



History and Geography Curriculum

# History and Geography Overview

	Autumn Term		Spring Term		Summer Term	
	British History		Geography		Exploration and Ancient Civilisations	
Nursery A	Festivals and Celebrations 		It's Cold Outside 	Off We Go! 	Zoom Zoom off to Space 	Animal Kingdom 
Nursery B	Festivals and Celebrations 		Bedtime stories 	People Who Help Us 	Monsters 	Seasides & Holidays 
Reception	Marvellous Me 		The Farm 		Pirates 	
Year 1	Toys Over Time 		Our School Wonderful Weather 	Our Country 	Castles and Knights 	
Year 2	Great Explorers Inc Neil Armstrong 	What a Wonderful World 	The Great Fire of London 		Beside the Seaside 	Sensational Safari 
Year 3	Riotous Royalty 		Land Use 	Extreme Earth 	Roman Empire 	
Year 4	Anglo Saxons Vikings 		Water 	All Around the World 	Ancient Egypt 	
Year 5	Stone Age to the Iron Age 	Marvellous Maps 	Local History Study The Potteries 	Exploring Eastern Europe 	Maya Civilization 	
Year 6	World War 2 		Our Changing World 	The Amazing Americas 	Ancient Greece 	

# Enquiry Questions

	Autumn Term		Spring Term		Summer Term	
	British History		Geography		Exploration and Ancient Civilisations	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery A	How did I celebrate my past birthdays?		Why is the weather cold now?	Have cars and bikes always looked the same?	Can we live on the moon?	How does a puppy change over time?
Nursery B	How did I celebrate my past birthdays?		Have my feet changed since I was a baby?	How do I get to school from home?	How does our environment compare to the woods?	How did people spend time at the seaside in the past?
	All About Me		The Farm		Pirates	
Reception	How have I changed since I was a baby?		How does our environment compare with the farm?		How do pirates find their treasure?	
	Toys over time		Our School Seasons and Weather	Our Country	Castles and Knights	
Year 1	How are the toys I play with different to those in the past?		What is it like where we go to school? How does the weather in the UK change across the year?	Where in the country are we?	Would you like to live in a castle?	
	Great Explorers Inc. Neil Armstrong	What a Wonderful World	The Great Fire of London		Beside the Seaside	Sensational Safari
Year 2	Why were Christopher Columbus and Neil Armstrong brave people?	Would you rather be a penguin or a meerkat?	Who was to blame and who helped in the Great Fire of London?		Why do we like to be beside the seaside?	Would you prefer to live in England or Africa?
	Riotous Royalty		Land Use	Extreme Earth	Roman Rule of Britain	
Year 3	King or Queen – who would you prefer to have rule the country?		How is the land around us used?	What makes the Earth angry?	Why were the Romans so powerful and what did we learn from them?	
	Anglo Saxons Vikings		Water	All Around the World	Ancient Egypt	
Year 4	The Vikings – ruthless killers or peaceful settlers?		Where does all the water go?	Why do we have time zones?	How does Ancient Egyptian life compare with ours today?	
	Stone Age to the Iron Age	Marvellous Maps	Local History Study	Exploring Eastern Europe	The Maya Civilization	
Year 5	How did Britain change from the Stone Age to the Iron Age?	I'm a Year 5 pupil, can you get me out of here?	How did the Victorian period help to shape the Stoke on Trent we know today?	How does living in Eastern Europe differ to living in our area?	Who were the Mayans and what can we learn from them?	
	WW2		Our Changing World	Amazing Americas	Ancient Greece	
Year 6	What was it really like during WW2?		How is our world changing?	What's so amazing about the Americas?	What did the Ancient Greeks do for us?	

