since my Mum and Dad were little.</p> <p>I know which objects are from the past and which are modern. (home artefacts)</p> <p>I can talk about our school grounds and the history/changes within our school.</p> <p>Seasonal changes – Autumn: I can explore the school's grounds and observe seasonal changes over time.</p> <p>Festivals: I can talk about festivals inc bonfire night and Harvest Festival and family traditions from different cultures.</p>	<p>I know the story of Guy Fawkes and can talk about the traditions of Bonfire Night</p> <p>Festivals: I know some information about Remembrance Day and the soldiers from Hinlsham.</p> <p>I can talk about festivals and family traditions from different cultures inc: Diwali and Christmas</p> <p>Toys: I know which toys are from the past and which are modern. I can share information about my favourite toys and listen to parents' grandparents' childhood experiences of favourite toys.</p> <p>I can talk about my experiences of Christmas and the toys I received.</p>	<p>Seasonal Changes – Winter: I can explore the school grounds and observe seasonal changes in the winter.</p> <p>I can explore the festival and family traditions of Chinese New Year.</p> <p>I can explore the family traditions of Shrove Tuesday.</p>	<p>Seasonal Changes –Spring: I can explore the school grounds and observe seasonal changes in the spring.</p> <p>Spring Festivals I can explore festivals (Holi, Ramadan and Easter) and talk about family traditions from different cultures.</p> <p>Dinosaurs: I can talk about the life of Mary Anning.</p> <p>I can recount the extinction of the dinosaurs using non-fiction texts.</p> <p>Space: I can talk about the life/experience of Neil Armstrong</p> <p>I can share grandparent's first-hand experiences of watching the moon landing in 1969.</p> <p>I can explore the art of Vincent Van Gogh – A Stormy Night</p>	<p>Jack and the Beanstalk: I can explore and compare castle homes to our modern homes.</p> <p>I know that some stories have been around for a long time and that some are new.</p>	<p>Pirates: I can compare modes of travel on the sea.</p> <p>Seaside holidays: I know that things have changed since my grandparents were little.</p> <p>I can talk about and share family experiences of holidays abroad.</p> <p>I can talk about and share family experiences of holidays in the UK.</p>	<p><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</p>
<b>KEY VOCABULARY</b>	old, new, past, present, yesterday, today, tomorrow, family, parents, grandparents, history, traditional tales, change, different, same						



<p><b>People, Culture and Communities (links to NC Geography)</b></p>	<p><b>All About Me:</b> Look at where we live, describe features we see on the way to school.</p> <p>Draw route to school.</p> <p>Explore the school, where are the different rooms in relation to one another. What happens in each room?</p> <p>Explore the school grounds, look at features of our school environment.</p> <p>Look at maps of Hittlesham (paper and Google Earth) explore and discuss the features found on local maps.</p> <p>Discuss where we were born and where our extended family live using world maps/globe for support.</p> <p>Describe the local environment, using all their senses to explore the natural and urban world</p> <p>Look at and create maps of the local area.</p> <p>Seasonal changes – Autumn: Exploring school's grounds and observing seasonal changes in the Autumn.</p> <p>Explore harvest time in the UK and farming at harvest time.</p>	<p>Explore festival origins/celebrations across the world, using a world map/globe.</p> <p>Explore compare/contrast our environment with polar regions.</p> <p>Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</p>	<p>Explore food from around the world using world maps and Google (Lunar New Year)</p> <p>Map skills</p> <p>Seasonal Changes – Winter: Exploring school's grounds and observing seasonal changes in the winter.</p> <p>Observe seasonal weather changes in the winter (ice exploration)</p> <p>Conduct Winter walk around School grounds.</p>	<p>Describe other environments.</p> <p>Map Skills</p> <p>Observe, question and draw spring plants/spring growth.</p> <p>Explore natural spring resources in Tuff Trap, asking questions and making/drawing observations.</p>	<p>Look at different animals and their habitats linked to climate and landscape</p> <p>Map Skills</p> <p>Seasonal Changes – Summer: Exploring school's grounds and observing seasonal changes in the summer.</p> <p>Observe seasonal weather changes in the summer</p> <p>Explore, observe and identify UK milestones.</p>	<p>Compare the local environment and the seaside</p> <p>Look at the seaside in other countries-contrasting environments.</p> <p>Map skills</p> <p>Introduce London as the capital of England.</p> <p>Name features around the UK (farm, beach, mountains, woodland etc).</p>	
