



History and Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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? <i>(contrast climate and physical features)</i>	Geography - What creates a rainforest and why are they located where they are? <i>(climate)</i>	Geography - Where are the famous landmarks of Europe? <i>(Eiffel Tower, Barcelona , etc.)</i>	History - What did the Ancient Greeks bring to the world?
	<p><b><u>Chronology and Causation</u></b></p> <ul style="list-style-type: none"> <li>To be able to place events, people and changes of British, local and world history on a timeline</li> <li>To accurately set out different events onto a timeline</li> <li>Sequence several events, artefacts or historical figures on a timeline using</li> </ul>	<p><b><u>Chronology and Causation</u></b></p> <ul style="list-style-type: none"> <li>To have a secure understanding of a British timeline that extends from the Stone Age to the present day</li> <li>To show a chronologically secure knowledge and understanding of local, national and global history</li> <li>To be able to tell the story of</li> </ul>	<p><b><u>Locational Knowledge</u></b> Know the names of and locate at least eight European countries</p> <p><b><u>Place knowledge</u></b> Appreciate that climate and physical features has an important part to play when considering how people live</p> <p><b><u>Human and Physical Geography</u></b> Recognise that people’s jobs are</p>	<p><b><u>Locational Knowledge</u></b> Know what is meant by the term ‘tropics’</p> <p><b><u>Place knowledge</u></b> Recognise the physical conditions necessary for the creation of different biomes</p> <p><b><u>Human and Physical Geography</u></b> Know what is meant by biomes and what are the features of a specific biome</p>	<p><b><u>Locational Knowledge</u></b> Know the names of a number of European capitals</p> <p>Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal</p> <p><b><u>Place knowledge</u></b> Recognise many of Europe’s key landmarks</p>	<p><b><u>Chronology and Causation</u></b></p> <ul style="list-style-type: none"> <li>Begin to understand that the past is divided into different named periods of time</li> <li>Able to use dates to explain British, local and world history</li> <li>Start using a timeline that identifies different centuries</li> <li>Use appropriate</li> </ul>



	<p>dates, including those that are sometimes further apart</p> <ul style="list-style-type: none"> <li>• Know how to use the timeline in relation to the unit being studied.</li> <li>• Use words and phrases: century, decade</li> <li>• Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Know the difference between primary and secondary sources of evidence</li> </ul>	<p>events within and across the time periods studied</p> <ul style="list-style-type: none"> <li>• To describe connections, contrasts and trends over short and longer time periods</li> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>• Accurately use dates and terms to describe historical events;</li> <li>• Know and describe in some detail the main changes to an aspect in a period of</li> </ul>	<p>determined by where they live</p> <p><b>Geography skills and fieldwork</b></p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p>	<p>Label layers of a rainforest and know what deforestation is</p> <p><b>Geography skills and fieldwork</b></p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p>	<p><b>Human and Physical Geography</b></p> <p>Know about the key human and physical differences between living in the UK and a different European country</p> <p><b>Geography skills and fieldwork</b></p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p>	<p>dates and chronological conventions, e.g., BC, BCE and AD</p> <ul style="list-style-type: none"> <li>▪ Put artefacts or information in chronological order from a long time ago</li> <li>▪ Understand that significant discoveries or inventions created much change to the lives of people, e.g. Olympic Games</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Use a variety of sources to collect information about the past</li> <li>• Suggest sources of evidence from a selection to help answer questions and</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use a range of sources to collect information about the past</li> <li>• Construct informed responses about one aspect of life</li> </ul> <p><b><u>Interpretation and Significance</u></b></p> <ul style="list-style-type: none"> <li>• Look at more than two versions of the same event or story in history and identifies differences</li> <li>• Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</li> <li>• To begin to talk about the impact of a</li> </ul>	<p>history being studied</p> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Know the difference between primary and secondary sources of evidence</li> <li>• Use a range of sources to collect information about the past</li> <li>• Construct informed responses about one aspect of life</li> </ul> <p><b><u>Interpretation and Significance</u></b></p> <ul style="list-style-type: none"> <li>• Look at more than two versions of the same event or story in history and identifies differences</li> <li>• Investigate different accounts of historical</li> </ul>				<p>says how it can be used to find out about the past</p> <ul style="list-style-type: none"> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul> <p><b><u>Interpretation and Significance</u></b></p> <ul style="list-style-type: none"> <li>• Able to recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied</li> <li>• Start to compare two versions of a past event</li> <li>• Observe and use pictures, photographs</li> </ul>
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	<p>past action on our lives today</p> <ul style="list-style-type: none"> <li>To be able to talk about similarities and differences between different times in the past according to the periods of history studied</li> </ul> <p><a href="https://queenelizabethsderbyshireschool.sharepoint.com/personal/peat_gsmat_com/Documents/QEGSMAT/Support%20work%20of%20the%20MAT/Waterhouses/Curriculum/History/Who-first-lived-in-Britain-PAYABLE.pptx">https://queenelizabethsderbyshireschool.sharepoint.com/personal/peat_gsmat_com/Documents/QEGSMAT/Support%20work%20of%20the%20MAT/Waterhouses/Curriculum/History/Who-first-lived-in-Britain-PAYABLE.pptx</a></p>	<p>events and explain some of the reasons why the accounts may be different</p> <ul style="list-style-type: none"> <li>To begin to talk about the impact of a past action on our lives today</li> <li>To be able to talk about similarities and differences between different times in the past according to the periods of history studied</li> </ul>				<p>and artefacts to find out about the past</p> <ul style="list-style-type: none"> <li>Start to use stories or accounts to distinguish between fact and fiction</li> </ul>
<b>Cycle B 2023/2024</b>	<b>History - How did Britain change between the end of the Roman occupation and 1066?</b>	<b>Geography- What are the main features of South America and Brazil in particular? (latitude/ longitude)</b>	<b>Geography- What are the similarities between a Tundra and a Desert? (Vegetation)</b>	<b>History - Why was Ancient Egypt’s civilization ahead of its time?</b>	<b>History - Why were the Mayans the envy of the world?</b>	<b>Geography - How are mountains formed and what causes an earthquake, tsunami or volcano?</b>