# Geographical Skills

Nursery	
Locational Knowledge	Answer simple questions about my familiar world.
Place Knowledge	Talk about things I have observed.
Human and Physical Geography	Notice detailed features of their environment.
Geographical Skills and Fieldwork	Show care and concern for living things and the environment.
Gospel Skills	<p><b>Attentive</b> – What is the weather like at this time of year?</p> <p><b>Curious</b> – How does where we live compare with the woods?</p> <p><b>Active</b> – Earth or the Moon, where would you prefer to live?</p>
Reception	
Locational Knowledge	Answer simple questions about my immediate environment.
Place Knowledge	Investigate places using all of my senses. I can identify similarities and differences between places.
Human and Physical Geography	Recognise changes in my environment (e.g. the weather, seasons).
Geographical Skills and Fieldwork	<p>Understand that maps show us where places are.</p> <p>Ask simple questions when exploring my environment.</p>
Gospel Skills	<p><b>Curious and Active</b> – What do I like about where I live?</p> <p><b>Faith-filled &amp; Hopeful</b> – Where do I hope to travel to?</p>
Year 1	
Locational Knowledge	<p>Develop knowledge about their school and locality.</p> <p>Begin to use geographical skills, including first – hand observation, to enhance locational awareness</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
Human and Physical Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: forest, hill, mountain, soil, valley, vegetation.</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p> <p>Identify human and physical features in the school grounds and local area.</p>
Geographical Skills and Fieldwork	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Gospel Skills	<p><b>Faith Filled</b> - Locate the churches of St Giles and St Georges on a local map.</p> <p><b>Grateful</b> – Are we lucky to live in the United Kingdom?</p>
Year 2	
Locational Knowledge	Develop knowledge about the world, 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 United Kingdom, and of a small area in a contrasting non-European country concentrating on sea sides and the context of Africa.
Human and Physical Geography	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

<b>Geographical Skills and Fieldwork</b>	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. 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.
<b>Gospel Skills</b>	<b>Faith-filled</b> – When have I had to have faith and be brave? <b>Grateful</b> – What am I thankful for in our world? <b>Loving &amp; Compassionate</b> – What is there for me to love about the seaside?
<b>Year 3</b>	
<b>Locational Knowledge</b>	Locate and name the continents on a World Map. Extend knowledge and understanding beyond the local area to include the UK and Europe. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Linking with History, compare land use maps of UK from past with the present, focusing on land use.
<b>Place Knowledge</b>	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.
<b>Human and Physical Geography</b>	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Linking to Science: rock types. Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?
<b>Geographical Skills and Fieldwork</b>	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<b>Gospel Values</b>	<b>Learned and Wise</b> – What changes can I make to look after our planet? <b>Curious and Active</b> - How do Earth's actions affect people and the environment?
<b>Year 4</b>	
<b>Locational Knowledge</b>	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around Staffordshire.
<b>Place Knowledge</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 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).
<b>Human and Physical Geography</b>	Describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Types of settlements in modern Britain: villages, towns, cities. Types of settlements in Viking, Saxon Britain linked to History
<b>Geographical Skills and Fieldwork</b>	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
<b>Gospel Values</b>	<b>Grateful &amp; Generous</b> – Is everyone lucky enough to have water? <b>Curious &amp; Active</b> – How can we be more conscious of where our food comes from?
<b>Year 5</b>	
<b>Locational Knowledge</b>	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Locate and name the main counties and cities in England.
<b>Place Knowledge</b>	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.
<b>Human and Physical Geography</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.

<b>Geographical Skills and Fieldwork</b>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>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.</p>
<b>Gospel Values</b>	<p style="text-align: center;"><b>Learned and Wise</b> – How should we look after our land?  <b>Compassionate and Loving</b> - What do I like most about my local area?</p>
<b>Year 6</b>	
<b>Locational Knowledge</b>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>
<b>Place Knowledge</b>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.</p>
<b>Human and Physical Geography</b>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<b>Geographical Skills and Fieldwork</b>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<b>Gospel Values</b>	<p style="text-align: center;"><b>Hopeful</b> - How can we protect the Amazon?  <b>Attentive and discerning</b> – What changes in the world might take place again that will affect me in my lifetime?</p>

