

History and	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography						
Cycle A 2022/2023	History - How did Britain change between the end of the Iron age and the end of the Roman occupation?	History - How has crime and punishment changed through the ages?	Geography - Why do so many British people go to the Mediterranean for their holiday? (contrast climate and physical features)	Geography - What creates a rainforest and why are they located where they are? (climate)	Geography - Where are the famous landmarks of Europe? (Eiffel Tower, Barcelona, etc.)	History - What did the Ancient Greeks bring to the world?
	Chronology and	Chronology and	Locational	Locational	Locational	Chronology and
	<u>Causation</u>	<u>Causation</u>	Knowledge	Knowledge	Knowledge	<u>Causation</u>
	 To be able to 	To have a	Know the names of	Know what is	Know the names of	Begin to
	place events,	secure	and locate at least	meant by the term	a number of	understand
	people and	understanding	eight European	'tropics'	European capitals	that the past is
	changes of	of a British	countries			divided into
	British, local	timeline that		Place knowledge	Know the names of	different
	and world	extends from	Place knowledge	Recognise the	and locate many of	named periods
	history on a	the Stone Age	Appreciate that	physical conditions	the key seas and	of time
	timeline	to the present	climate and	necessary for the	areas across the	Able to use
	 To accurately 	day	physical features	creation of	world, e.g.,	dates to
	set out	To show a	has an important	different biomes	Mediterranean sea	explain British,
	different	chronologically	part to play when		and Suez canal	local and world
	events onto a	secure	considering how	Human and		history
	timeline	knowledge and	people live	Physical	Place knowledge	Start using a
	Sequence	understanding		Geography	Recognise many of	timeline that
	several events,	of local,	Human and	Know what is	Europe's key	identifies
	artefacts or	national and	Physical	meant by biomes	landmarks	different
	historical	global history	Geography	and what are the		centuries
	figures on a	To be able to	Recognise that	features of a		Use
	timeline using	tell the story of	people's jobs are	specific biome		appropriate

 datas in dividing		datamata ad la .		Homes and	datas and
dates, including	events within	determined by		Human and	dates and
those that are	and across the	where they live	Label layers of a	Physical	chronological
sometimes	time periods		rainforest and	Geography	conventions,
further apart	studied	Geography skills	know what	Know about the	e.g., BC, BCE
 Know how to 	 To describe 	and fieldwork	deforestation is	key human and	and AD
use the	connections.	Use maps and		physical differences	Put artefacts or
timeline in	contrasts and	globes to locate the	Geography skills	between living in	information in
relation to the	trends over	equator, the	and fieldwork	the UK and a	chronological
unit being	short and	Tropics of Cancer	Know how to use	different European	order from a
studied.	longer time	and Capricorn and	graphs to record	country	long time ago
 Use words and 	periods	the Greenwich	features such as		Understand
phrases:	 Order an 	Meridian	temperature or	Geography skills	that significant
century,	increasing		rainfall across the	and fieldwork	discoveries or
decade	number of		world	Know how to use	inventions
 Know how 	significant			graphs to record	created much
some historical	events,			features such as	change to the
events/periods	movements			temperature or	lives of people,
occurred	and dates on a			rainfall across the	e.g. Olympic
concurrently in	timeline using			world	Games
different	dates				
locations, e.g.	accurately;				
Indus Valley	 Accurately use 				Historical Enquiry
and Ancient	dates and				Use a variety of
Egypt.	terms to				sources to
Historical Enquiry	describe				collect
Know the	historical				information
difference	events;				about the past
between	Know and				 Suggest
primary and	describe in				sources of
secondary	some detail the				evidence from
sources of	main changes				a selection to
evidence	to an aspect in				help answer
	a period of				questions and
	a period or				questions and



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Use a range of	history being	says how it can
sources to	studied	be used to find
collect	Historical Enquiry	out about the
information	 Know the 	past
about the past	difference	Explain that
Construct	between	there are
informed	primary and	different types
responses	secondary	of evidence
about one	sources of	and sources
aspect of life	evidence	that can be
Interpretation and	 Use a range of 	used to help
<u>Significance</u>	sources to	represent the
Look at more	collect	past
than two	information	Interpretation and
versions of the	about the past	<u>Significance</u>
same event or	• Construct	Able to
story in history	informed	recognise the
and identifies	responses	reasons
differences	about one	someone may
Investigate	aspect of life	have acted as
different	Interpretation and	they did in
accounts of	<u>Significance</u>	relation to
historical	 Look at more 	the main
events and	than two	events and
explain some o	f versions of the	changes of a
the reasons	same event or	time studied
why the	story in history	Start to
accounts may	and identifies	compare two
be different	differences	versions of a
To begin to talk	_	past event
about the	different	Observe and
impact of a	accounts of	use pictures,
	historical	photographs