						Why should we recycle?
	<p><b><u>Chronology and Causation:</u></b></p> <ul style="list-style-type: none"> <li>To have a secure understanding of a British timeline that extends from the Stone Age to the present day</li> <li>To show a chronologically secure knowledge and understanding of local, national and global history</li> <li>To be able to tell the story of events within and across the time periods studied</li> <li>To describe connections, contrasts and trends over short and</li> </ul>	<p><b>Locational Knowledge</b> Know the names of, and locate, a number of South American countries Know about time zones and work out differences</p> <p><b>Place knowledge</b> Know how a continent’s climate can vary and impact on people’s lives</p> <p><b>Human and Physical Geography</b> Know how the lives of children vary across the world</p> <p><b>Geography skills and fieldwork</b> Use Google Earth to locate a country or place of interest</p>	<p><b>Locational Knowledge</b> Know what is meant by a ‘tundra’ and locate them in across the world</p> <p><b>Place knowledge</b> Know how a continent’s climate can vary and impact on people’s lives</p> <p>Contrast the main features found in two different biomes, e.g., tundra and desert</p> <p><b>Human and Physical Geography</b> Know the names of and locate some of the world’s deserts</p> <p>Have a good understanding about climate</p>	<p><b><u>Chronology and Causation:</u></b></p> <ul style="list-style-type: none"> <li>To be able to place events, people and changes of British, local and world history on a timeline</li> <li>To accurately set out different events onto a timeline</li> <li>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</li> <li>Know how to use the timeline in relation to the</li> </ul>	<p><b><u>Chronology and Causation:</u></b></p> <ul style="list-style-type: none"> <li>To demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world</li> <li>To identify specific changes within and across different periods over a long period of history</li> <li>Use timelines to place events, periods and cultural movements from around the world.</li> <li>Use timelines to demonstrate changes and</li> </ul>	<p><b>Locational Knowledge</b> Know the names of and locate at least eight European countries Know where the main mountain regions are in the UK Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p> <p><b>Place knowledge</b> Appreciate that climate and physical features has an important part to play when considering how people live</p> <p><b>Human and Physical Geography</b></p>