# Historical Skills

Nursery	
Chronological Understanding	Talk about things that happened in the past.
Events, people, changes in the past	Talk about why things happen and how things work.
Historical Interpretation	Develop an understanding of growth, decay and change over time.
Historical Enquiry	Ask questions about my own past.
Organisation and Communication	Talk about and draw things from the past or present. Use common words to talk about it events from the past or present.
Gospel Values	<b>Grateful</b> – Why do we get gifts for our birthday? <b>Compassionate</b> – How can we show kindness towards our pets?
Reception	
Chronological Understanding	Understand the difference between things that happened in the past and the present.
Events, people, changes in the past	Talk about past and present events, customs and routines in their own lives and in the lives of family members.
Historical Interpretation	Look closely at similarities, differences, patterns and change.
Historical Enquiry	Ask questions about my own past.
Organisation and Communication	Talk about and draw things from the past or present. Use common words to talk about it events from the past or present.
Gospel Values	<b>Loving and Compassionate</b> – We are all part of God’s family, how do we show our family that we love them?
Year 1	
Chronological Understanding	Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.
Events, people, changes in the past	Recall some facts about people/events before living memory. Say why people may have acted the way they did.
Historical Interpretation	Look at books, videos, photographs, pictures and artefacts to find out about the past. Use stories to encourage children to distinguish between fact and fiction and to find out about the past
Historical Enquiry	Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e. “Which things are old and which are new?” or “What were people doing?” Explore pictures/ objects from the past and ask questions i.e. “What were they used for?” and try to answer.
Organisation and Communication	Sort events or objects into groups (i.e. then and now.) Tell and order some events from their own past and other events. Communicate their knowledge about the past using different genres of discussion, pictures, drama/role play, making models, writing and using ICT.
Gospel Values	<b>Loving</b> – Who do we have to thank for the toys we love? <b>Hopeful</b> – What job would I most like to do when I am older?
Year 2	

<b>Chronological Understanding</b>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Use a simple timeline to order events and people.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has provided.</p> <p>Use a timeline to place important events.</p>
<b>Events, people, changes in the past</b>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>
<b>Historical Interpretation</b>	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.
<b>Historical Enquiry</b>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past e.g. <i>What happened in the past? What was it like for people in the past?</i></p> <p>Use a wide range of information to answer questions.</p>
<b>Organisation and Communication</b>	<p>Use timelines to order events or objects or place significant people.</p> <p>Communicate their knowledge about the past using different genres of discussion, pictures, drama/role play, making models, writing and using ICT.</p>
<b>Gospel Values</b>	<p><b>Faith filled and Hopeful</b> –What hopes did the Explorers have?</p> <p><b>Learned and Wise</b> – What can we learn from the events during the Great Fire of London?</p>
<b>Year 3</b>	
<b>Chronological Understanding</b>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Place the timeline being studied on a timeline.</p> <p>Place historical events in chronological order and name key events.</p> <p>Describe dates of and order significant events from the period studied.</p>
<b>Events, people, changes in the past</b>	<p>Find out about everyday lives of people in time studied.</p> <p>Use evidence to describe buildings and their uses, actions of people and their way of life in the past.</p> <p>Compare similarities and differences between some people/ artefacts.</p> <p>Describe the legacy of the past.</p>
<b>Historical Interpretation</b>	Explore the idea that there are different accounts of history.
<b>Historical Enquiry</b>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>
<b>Organisation and Communication</b>	Communicate their knowledge about the past using different genres of discussion, pictures, drama/role play, making models, writing and using ICT.
<b>Gospel Values</b>	<p><b>Generous</b> – What personal qualities do I contribute to our class?</p> <p><b>Grateful</b> – What can we thank the Romans for?</p>
<b>Year 4</b>	
<b>Chronological Understanding</b>	<p>Continue to develop a chronologically secure knowledge and understanding of British and world history.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>
<b>Events, people, changes in the past</b>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>
<b>Historical Interpretation</b>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p>
<b>Historical Enquiry</b>	<p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p>