<p><b>Reception 'stickie knowledge'</b></p>	<p>I know the names of the 4 seasons.</p> <p>I can talk about the signs of autumn and the associated weather-raining, snowing, cloudy, windy, thundery, sunny etc</p> <p>I know where I live.</p> <p>I know some of the features of my immediate environment.</p> <p>I know the name of my school and can say some of</p>	<p>I know some features of the world and Earth.</p> <p>I know environments vary from one another.</p> <p>I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.</p> <p>I know some similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.</p>	<p>I know about the signs of winter and the associated weather raining, snowing, cloudy, windy, thundery, sunny etc -.</p> <p>I know how to use and draw information from a simple map</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources.</p> <p>I know that simple symbols are used to identify features on a map.</p>	<p>I know about the signs of spring and the associated weather.</p> <p>I know how to use and draw information from a simple map.</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources.</p>	<p>I know about the signs of summer and the associated weather e.g. in the summer it gets hot and sunny that they need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.</p> <p>I know how to use and draw information from a simple map</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources.</p>	<p>I know how environments vary from one another.</p> <p>I know some similarities and differences between the world around me and contrasting environments.</p> <p>I know that some things in the world are man-made, and some things are natural.</p> <p>I know that the capital city of England is London.</p>	
<p><b>KEY VOCABULARY</b></p>	<p>the things I pass on my way to school.</p> <p>I can use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p> <p>I know that not all places in the world are the same.</p>	<p>I can 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</p>	<p>I can 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</p>		<p>I know that simple symbols are used to identify features on a map.</p> <p>I know some animals from different parts of the world.</p>		
<p>Hittlesham, Suffolk, United Kingdom, Great Britain, world, country, town, city, London, capital, near, far, Africa, community, road, map, Harvest, seasons, Autumn, Winter, Spring, Summer, weather, farm, beach, countryside</p>							

Year B	Autumn	Spring	Summer
<p>Class 2 Year 1 &amp; 2</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: My world and me (Geog)</p> <ul style="list-style-type: none"> <li>To find out where the UK, the equator and the poles are on a world map.</li> <li>To compare the land features and climate of the UK and Ecuador.</li> <li>To compare the capital cities of the UK and Ecuador.</li> <li>To find out where different animals live in the world.</li> <li>To identify physical and human features in aerial photos.</li> <li>To create a map with a key.</li> </ul>	<p>Spring 1: Castles (History/Geog)</p> <ul style="list-style-type: none"> <li>Find out who built the first castles in the UK. <i>Battle of Hastings and the Norman conquest of Britain. Using the Bayeux Tapestry, your children will look at a chronological account and learn key facts to recall and retell.</i></li> <li>Explore the features of Norman castles.</li> <li>Explore the structure of medieval castles. <i>Research both styles of castle and compare how they were the same/different.</i></li> <li>Finding out who lived in medieval castles. <i>(Power, hierarchy, significant individuals, peasants).</i></li> <li>To find out about how the Tower of London's use has changed over time. <i>Normans started building the Tower of London? Explain how the Tower of London has changed over time? Explain what the Tower was used for in the past and what it is used for now.</i></li> </ul>	<p>Summer 1: Oceans and Seas incl. Grace Darling (Geog)</p> <ul style="list-style-type: none"> <li>To sequence the story of Grace Darling.</li> <li>To explore the legacy of Grace Darling.</li> <li>Name and locate the major seas surrounding the UK.</li> <li>Name the 5 oceans and 7 continents of the world and locate them on a map, understanding that the UK lies in the Atlantic Ocean.</li> <li>Understand what causes waves in the sea and what effect waves have on beaches and coastlines.</li> </ul>