	<p>longer time periods</p> <ul style="list-style-type: none"> <li>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>Accurately use dates and terms to describe historical events;</li> <li>Know and describe in some detail the main changes to an aspect in a period of history being studied</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>Recognise when they are using primary and secondary sources of</li> </ul>		<p>change and its potential impact on our lives</p> <p><b>Geography skills and fieldwork</b> Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>Know how to use digimaps</p> <p>Be familiar with topographical maps and know about contours, etc</p> <p>Know what is meant by latitude and longitude</p>	<p>unit being studied.</p> <ul style="list-style-type: none"> <li>Use words and phrases: century, decade</li> <li>Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>Know the difference between primary and secondary sources of evidence</li> <li>Use a range of sources to collect information about the past</li> <li>Construct informed responses</li> </ul>	<p>developments in culture, technology, religion and society.</p> <ul style="list-style-type: none"> <li>Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>Name date of any significant event studied from past and place it correctly on a timeline</li> </ul>	<p>Know what causes an earthquake and tsunami</p> <p>Label the different parts of a volcano</p> <p>Know the names of a number of the world’s highest mountains</p> <p><b>Geography skills and fieldwork</b> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Distinguish between the Northern and Southern hemisphere on both a world map and a globe</p>
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	<p>information to investigate the past</p> <ul style="list-style-type: none"> <li>• Select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>• Use a wide range of different evidence to collect evidence about the past</li> <li>• To be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</li> </ul>			<p>about one aspect of life</p> <p><b><u>Interpretation and Significance:</u></b></p> <ul style="list-style-type: none"> <li>• Look at more than two versions of the same event or story in history and identifies differences</li> <li>• Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</li> <li>• To begin to talk about the impact of a past action on our lives today</li> <li>• To be able to talk about similarities and differences between different times</li> </ul>	<p><b><u>Historical Enquiry:</u></b></p> <ul style="list-style-type: none"> <li>• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</li> <li>• Investigate own lines of enquiry by posing historically valid questions to answer</li> <li>• To understand the complexity of people’s lives in the past</li> </ul>	
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	<p><b><u>Interpretation and Significance:</u></b></p> <ul style="list-style-type: none"><li>• Find and analyse a wide range of evidence about the past</li><li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li><li>• Realise that there is often not a single answer to historical questions</li><li>• To see the relationship between different periods and the legacy or impacts for people today</li></ul>			<p>in the past according to the periods of history studied</p>	<p>and how some societies are different due to changes and challenges at that time</p> <p><b><u>Interpretation and Significance:</u></b></p> <ul style="list-style-type: none"><li>• Find and analyse a wide range of evidence about the past</li><li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li><li>• Consider different ways of checking the accuracy of interpretations of the past</li><li>• Know the difference</li></ul>	
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					<p>between primary and secondary evidence and the impact of this on reliability</p> <ul style="list-style-type: none"><li>• Show an awareness of the concept of propaganda</li><li>• Know that people in the past represent events or ideas in a way that may be to persuade others</li><li>• Begin to evaluate the usefulness of different sources</li><li>• Form own opinions about historical events from a range of sources</li></ul>	
Cycle C 2024/2025	Geography - How are mountains	History - When did we create the	Geography- What is Fairtrade and	History - What impact did WW1	History - What was the impact of	Geography- Why has Britain been an



	formed and what causes an earthquake or volcano?	British Empire?	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)
	<p><b>Locational Knowledge</b> Know the names of and locate at least eight European countries Know where the main mountain regions are in the UK Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p> <p><b>Place knowledge</b> Appreciate that climate and physical features has an important part to play when</p>	<p><b>Chronology and Causation:</b></p> <ul style="list-style-type: none"> <li>To demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world</li> <li>To identify specific changes within and across different periods over a long period of history</li> <li>Use timelines to place events, periods and cultural</li> </ul>	<p><b>Locational Knowledge</b> Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal</p> <p><b>Human and Physical Geography</b> Understand about the term ‘fair trade’ and its implications on the lives of so many people Recognise the positive and negative features of plastic</p>	<p><b>Chronology and Causation:</b></p> <ul style="list-style-type: none"> <li>To demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world</li> <li>To identify specific changes within and across different periods over a long period of history</li> <li>Use timelines to place events, periods and cultural</li> </ul>	<p><b>Chronology and Causation:</b></p> <ul style="list-style-type: none"> <li>To demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world</li> <li>Use timelines to place events, periods and cultural movements from around the world.</li> <li>Use timelines to demonstrate changes and developments in culture,</li> </ul>	<p><b>Locational Knowledge</b> Know about time zones and work out differences Know where countries in the British commonwealth are situated</p> <p><b>Place knowledge</b> Know how a continent’s climate can vary and impact on people’s lives</p> <p><b>Human and Physical Geography</b> Know why industry is important to the world</p>