Cycle B 2023/2024	History - How did Britain change between the end of the Roman occupation and 1066?	Geography- What are the main features of South America and Brazil in particular? (latitude/ longitude)	Geography- What are the similarities between a Tundra and a Desert? (Vegetation)	History - Why was Ancient Egypt's civilization ahead of its time?	History - Why were the Mayans the envy of the world?	Geography - How are mountains formed and what causes an earthquake, tsunami or volcano?
	talk about similarities and differences between different times in the past according to the periods of history studied https://queeneliza bethsderbyshiresc- my.sharepoint.com /personal/peat_qe gsmat_com/Docum ents/QEGSMAT/Su pport%20work%20f or%20the%20MAT/ Waterhouses/Curri culum/History/Wh o-first-lived-in- Britain- PAYABLE.pptx	why the accounts may be different To begin to talk about the impact of a past action on our lives today To be able to talk about similarities and differences between different times in the past according to the periods of history studied				past • Start to use stories or accounts to distinguish between fact and fiction
	past action on our lives today To be able to	events and explain some of the reasons				and artefacts to find out about the



					Why should we recycle?
Chronology and	Locational	Locational	Chronology and	Chronology and	Locational
Causation:	Knowledge	Knowledge	Causation:	Causation:	Knowledge
 To have a 	Know the names	Know what is	 To be able to 	• To	Know the names of
secure	of, and locate, a	meant by a 'tundra'	place events,	demonstrate a	and locate at least
understanding	number of South	and locate them in	people and	coherent	eight European
of a British	American countries	across the world	changes of	chronological	countries
timeline that	Know about time		British, local	narrative,	Know where the
extends from	zones and work out	Place knowledge	and world	knowledge and	main mountain
the Stone Age	differences	Know how a	history on a	understanding	regions are in the
to the present		continent's climate	timeline	of Britain's past	UK
day	Place knowledge	can vary and	 To accurately 	and the wider	Know where the
 To show a 	Know how a	impact on people's	set out	world	equator, Tropic of
chronologically	continent's climate	lives	different	To identify	Cancer, Tropic of
secure	can vary and		events onto a	specific	Capricorn and the
knowledge and	impact on people's	Contrast the main	timeline	changes within	Greenwich
understanding	lives	features found in	Sequence	and across	Meridian are on a
of local,		two different	several events,	different	world map
national and	Human and	biomes, e.g.,	artefacts or	periods over a	
global history	Physical	tundra and desert	historical	long period of	Place knowledge
 To be able to 	Geography		figures on a	history	Appreciate that
tell the story of	Know how the lives	Human and	timeline using	Use timelines	climate and
events within	of children vary	Physical	dates, including	to place events,	physical features
and across the	across the world	Geography	those that are	periods and	has an important
time periods		Know the names of	sometimes	cultural	part to play when
studied	Geography skills	and locate some of	further apart	movements	considering how
 To describe 	and fieldwork	the world's deserts	Know how to	from around	people live
connections.	Use Google Earth		use the	the world.	
contrasts and	to locate a country	Have a good	timeline in	Use timelines	Human and
trends over	or place of interest	understanding	relation to the	to demonstrate	Physical
short and		about climate		changes and	Geography



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longer time	change and its	unit being	developments	Know what causes
periods	potential impact on	studied.	in culture,	an earthquake and
Order an	our lives	 Use words and 	technology,	tsunami
increasing		phrases:	religion and	Label the different
number of	Geography skills	century,	society.	parts of a volcano
significant	and fieldwork	decade	 Use these key 	Know the names of
events,	Use Google Earth	 Know how 	periods as	a number of the
movements	to locate a country	some historical	reference	world's highest
and dates on a	or place of interest	events/periods	points: BC, AD	mountains
timeline using	and to follow the	occurred	Romans, Anglo-	
dates	journey of rivers,	concurrently in	Saxons, Tudors,	Geography skills
accurately;	etc.	different	Stuarts,	and fieldwork
Accurately use		locations, e.g.	Georgians,	Use maps and
dates and	Know how to use	Indus Valley	Victorians and	globes to locate the
terms to	digimaps	and Ancient	Today.	equator, the
describe		Egypt.	Describe main	Tropics of Cancer
historical	Be familiar with		changes in a	and Capricorn and
events;	topographical maps	Historical Enquiry:	period in	the Greenwich
Know and	and know about	Know the	history using	Meridian
describe in	contours, etc	difference	words such as:	Distinguish
some detail the		between	social,	between the
main changes	Know what is	primary and	religious,	Northern and
to an aspect in	meant by latitude	secondary	political,	Southern
a period of	and longitude	sources of	technological	hemisphere on
history being		evidence	and cultural.	both a world map
studied		Use a range of	Name date of	and a globe
		sources to	any significant	
Historical Enquiry:		collect	event studied	
Recognise		information	from past and	
when they are		about the past	place it	
using primary		Construct	correctly on a	
and secondary		informed	timeline	
sources of		responses		