	<p>Autumn 2: Gunpowder Plot &amp; Guy Fawkes (History)</p> <ul style="list-style-type: none"> <li>Explain what Bonfire night is and relate to own experience</li> </ul>	<p>Spring 2: Let's go on Safari! (Geog)</p>	<p>Summer 2: Seaside holidays in the past (History)</p> <ul style="list-style-type: none"> <li>Identify features of a seaside holiday.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the past tense when talking about historical events</li> <li>• Find out about King James 1 and Elizabeth 1 and how they were involved</li> <li>• Explain who Guy Fawkes was and why he created the Gunpowder plot</li> <li>• Explain why Guy Fawkes is famous and why the Gunpowder plot is still remembered today.</li> </ul> <p>Events beyond living memory: Remembrance</p>	<ul style="list-style-type: none"> <li>• Locate Africa on a world map and identify the country of Kenya.</li> <li>• Explore the climate and weather of Kenya.</li> <li>• Explore the animals of Kenya.</li> <li>• Use compass points to navigate around a map.</li> <li>• Explore the landscapes of Kenya.</li> <li>• To find out about the people and culture of Kenya.</li> <li>• Identify similarities and differences between Kenya and the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Use photographs to find clues as to what seaside holidays were like in the past.</li> <li>• Find out when and how seaside holidays became popular.</li> <li>• Find out what seaside holidays were like 100 years ago.</li> <li>• Order seaside holidays in chronological order.</li> <li>• Identify similarities and differences between seaside holidays now and in the past.</li> </ul>
<p>Class 3 Year 3 &amp; 4</p> <p>Chronology Continuity and change Significance</p>	<p>Autumn 1: Volcanoes and Earthquakes (Geog)</p> <ul style="list-style-type: none"> <li>• Describe what you find underground.</li> <li>• Explain how volcanoes are formed</li> <li>• Explain how volcanoes affect people's lives</li> <li>• Explain what causes earthquakes and how they are measured</li> <li>• Explain what causes tsunamis and how they affect people.</li> </ul>	<p>Spring 1: Ancient Egypt (History)</p> <ul style="list-style-type: none"> <li>• Locate ancient Egypt in time and place.</li> <li>• Learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt.</li> <li>• Find out about Tutankhamun and how artefacts can teach us about the past.</li> <li>• Understand the importance of artefacts in helping us find out about the past.</li> <li>• Find out about the way of life in ancient Egypt.</li> <li>• What we can learn from the evidence the ancient Egyptians left behind.</li> </ul>	<p>Summer 1: Local History Study: Weaving in Hadleigh (History)</p> <ul style="list-style-type: none"> <li>• Investigate the history of the locality Build on previous knowledge about the school. Study the village sign and its history.</li> <li>• Extend research to links with neighbouring town.</li> <li>• Find out about the process of weaving and the impact on the local area.</li> <li>• How has the process of weaving and the impact on the local area changed over time?</li> <li>• Evaluate sources of information used - how reliable are they?</li> </ul>

<p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 2: Changes in Britain from the Stone Age to the Iron Age (History)</p> <ul style="list-style-type: none"> <li>• <b>What does prehistory mean?</b> Understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history.</li> <li>• <b>How did hunter-gatherers survive in the Stone Age?</b></li> <li>• <b>What kind of sources tell us about the Stone Age?</b> Examine non-written sources of evidence about the Stone Age Make deductions from primary sources.</li> <li>• <b>Research the history of Skara Brae</b> - how did this change things in Britain?</li> <li>• <b>How did bronze replace stone in the Bronze Age?</b> What was life like in an Iron Age hill fort? Investigate how British society changed in the Iron Age.</li> </ul>	<p>Spring 2: Where does our food come from? (Geog)</p> <ul style="list-style-type: none"> <li>• <b>Understand that the food we eat comes from many different places around the world.</b></li> <li>• <b>Know how land in temperate climate zones is used to produce food.</b></li> <li>• <b>Know how land in tropical climate zones is used to produce food.</b></li> <li>• <b>Describe the way in which land in tropical biomes is being changed to enable more food to be produced.</b></li> <li>• <b>Explore how food is produced in mediterranean climate zones.</b></li> <li>• <b>Explain how land is used to produce food in the United Kingdom.</b></li> </ul>	<p>Summer 2: Investigating our local area (Geog)</p> <ul style="list-style-type: none"> <li>• <b>Locate the local area on a map and to give directions.</b></li> <li>• <b>Learn about physical and human features of our local area.</b></li> <li>• <b>Identify different types of services in the local area.</b></li> <li>• <b>Collect and record evidence.</b></li> <li>• <b>Evaluate what the local area is like</b></li> </ul>