Organisation and Communication	Communicate their knowledge and understanding about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
Gospel Values	<b>Attentive &amp; Discerning</b> – How did the choices of the last Anglo Saxon king shape the Britain that we know? <b>Prophetic</b> – What achievements am I most proud of?
<b>Year 5</b>	
Chronological Understanding	Know and sequence key events of time studied. Make comparisons between different times in the past, including from previous learning. Place an event in the right place on a timeline using specific words: <i>era, period, century, decade, BC, AD</i> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Describe the main changes in a period in history.
Events, people, changes in the past	Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical Interpretation	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.
Historical Enquiry	Begin to identify primary and secondary sources. Choose reliable sources of evidence to answer questions and build up a picture of a past event, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.
Organisation and Communication	Communicate their knowledge and understanding about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.
Gospel Values	<b>Learned</b> – What is so special about my local area? <b>Discerning</b> – Why were some food choices of the Maya so significant?
<b>Year 6</b>	
Chronological Understanding	Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations.
Events, people, changes in the past	Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical Interpretation	Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Be aware that different evidence from the past will lead to different conclusions.
Historical Enquiry	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Bring knowledge gathered from several sources together in a fluent account.
Organisation and Communication	Plan and present a self-directed project or research about the studied period. Select and organise information to produce structured work, making appropriate use of terms and dates.
Gospel Values	<b>Intentional and Prophetic</b> - How did Reginald Mitchell, a man with little training, fulfil his hopes of designing an aircraft that would play a vital role in the Battle of Britain? <b>Wise</b> – How might Christians show their religious beliefs?

# Geography Assessment

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>KS1 Objectives</b>	<p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>I can name and locate the seven continents and five oceans on a globe or atlas.</p> <p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps.</p> <p>I know the relative locations of the continents and oceans to the Equator and North and South Poles.</p> <p>I can ask and answer a good range of relevant geographical questions.</p>	<p>I can make observations about, and describe, the local area and its physical and human geography.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom e.g. town and countryside.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country e.g. Kenya.</p> <p>I can confidently compare and contrast two capital cities, describing the human and physical geography.</p> <p>I can make observations about, and describe, the local area and its physical and human geography, and suggest how they are connected.</p>	<p>I can identify and describe seasonal and daily weather patterns in the United Kingdom with some detail.</p> <p>I can discuss the features of hot and cold countries.</p> <p>I can use basic geographical vocabulary to refer to: Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features including: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>I can identify and describe in detail seasonal and daily weather patterns in the United Kingdom, completing careful daily observations.</p> <p>Use a range of key vocabulary for human and physical features consistently and accurately within their written and verbal work.</p>	<p>I know that maps give information about the world.</p> <p>I can use world maps, atlases and globes to identify the UK, countries, continents and oceans studied.</p> <p>I can describe a journey on a map using simple compass directions (N, S, E,W).</p> <p>I can use locational and directional language to describe the location of features and routes on a map.</p> <p>I can keep a weekly weather chart based on first-hand observations using picture symbols and present this data.</p> <p>I can draw a simple map (real or imaginary place) and use basic symbols and a key.</p> <p>I can find information on aerial photographs e.g. landmarks, human &amp; physical features of the locality being studied.</p> <p>I can use a range of maps to locate and identify the four countries of the UK, its surrounding seas, continents and oceans.</p> <p>I can keep a weekly weather chart based on first-hand observations using picture symbols and present this data, identifying patterns.</p> <p>I can use aerial photographs to identify a range of human &amp; physical features of a locality and describe using key vocabulary.</p> <p>I can complete maps and drawings with detail for a wide amount of purposes and provide reasons for my choices of symbols and key.</p>

