

Intent**History:**

Pupils 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.
 Pupils 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.
 Pupils will be able to gain historical perspective by placing their growing knowledge into a timeline.

Geography:

Pupils will explore aspects of physical geography and have an understanding of how this impacts globally in order to inspire curiosity and fascination.
 Pupils 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>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Autumn	1-7	Study events beyond living memory that are significant nationally or globally. <i>Pirates History Ships Treasure Food Famous Pirates Fact/Fiction</i>	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. SMSC – Be creative. Reading – Develop vocabulary/ give an opinion. Writing Write independently/ write for purpose. GPS – Take part in a discussion.
	8 - 15	Examine lives of significant individuals in the past who have contributed to national and international achievements. <i>Tudors Family Wives Divorce Death Marriage Religion Rich Poor</i>	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.	SMSC – Be creative. Writing – Act on feedback.
Spring	1 - 7	Describe and understand key aspects of: <ul style="list-style-type: none">physical geography, including: volcanoes and earthquakes. <i>Natural Disasters Tsunami Earthquake Volcano</i>	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.	Reading - Role Play. Writing - Practise spelling. GPS - Use punctuation. SMSC – Accept British values. Engage in British values. Problem-Solving Skills Working systematically.

		<p><i>Floods</i> <i>Bush Fires</i></p>		
	8 - 15	<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> <p><i>Continent</i> <i>Country</i> <i>City</i> <i>Erosion</i> <i>Coast</i> <i>United Kingdom</i> <i>England</i> <i>Scotland</i> <i>Wales</i> <i>Northern Ireland</i></p>	<p>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.</p>	<p>Reading – Develop vocabulary. Writing – Write independently. GPS - Practise new vocabulary. SMSC – interest in different faiths.</p>
Summer	1-7	<p>Explore time before civilisation and inventions that affect modern life. Examine how humans progressed.</p> <p><i>Stone Age</i> <i>Tools</i> <i>Community</i> <i>Farming</i> <i>Caves</i></p>	<p>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 evidence and experiencing different activities. To develop a chronologically secure knowledge of Stone Age tools.</p>	<p>Careers (Gatsby) Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Discussion and visit to museum.</p>
	8-15	<p>Explore and study a group of non-British people that influenced the world.</p> <p><i>Greece</i> <i>Community</i> <i>Religion</i> <i>Sports</i> <i>Olympics</i> <i>Gladiators</i> <i>Ancient</i></p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Problem-Solving Skills Working systematically.</p>

Intended impact

Pupils will be able to identify important historical figures and explain their impact.
Pupils will be able to build upon their knowledge of timelines and add to their own perspective.
Pupils will have a wider knowledge of what life was like in the past.
Pupils are able to identify what impact physical geography has throughout the world.
Pupils' 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 understanding of the importance of interconnection and change. The research element will ensure pupils work towards becoming independent enquirers and effective participators.