<p>Class 4 Year 5 &amp; 6</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: Our changing world (Geog)</p> <ul style="list-style-type: none"> <li>• <b>Explain how water and weather can change the landscape (in terms of erosion and weathering)</b></li> <li>• <b>Understand how coastal features are formed and identify coastal features of the UK.</b></li> <li>• <b>Explain how the make-up of the United Kingdom has changed over</b></li> </ul>	<p>Spring 1: North America (Geog)</p> <ul style="list-style-type: none"> <li>• <b>Identify the countries of North America.</b></li> <li>• <b>Investigate and compare climates in North America.</b></li> <li>• <b>Explore the geographical features of North America.</b></li> <li>• <b>Explore the capital cities of North America.</b></li> </ul>	<p>Summer 1: Water World (Geog)</p> <ul style="list-style-type: none"> <li>• <b>Explore water on our planet.</b></li> <li>• <b>Understand and explain the water cycle (understand the importance of the water cycle for our planet)</b></li> <li>• <b>Explore why we need water and how we use it.</b></li> </ul>

	<p>time and how the international borders of Europe have changed over time.</p> <ul style="list-style-type: none"> <li>• Explain how and why landscapes change over time.</li> <li>• Predict how physical factors might change the landscape in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the various time zones of North America and how these compare to other time zones around the world.</li> <li>• Compare a region in the UK with a region in North America.</li> <li>• Research the human and physical geography of a particular North American country.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the difference in water availability and usage in the UK and Kenya</li> <li>• Explore how water can be used for power to contribute to a sustainable future.</li> <li>• Investigate and explore a local body of water.</li> </ul>
	<p style="text-align: center;"><b>Autumn 2: Battle of Britain WW2 (History)</b></p> <ul style="list-style-type: none"> <li>• Explain why World War II began and order events from early World War II on a timeline.</li> <li>• Understand what evacuation and rationing were, explain how they worked and how different people were affected.</li> <li>• Explain the significance of the 'home front' and why the changing role of women was significant to the war effort.</li> <li>• Explain the Holocaust in detail and make links and comparisons to issues today.</li> <li>• Demonstrate an understanding of, and order, key events from WW2 on a timeline.</li> <li>• Links to local history - War memorial.</li> </ul>	<p style="text-align: center;"><b>Spring 2: Titanic (History and Geog)</b></p> <ul style="list-style-type: none"> <li>• Explore the timeline of the Titanic and her maiden voyage.</li> <li>• Investigate sources of information which tell us about the Titanic and the people on board.</li> <li>• Investigate what life was like aboard the Titanic for each of the classes.</li> <li>• Gather evidence to back up opinions during a debate about why so many people lost their lives in the Titanic disaster. Reflect on what has changed since the Titanic disaster and how the incident influenced these changes</li> </ul>	<p style="text-align: center;"><b>Summer 2: Early Islamic civilisation Baghdad/ Persia AD 900 (impact on British culture) (History)</b></p> <ul style="list-style-type: none"> <li>• Develop a chronology of and find out about, Baghdad's role in the early Islamic Civilisation.</li> <li>• Find out about the House of Wisdom and how it became a centre for learning.</li> <li>• Explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world.</li> <li>• Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.</li> <li>• Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered</li> </ul>

			<p>for trade. Be able to describe the methods used by early Islamic chemists when making perfume.</p> <ul style="list-style-type: none"><li>• Demonstrate a full understanding of how the early Islamic civilisation shaped world history.</li></ul>
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## Whole School Plan: Humanities

Year A	Autumn	Spring	Summer
