

Intent:

History:

Students will be able to identify and discuss several historical periods of the wider world in order to build a coherent knowledge of Britain's past
 Students will be able to identify historical figures and explain what impact they had in the world in order to have a boarder knowledge of the wider world
 Students will be able to create their own structured accounts of these historical eras in written format
 Able to gain historical perspective by placing their growing knowledge into a timeline

Geography:

Students will explore aspects of physical geography and have an understanding of how this impacts globally and in order to inspire curiosity and fascination
 Students will expand locational knowledge of the UK in order to have a better understanding of the world in which they live

Term	Week/s	Topic/Theme <i>Life skills</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn	1-7	Study events beyond living memory that are significant nationally or globally	Have a good understanding of when pirates were first known in history Have an understanding of the lives pirates led Able to use appropriate vocabulary when writing about pirates	Numeracy – chronology and sequences Literacy – Writing simple sentences whilst using appropriate vocabulary SMSC – Be creative
	8 – 15	Examine lives of significant individuals in the past who have contributed to national and international achievements	Understand who the Tudors were in history and how the family impacted on the lives of all British people now and then Explore the early years of Henry VIII Explore Henry VIII and the six wives	
Spring	1-7	Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: volcanoes and earthquakes 	Explore a variety of Natural Disasters that occur throughout the world Able to describe how and why Natural Disasters occur Understand the impact of Natural Disasters on the world and people's lives.	Literacy – spoken language – listen to information about natural disasters. Reading – read information on earthquakes from around the world. SMSC – Accept British values. Engage in British values.
	8-16	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	Have a clear idea about the countries within the UK and their capital cities Identify hills/mountains/coasts and rivers throughout the UK Explore erosion in coastal towns and the impact of this on human lives	Literacy – produce a written account of a visit to a museum. Focus on capital letters, full stops and paragraphs. SMSC – interest in different faiths.
Summer	1-7	Explore time before civilisation and inventions that affect modern life. Examine how	To begin to understand and comment on what daily life was like in the Stone Age. To answer questions about the past by looking at	

		humans progressed and how it began.	evidence and experiencing different activities. To develop a chronologically secure knowledge of Stone Age tools.	
	8-16	Explore and study a group of non-British people that influenced the world	Ancient Greece – a study of Greek life and achievements and their influence on the western world	

Intended impact:
 Students will be able to identify important historical figures and explain their impact
 Students will be able to build upon their knowledge of timelines and add to their own perspective
 Students will have a wider knowledge of what life was like in the past
 Students are able to identify what impact physical geography has throughout the world
 Students' national locational knowledge has been expanded

This will enable pupils to continue to develop contextual knowledge of the world and its past and further develop their mind to the importance of interconnection and change.