information to		about one	Historical Enquiry:	
investigate the		aspect of life	Use a wide	
past			range of	
Select relevant		Interpretation and	different	
sections of		Significance:	evidence to	
information to		 Look at more 	collect	
address		than two	evidence about	
historically		versions of the	the past, such	
valid questions		same event or	as ceramics,	
and construct		story in history	pictures,	
detailed,		and identifies	documents,	
informed		differences	printed	
responses		 Investigate 	sources,	
Use a wide		different	posters, online	
range of		accounts of	material,	
different		historical	pictures,	
evidence to		events and	photographs,	
collect		explain some of	artefacts,	
evidence abou		the reasons	historic statues,	
the past		why the	figures,	
To be able to		accounts may	sculptures,	
devise		be different	historic sites	
questions		To begin to talk	Investigate	
about change,		about the	own lines of	
cause and		impact of a	enquiry by	
consequences,		past action on	posing	
similarity,		our lives today	historically	
difference and		To be able to	valid questions	
significant		talk about	to answer	
people or events in a		similarities and differences	To understand the complexity	
		between	the complexity	
wider context			of people's	
		different times	lives in the past	



Interpretation and		in the past	and how some	
Significance:		according to	societies are	
Find and		the periods of	different due	
analyse a wide		history studied	to changes and	
range of			challenges at	
evidence about			that time	
the past				
Use a range of			Interpretation and	
evidence to			Significance:	
offer some			 Find and 	
clear reasons			analyse a wide	
for different			range of	
interpretations			evidence about	
of events,			the past	
linking this to			 Use a range of 	
factual			evidence to	
understanding			offer some	
about the past			clear reasons	
Realise that			for different	
there is often			interpretations	
not a single			of events,	
answer to			linking this to	
historical			factual	
questions			understanding	
To see the			about the past	
relationship			 Consider 	
between			different ways	
different			of checking the	
periods and the			accuracy of	
legacy or			interpretations	
impacts for			of the past	
people today			 Know the 	
			difference	



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Cycle C 2024/2025	Geography - How are mountains	History - When did we create the	Geography- What is Fairtrade and	History - What impact did WW1	Form own opinions about historical events from a range of sources History - What was the impact of	Geography- Why has Britain been an
					in a way that may be to persuade others Begin to evaluate the usefulness of different sources	
					evidence and the impact of this on reliability Show an awareness of the concept of propaganda Know that people in the past represent events or ideas	
					between primary and secondary	



formed causes a earthqu volcano	iake or	why should it matter to all of us?	and WW2 have on ordinary people in your local area?	immigration on Britain over the past 70 years?	attractive place to live for many who were not born there? (consider immigration, Brexit and European Union)
Location	nal Chronology and	Locational	Chronology and	Chronology and	Locational
Knowled		Knowledge	Causation:	Causation:	Knowledge
Know th	ne names of • To	Know the names of	• To	• To	Know about time
and loca	ate at least demonstrate	a and locate many of	demonstrate a	demonstrate a	zones and work out
eight Eu	ıropean coherent	the key seas and	coherent	coherent	differences
countrie	es chronological	areas across the	chronological	chronological	Know where
Know w	here the narrative,	world, e.g.,	narrative,	narrative,	countries in the
main mo	ountain knowledge ar	nd Mediterranean sea	knowledge and	knowledge and	British
regions	are in the understanding	•	understanding	understanding	commonwealth are
UK	of Britain's pa		of Britain's past	of Britain's past	situated
	here the and the wider		and the wider	and the wider	
	r, Tropic of world	Physical	world	world	Place knowledge
	Tropic of • To identify	Geography	To identify	Use timelines	Know how a
·	rn and the specific	Understand about	specific	to place events,	continent's climate
Greenw			changes within	periods and	can vary and
	n are on a and across	and its implications	and across	cultural	impact on people's
world m	•	on the lives of so	different	movements	lives
	nowledge periods over a		periods over a	from around	
Apprecia	9 .	_	long period of	the world.	Human and
climate	· · · · · · · · · · · · · · · · · · ·	positive and	history	Use timelines to demonstrate	Physical
			Use timelines to place events	to demonstrate	Geography
	mportant to place even	its, of plastic	to place events,	changes and	Know why industry
part to p	play when periods and cultural		periods and cultural	developments	is important to the world
	Cultural		Cultural	in culture,	world