# Geography Assessment

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>LKS2 Objectives</b>	<p>I can identify and explain land-use patterns in the United Kingdom.</p> <p>I can identify key topographical features (including hills, mountains, coasts and rivers).</p> <p>I can identify key human and physical characteristics within the United Kingdom.</p> <p>I can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and relate this to their time zone, climate, seasons and vegetation.</p> <p>I can locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p>	<p>I can explain how land is used for different purposes and recognise broad land-use patterns of the UK.</p> <p>I can identify lines of longitude and latitude and use this to find places on a map.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography for the units taught.</p> <p>I can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>I can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains e.g. make a working model of a volcano, label its features and explain what happens when it erupts.</p> <p>I can investigate the main land uses within urban areas and the activities that take place there.</p> <p>I can give examples of the key characteristics of rural areas.</p> <p>I can describe and name the key landscape features of river and mountain environments in the UK.</p> <p>I can describe some of the processes associated with rivers and mountains e.g. make a working model of a volcano, label it with features and describe how and why it erupts. Giving examples of volcanoes around the world.</p> <p>I can explain the water cycle using appropriate geographical language.</p>	<p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I can describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>I can compare features of human and physical geography and various landscapes with my own area.</p> <p>I can use key language for human and physical features consistently and accurately within my written and verbal work.</p> <p>I can compare places using the careful and correct terminology to offer reason and explanation, when looking at similarities and differences.</p> <p>I can compare a range of features of human and physical geography and various landscapes with my own area.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can draw a simple sketch map.</p> <p>I can use a key on a map to show how land is used.</p> <p>I can use maps and aerial views to help me talk about an area and a scale bar to calculate some distances,</p> <p>I can present information gathered in fieldwork using simple graphs.</p> <p>I can use the zoom function of a digital map to locate places.</p> <p>I can complete sketch maps and drawing with details for a wide amount of purposes.</p> <p>I can provide reasons for the choices of symbols and key.</p> <p>I can present information gathered in fieldwork using a range of graphs.</p> <p>I can confidently lead my own fieldwork activity that I choose to investigate.</p> <p>I can pull together a range of mapping images to be able to investigate and answer relevant questions.</p>

# Geography Assessment

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>UKS2 Objectives</b>	<p>I can locate capital cities, countries and regions of Europe and North and South America using maps.</p> <p>I can locate Russia on a map or atlas.</p> <p>I can name and locate counties and cities of the United Kingdom.</p> <p>I can explain how characteristics may have changed over time.</p> <p>I can locate capital cities, countries and regions of Europe and North and South America, and can identify the distinct characteristics of some regions.</p> <p>I can describe, compare and contrast key physical and human characteristics and environmental regions of Europe and North and South America.</p>	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>I know information about a region of Europe or North and South America, its physical environment and climate and economic activity.</p> <p>I understand how a region has changed and how it is different from another region of the UK.</p> <p>I understand the importance of a region of Europe or North and South America, its physical environment and climate and economic activity, and how they are connected.</p> <p>I understand how and why regions have changed and how the regions of the UK are distinctive.</p>	<p>I can describe and understand key aspects of human geography, including: trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>I can locate and describe several physical environments in the UK e.g. coastal and mountain environments and how they change.</p> <p>Use key language for human and physical features consistently and accurately within their written and verbal work.</p> <p>I can understand and describe in detail a wide range of key aspects of physical and human geography.</p> <p>I can locate and describe a range of contrasting physical environments in the UK e.g. coastal, river, hill and mountain environments and how they change.</p>	<p>I can use the eight points of a compass.</p> <p>I can use four figure and six-figure grid references to locate places on a map.</p> <p>I can give maps a key with standard symbols, (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p>I can use digital maps to research factual information about features.</p> <p>I can present information gathered in fieldwork using a range of graphs.</p> <p>I can 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>I can plan and carry out a fieldwork investigation in an urban area and/or rural area using appropriate techniques.</p> <p>I can use four figure and six-figure grid references with ease to locate places on a map.</p> <p>I can work confidently use maps (including the use of Ordnance Survey maps), atlases, globes and digital mapping to locate countries and features and build my knowledge of the wider world.</p> <p>I can design, plan and carry out a fieldwork investigation in an urban area and/or rural area using appropriate techniques.</p> <p>I can present information gathered in fieldwork using a range of graphs and other data presentation techniques e.g. plan an investigation to find out how the local area is changing using a range of digital resources.</p>