<p style="text-align: center;">Class 2 Year 1 &amp; 2</p> <p style="text-align: center;">Chronology Continuity and change Significance</p> <p style="text-align: center;">Location Knowledge Mapping skills Change and Impact</p>	<p style="text-align: center;">Autumn 1: Great Fire of London, significant person Samuel Pepys (History)</p> <ul style="list-style-type: none"> <li>• When, where and why did the Great Fire of London break out?</li> <li>• What happened during the Great Fire and how do we know?</li> <li>• Why did the Great Fire burn down so many houses? Investigate the timeline of events. Could more have been done to slow the spread?</li> <li>• How was London rebuilt after the fire?</li> <li>• Discuss why some sources are more useful than others during historical enquiry.</li> </ul>	<p style="text-align: center;">Spring 1: Hot and Cold planet (Geog)</p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Learn about and identify the 5 climate zones.</li> <li>• Know the characteristics of polar and arid climates and how they affect living conditions. (eg people, animals. Plants)</li> <li>• To know the characteristics of Mediterranean and tropical climates and how they affect living conditions. (eg people, animals. Plants)</li> </ul>	<p style="text-align: center;">Summer 1: Local area study (Geog)</p> <ul style="list-style-type: none"> <li>• To be able to locate the local area on a map and to give directions.</li> <li>• To learn about physical and human features of our local area.</li> <li>• To identify different types of services in the local area.</li> <li>• To be able to evaluate what the local area is like.</li> </ul>
	<p style="text-align: center;">Autumn 2: London (Geog)</p> <ul style="list-style-type: none"> <li>• To be able to locate London on a map and describe its location.</li> <li>• To be able to identify and describe landmarks of London.</li> <li>• To be able to use compass points and directional language to navigate between London landmark</li> <li>• To be able to identify and describe a variety of geographical features in London.</li> </ul>	<p style="text-align: center;">Spring 2: History of Transport (History)</p> <ul style="list-style-type: none"> <li>• How has transport changed over time?</li> <li>• Early travel</li> <li>• How have cars changed over time?</li> <li>• Find out about George Stephenson and how trains changed people's lives.</li> <li>• How have humans tried to fly?</li> <li>• Find out about the Wright Brothers.</li> </ul>	<p style="text-align: center;">Summer 2: Buildings and memories of Hintlesham, including the school. (History)</p> <ul style="list-style-type: none"> <li>• When was the school first built? How do we know what it was like when it was first built?</li> <li>• How has the school changed between then and now? When, why, and how is it different?</li> <li>• Show key events on a timeline.</li> </ul>



	<ul style="list-style-type: none"> <li>To explore seasonal weather patterns in London.</li> <li>To be able to plan a trip to London.</li> </ul>	<ul style="list-style-type: none"> <li>Compare past and present travel and transport.</li> </ul>	<ul style="list-style-type: none"> <li>Why is the building important locally?</li> </ul>
<p>Class 3 Year 3 &amp; 4</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: The Roman Empire and its impact on Britain (History)</p> <ul style="list-style-type: none"> <li>Understand the terms 'invade' and 'settle' and to place the Romans on a timeline.</li> <li>Find out why and how the Romans successfully invaded Britain.</li> <li>Find out about life in Roman Britain.</li> <li>Investigate why Boudicca was significant and explore different viewpoints about her and her revolt.</li> <li>Identify aspects of our lives that are affected by the Roman rule in Britain. What legacy did they leave?</li> </ul>	<p>Spring 1: Rivers and The Water Cycle (Geog)</p> <ul style="list-style-type: none"> <li>Explain the key aspects of the water cycle.</li> <li>List the main features of a river and begin to use appropriate geographical vocabulary</li> <li>Know that a river has 3 distinct sections - upper, middle and lower course.</li> <li>Identify different features along the course of a river.</li> <li>Research a local river using maps, photos and the internet</li> </ul>	<p>Summer 1: Exploring a European country (Geog)</p> <ul style="list-style-type: none"> <li>Compare and contrast ... and the United Kingdom.</li> <li>Know where Spain is in the world</li> <li>Know about the physical geography of ....</li> <li>Know about the human geography of ....</li> <li>Find out about and compare the climates of....and UK</li> </ul>