considering how	movements	Know why ports	movements	technology,	Begin to appreciate
people live	from around	are important for	from around	religion and	the issues
	the world.	world trade	the world.	society.	associated with
Human and	 Use timelines 		Use timelines	Describe main	Brexit
Physical	to demonstrate		to demonstrate	changes in a	Know how the lives
Geography	changes and		changes and	period in	of children vary
Know what causes	developments		developments	history using	across the world
an earthquake and	in culture,		in culture,	words such as:	
tsunami	technology,		technology,	social,	Geography skills
Label the different	religion and		religion and	religious,	and fieldwork
parts of a volcano	society.		society.	political,	Use Google Earth
Know the names of	 Use these key 		Describe main	technological	to locate a country
a number of the	periods as		changes in a	and cultural.	or place of interest
world's highest	reference		period in	Name date of	and to follow the
mountains	points: BC, AD		history using	any significant	journey of rivers,
	Romans, Anglo-		words such as:	event studied	etc.
Geography skills	Saxons, Tudors,		social,	from past and	Know what is
and fieldwork	Stuarts,		religious,	place it	meant by latitude
Use maps and	Georgians,		political,	correctly on a	and longitude
globes to locate the	Victorians and		technological	timeline	
equator, the	Today.		and cultural.		
Tropics of Cancer	 Describe main 		Name date of	<u>Historical Enquiry:</u>	
and Capricorn and	changes in a		any significant	Use a wide	
the Greenwich	period in		event studied	range of	
Meridian	history using		from past and	different	
Distinguish	words such as:		place it	evidence to	
between the	social,		correctly on a	collect	
Northern and	religious,		timeline	evidence	
Southern	political,			about the	
hemisphere on	technological		<u>Historical Enquiry:</u>	past, such as	
both a world map	and cultural.		Use a wide	pictures,	
and a globe	 Name date of 		range of	documents,	
	any significant		different	printed	

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event studied	evidence to	sources,
from past and	collect	posters,
place it	evidence	online
correctly on a	about the	material,
timeline	past, such as	pictures,
Historical Enquiry:	pictures,	photographs,
Use a wide	documents,	artefacts,
range of	printed	historic
different	sources,	statues,
evidence to	posters,	figures,
collect	online	sculptures,
evidence about	material,	historic sites
the past, such	pictures,	Investigate
as ceramics,	photographs,	own lines of
pictures,	artefacts,	enquiry by
documents,	historic	posing
printed	statues,	historically
sources,	figures,	valid
posters, online	sculptures,	questions to
material,	historic sites	answer
pictures,	Investigate	• To
photographs,	own lines of	understand
artefacts,	enquiry by	the
historic	posing	complexity of
statues,	historically	people's lives
figures,	valid	in the past
sculptures,	questions to	and how
historic sites	answer	some
Investigate	• To	societies are
own lines of	understand	different due
enquiry by	the	to changes
posing	complexity of	and
historically	people's lives	

to the same of the		
valid questions	in the past	challenges at
to answer	and how	that time
To understand	some	
the complexity	societies are	Interpretation and
of people's	different due	Significance:
lives in the past	to changes	Use a range of
and how some	and	evidence to
societies are	challenges at	offer some
different due	that time	clear reasons
to changes and		for different
challenges at	Interpretation and	interpretations
that time	Significance:	of events,
	Find and	linking this to
Interpretation and	analyse a wide	factual
Significance:	range of	understanding
Find and	evidence about	about the past
analyse a wide	the past	Consider
range of	 Use a range of 	different ways
evidence about	evidence to	of checking the
the past	offer some	accuracy of
Use a range of	clear reasons	interpretations
evidence to	for different	of the past
offer some	interpretations	Start to know
clear reasons	of events,	the difference
for different	linking this to	between
interpretations	factual	primary and
of events,	understanding	secondary
linking this to	about the past	evidence and
factual	• Consider	the impact of
understanding	different ways	this on
about the past	of checking the	reliability
• Consider	accuracy of	Show an
different ways		awareness of

of checking the	interpretations the concept of
accuracy of	of the past propaganda
interpretations	Start to know Know that
of the past	the difference people in the
Start to know	Park and a second secon
the difference	between past represent primary and events or ideas
	· · · · · · · · · · · · · · · · · · ·
between	secondary in a way that
primary and	evidence and may be to
secondary	the impact of persuade
evidence and	this on others
the impact of	reliability • Form own
this on	Show an opinions about
reliability	awareness of historical
Show an	the concept of events from a
awareness of	propaganda range of
the concept of	Know that sources
propaganda	people in the
Know that	past represent
people in the	events or ideas
past represent	in a way that
events or ideas	may be to
in a way that	persuade
may be to	others
persuade	Begin to
others	evaluate the
Begin to	usefulness of
evaluate the	different
usefulness of	sources
different	Form own
sources	opinions about
Form own	historical
opinions about	events from a
historical	



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	events from a	range of	
	range of	sources	
	sources		