# History Assessment

	Chronology	Events, people, changes in the past	Historical interpretation	Historical Enquiry	Organisation and Communication
<b>KS1 Objectives</b>	I can recount changes in my own lifetime.	I can understand key features of events.	I can distinguish between fact and fiction.	I can find answers to some simple questions about the past from simple sources of information.	I can show an awareness of the past, using simple historical terms and phrases relating to the passing of time.
	I can order and sequence some familiar events, objects or people in order of time.	I can identify independently a range of similarities, differences and changes between ways of life in specific time periods.	I can make simple observations about different people and events.	I can ask and answer relevant basic questions about the past.	I can speak about how I have found out about the past.
	I can use words and phrases relating to the passing of time: old, now, then, yesterday.	I can demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.	I can relate my own account of an event and understand that others may give a different version.	I can choose parts of stories and other sources to show what I know about the past.	I can retell simple stories or events from the past.
	I can identify some similarities and differences between ways of life at different times (Y1 within living memory, Y2 beyond living memory).	I can describe some changes within living memory (including aspects of national life where appropriate).	I can compare pictures or photographs of people or events in the past.	I can sort objects/ artefacts from 'then' and 'now.'	I can talk, draw, make models role play or write about aspects of the past <i>e.g. simple recounts, simple stories, labelled diagrams and write about them.</i>
	I can sequence events and objects on an annotated timeline and recount changes within living memory, giving an explanation for my sequence of objects and events.	I can describe significant historical events, people and places locally and nationally and use some to compare aspects of life in different periods.	I can recount some details from the past from pictures and stories.	I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	I can plan questions and produce answers to a few historical enquiries using historical terminology <i>e.g. plan and find information required to write a paragraph about which explorer was most successful.</i>
		I can describe significant historical events, people and places locally and nationally and use some to compare aspects of life in different periods.	I can recognise some basic reasons why people in the past acted the way they did.	I can describe, in detail, what I know about the past.	
		I can sort historical objects/ artefacts from 'then' and 'now'.	I can consider why things may change over time.	I can sort objects/ artefacts from 'then' and 'now' and give reasons for my choices.	
		I can recount episode from stories about the past.	I can recount in detail people or events from the past.		I can use a variety of historical terms and phrases relating to the passing of time.
		I understand why events happened and what happened as a result.	I can use evidence to explain why people acted in the past the way they did.		
		I can describe independently and accurately similarities, differences and changes both within and across time periods.			

# History Assessment

	Chronology	Events, people, changes in the past	Historical interpretation	Historical Enquiry	Organisation and Communication
<b>LKS2 Objectives</b>	<p>I can identify where people and events fit into a chronological framework.</p> <p>I understand where the time studied fits on a timeline.</p> <p>I can use dates and historical terms when ordering events and objects.</p> <p>I understand that the past can be divided into different periods of time.</p> <p>I can use some dates and historical terms when ordering.</p> <p>I can sequence several events or artefacts.</p> <p>I understand timelines can be divided in to BC and AD, using the key words century and decade.</p> <p>I can develop a chronologically secure and accurate knowledge and understanding of British, local and world history.</p> <p>I have a secure knowledge of chronology and can accurately place a range of historical events from around the world on a timeline.</p> <p>I can compare a range of historical periods, identifying differences between them.</p>	<p>I can compare periods studied with our life today.</p> <p>I can identify reasons for and results of people's actions.</p> <p>I can identify features and significant events of the time studied.</p> <p>I can offer a reasonable explanation for some events.</p> <p>I can demonstrate that I understand about the changes between periods of time studied.</p> <p>I can describe some historical changes.</p> <p>I can demonstrate knowledge of aspects of history significant in their locality.</p> <p>I can describe and give reasons for some historical changes.</p> <p>I can offer a secure explanation for some events.</p>	<p>I understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can talk about some of the ways the past can be represented – pictures, letters, artefacts etc.</p> <p>I can recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>I can use sources to address historically valid questions.</p> <p>I can begin to evaluate the usefulness of different sources.</p> <p>I understand that our knowledge of the past is constructed from different sources of evidence.</p> <p>I can explore and describe some of the ways the past can be represented – pictures, letters, artefacts etc.</p> <p>I can identify and give reasons for the different ways in which the past is represented.</p>	<p>I can recognise why some events happen and what happens as a result.</p> <p>I can select and record information relevant to the period of study.</p> <p>I can ask some questions about the time period.</p> <p>I can recognise how sources of evidence are used to make historical claims.</p> <p>I can identify historically significant people and events in different situations.</p> <p>I can use evidence to build up a picture about a past event.</p> <p>I can use a range of sources to find out about a time period.</p> <p>I can ask a range of questions about the time period.</p> <p>I can use a range of evidence to build up a picture about a past event.</p>	<p>I can use appropriate historical terms and vocabulary linked to chronology.</p> <p>I can talk, draw or write about aspects of the past including historical events, issues, connections and changes.</p> <p>I can select and organise relevant historical information to present in different ways.</p> <p>I can begin to evaluate the usefulness of different sources.</p> <p>I can discuss some historical events, connections and changes.</p> <p>I can recall, select and organise historical information.</p> <p>I can talk, draw, drama, role play, write or use the computer to communicate my knowledge.</p> <p>I can begin to evaluate the usefulness of different sources.</p> <p>I can discuss significant aspects of, and connections between, different historical events.</p> <p>I can select and organise relevant historical information to present in a range of ways.</p> <p>I can use relevant and appropriate historical terms and vocabulary linked to chronology.</p>