	<p>considering how people live</p> <p><b>Human and Physical Geography</b> Know what causes an earthquake and tsunami Label the different parts of a volcano Know the names of a number of the world’s highest mountains</p> <p><b>Geography skills and fieldwork</b> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Distinguish between the Northern and Southern hemisphere on both a world map and a globe</p>	<p>movements from around the world.</p> <ul style="list-style-type: none"> <li>• Use timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>• Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>• Name date of any significant</li> </ul>	<p>Know why ports are important for world trade</p>	<p>movements from around the world.</p> <ul style="list-style-type: none"> <li>• Use timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>• Name date of any significant event studied from past and place it correctly on a timeline</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of different</li> </ul>	<p>technology, religion and society.</p> <ul style="list-style-type: none"> <li>• Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>• Name date of any significant event studied from past and place it correctly on a timeline</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of different evidence to collect evidence about the past, such as pictures, documents, printed</li> </ul>	<p>Begin to appreciate the issues associated with Brexit Know how the lives of children vary across the world</p> <p><b>Geography skills and fieldwork</b> Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know what is meant by latitude and longitude</p>
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		<p>event studied from past and place it correctly on a timeline</p> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"><li>• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</li><li>• Investigate own lines of enquiry by posing historically</li></ul>		<p>evidence to collect evidence about the past, such as pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <ul style="list-style-type: none"><li>• Investigate own lines of enquiry by posing historically valid questions to answer</li><li>• To understand the complexity of people’s lives</li></ul>	<p>sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <ul style="list-style-type: none"><li>• Investigate own lines of enquiry by posing historically valid questions to answer</li><li>• To understand the complexity of people’s lives in the past and how some societies are different due to changes and</li></ul>	
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		<p>valid questions to answer</p> <ul style="list-style-type: none"> <li>To understand the complexity of people’s lives in the past and how some societies are different due to changes and challenges at that time</li> </ul> <p><b><u>Interpretation and Significance:</u></b></p> <ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past</li> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>Consider different ways</li> </ul>		<p>in the past and how some societies are different due to changes and challenges at that time</p> <p><b><u>Interpretation and Significance:</u></b></p> <ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past</li> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>Consider different ways of checking the accuracy of</li> </ul>	<p>challenges at that time</p> <p><b><u>Interpretation and Significance:</u></b></p> <ul style="list-style-type: none"> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>Consider different ways of checking the accuracy of interpretations of the past</li> <li>Start to know the difference between primary and secondary evidence and the impact of this on reliability</li> <li>Show an awareness of</li> </ul>	
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		<p>of checking the accuracy of interpretations of the past</p> <ul style="list-style-type: none"><li>• Start to know the difference between primary and secondary evidence and the impact of this on reliability</li><li>• Show an awareness of the concept of propaganda</li><li>• Know that people in the past represent events or ideas in a way that may be to persuade others</li><li>• Begin to evaluate the usefulness of different sources</li><li>• Form own opinions about historical</li></ul>		<p>interpretations of the past</p> <ul style="list-style-type: none"><li>• Start to know the difference between primary and secondary evidence and the impact of this on reliability</li><li>• Show an awareness of the concept of propaganda</li><li>• Know that people in the past represent events or ideas in a way that may be to persuade others</li><li>• Begin to evaluate the usefulness of different sources</li><li>• Form own opinions about historical events from a</li></ul>	<p>the concept of propaganda</p> <ul style="list-style-type: none"><li>• Know that people in the past represent events or ideas in a way that may be to persuade others</li><li>• Form own opinions about historical events from a range of sources</li></ul>	
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**Waterhouses CE**  
Primary Academy

**“Let your light shine.”**

**White Tigers**

		events from a range of sources		range of sources		
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