	<p>Autumn 2: All around the World (Geog)</p> <ul style="list-style-type: none"> <li>Explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.</li> <li>Identify lines of latitude and longitude and use them to find places on maps, atlases and globes.</li> <li>Compare the climate of the tropics with the UK climate</li> <li>Explain the position and significance of the Prime Meridian.</li> </ul>	<p>Spring 2: British Clothing through the ages (History)</p> <ul style="list-style-type: none"> <li>Clothing development from 1066 to present day.</li> <li>Learn how changes in the textile industry affected Britain over time.</li> <li>Explore how clothing has differed for rich/poor male/female.</li> </ul>	<p>Summer 2: Mayans (History)</p> <ul style="list-style-type: none"> <li>Investigate how and when Europeans encountered the Mayan civilisation.</li> <li>Explore how we know about the Mayan civilisation and their way of life.</li> <li>Explore how Mayan society was organised and how this compares to modern society.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the position and significance of time zones.</li> </ul>		<ul style="list-style-type: none"> <li>• Find out about what the Maya believed in, including their religious rites and rituals.</li> <li>• Exploring the achievements of the Maya including their number systems and calendar.</li> <li>• Investigate the reasons behind the decline of the Mayan civilisation.</li> </ul>
<p>Class 4 Year 5 &amp; 6</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: Marvellous Maps! (Geog)</p> <ul style="list-style-type: none"> <li>• Find information in an atlas using the index and simple co-ordinates.</li> <li>• Use a key to describe features on an Ordnance Survey map</li> <li>• Use the eight compass points to describe routes on a map</li> <li>• Use four or six-figure grid references to locate places on a map.</li> <li>• Plan a journey using the eight compass points and four or six-figure grid references.</li> <li>• Describe how land use has changed over time.</li> </ul>	<p>Spring 1: Viking and Anglo-Saxon struggle for the Kingdom of England (History)</p> <ul style="list-style-type: none"> <li>• Who were the Anglo-Saxon invaders? (What was life like in Britain when they invaded? Place on a timeline)</li> <li>• Why did the Anglo-Saxons want to settle in Britain?</li> <li>• What might life have been like for different people living in an Anglo-Saxon village?</li> <li>• How was Anglo-Saxon Britain ruled?</li> <li>• Who was Alfred the Great?</li> <li>• Sutton Hoo &amp; West Stow - Significance of Local History</li> </ul>	<p>Summer 1: Mountains (Geog)</p> <ul style="list-style-type: none"> <li>• Discover what mountains are and where the major mountain ranges are in the world.</li> <li>• Learn the names of famous mountains and find key facts about each one. Investigate why mountains have their own climate and explore data for particular mountains.</li> <li>• Investigate what makes mountains popular tourist destinations and compare these destinations between seasons.</li> <li>• Evaluate the positive and negative impacts tourism has on mountain environments.</li> </ul>
	<p>Autumn 2: Victorian Childhood (History)</p> <ul style="list-style-type: none"> <li>• Identify the Victorian era on a timeline and generate questions/make inferences about what life might have</li> </ul>	<p>Spring 2: South America (Geog)</p> <ul style="list-style-type: none"> <li>• Find out about the location and countries of South America.</li> <li>• Find out about the climate in South America.</li> </ul>	<p>Summer 2: Ancient Greece (History)</p> <ul style="list-style-type: none"> <li>• Create timeline showing the following key periods which will feature in the topic 1. Trojan Wars 2. Start of Olympics 3.</li> </ul>

	<p>been like for Victorian children - using portraits and pictures.</p> <ul style="list-style-type: none"> <li>• Find out what life was like for poor children in Victorian Britain.</li> <li>• Compare modern and Victorian schooling.</li> <li>• Investigate sources of information - how can we find out about the past?</li> <li>• What changed for children during Queen Victoria's reign? What impact have those changes had on life in Britain for children?</li> </ul>	<ul style="list-style-type: none"> <li>• Research the major mountain ranges of South America.</li> <li>• Investigate the human geography of South America</li> <li>• Research trade and industry in South America.</li> <li>• Carry out an in-depth study of a South American country.</li> <li>• Compare an area of South America with the UK.</li> </ul>	<p>Golden Age of Athens 4. Battle of Marathon 5. Building of Parthenon</p> <ul style="list-style-type: none"> <li>• What can we work out about everyday life in Ancient Athens from the evidence that remains?</li> <li>• In what ways have the Ancient Greeks influenced our lives today?</li> </ul>
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