# History Assessment

	Chronology	Events, people, changes in the past	Historical interpretation	Historical Enquiry	Organisation and Communication
<b>UKS2 Objectives</b>	<p>I know and can sequence key events of time studied.</p> <p>I can use relevant terms and period labels.</p> <p>I can use dates and appropriate historical terms to sequence events and periods of time.</p> <p>I can identify where people, places and periods of time fit into a chronological framework.</p> <p>I can describe links and contrasts within and across different periods of time including short term and long term time scales.</p> <p>I have a chronologically secure knowledge and understanding of British, local and world history across the periods I have studied.</p> <p>I can describe links and contrasts within and across different periods of time including short term and long term time scales with relevant examples.</p>	<p>I can give reasons for some important historical events.</p> <p>I can use evidence to support arguments.</p> <p>I can examine causes and results of significant events and the impact on people.</p> <p>I can compare an aspect of life with the same aspect in another period.</p> <p>I can demonstrate knowledge of aspects of history significant in their locality.</p> <p>I understand why things happened and what its impact or consequences were.</p> <p>I can give reasons and explain in detail significant historical events.</p> <p>I can use specific historical evidence to support arguments.</p>	<p>I can make comparisons between aspects of periods of history and the present day.</p> <p>I understand that the type of information available depends on the period of time studied.</p> <p>I understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can offer some reasons for different versions of events.</p> <p>I can evaluate sources and make simple inferences.</p> <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>I can recognise that some event, people and changes are judged as more significant than others.</p> <p>I can evaluate a range of sources, understanding the reliability and make simple inferences.</p> <p>I understand there are different viewpoints and sources and can discuss why these may not be the same.</p>	<p>I can begin to identify primary and secondary sources.</p> <p>I can use a range of sources to find out about an aspect of time.</p> <p>I can recognise how our knowledge of the past is constructed from a range of sources.</p> <p>I can compare sources of information available for the study of different times in the past.</p> <p>I can make use of a variety of sources for independent research.</p> <p>I can confidently use books and the internet for research.</p> <p>I can describe the impact of historical events and changes.</p> <p>I can begin to understand the reliability of secondary sources.</p> <p>I can apply my skills and knowledge consistently, confidently and fluently.</p>	<p>I can present findings and communicate knowledge and understanding in different ways.</p> <p>I can discuss and debate historical issues.</p> <p>I can use appropriate vocabulary when discussing and describing historical events.</p> <p>I can recall, select and organise historical information.</p> <p>I can choose relevant ways of communicating different historical findings.</p> <p>I can talk, draw, drama, role play, write or use the computer to communicate my knowledge.</p> <p>I can acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>I can choose the most appropriate way of communicating different historical findings.</p> <p>I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>