

Intent**History:**

Pupils will extend knowledge on the development of Britain throughout important historical periods in order to build a curious mind.
Pupils will build on chronological knowledge of British History from pre 1066 to post 1066.

Geography:

Pupils will develop knowledge about the world in order to study the diversity of the people and places.

Pupils will understand basic subject-specific vocabulary.

Pupils will begin to use geographical skills to identify a country on the world map and identify the correct continent.

Pupils will build research skills specifically related to geography in order to build an understanding of earth's key physical and human processes.

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	Name and locate the world's seven continents and five oceans. <i>Continents Countries Oceans Similarities Differences Cultures</i>	Pupils are able to identify the seven continents of the world. Pupils are able to identify the five oceans. Pupils are able to understand differences and similarities between each continent.	Numeracy – Chronology and sequences. SMSC – Be creative. Reading - Ask questions/ answer questions. Writing - Plan, draft, edit. GPS - Use punctuation.
	8 - 15	Identify and research one country (an in-depth study) <i>Country Continent Currency Culture Food Flag Tourism Landmarks</i>	Pupils are able to choose one country to study and explain reasons why they have chosen this country. Pupils are able to produce an in-depth study into a country of their choice.	SMSC – interested in others beliefs and religion.
Spring	1 - 7	Changes to Britain to include: Bronze Age religion/ technology and travel, for example, Stonehenge <i>Bronze Age Timeline Tools Dagger Farming Religion Community</i>	Explore when the Bronze Age occurred and how time developed from the Stone Age. Able to discuss and explore the ideas of communities/ religion and farming. Able to create and investigate Bronze age tools including the invention of the dagger.	Reading – Comprehend. Writing - Act on feedback. GPS - Share ideas in a discussion.
	8 - 15	Study an aspect of British history that signifies a turning point in British history (e.g. WWII) thus extending	Able to create a timeline from 1066 to modern Britain and show where WWII falls in chronological order.	Reading - Read Independently/ talk about text. Writing - Act on feedback. GPS - Present information and opinions.

		pupils' chronological knowledge beyond 1066 <i>War</i> <i>Holocaust</i> <i>Politics</i> <i>Finances</i> <i>Aircraft</i> <i>Leaders</i> <i>Rationing</i>	Analyse the impact WWII had on human lives across Europe. List leaders of the war and their roles. Explain what the Holocaust is and how it impacts modern Britain.	SMSC – Be creative. Problem-Solving Skills Working systematically.
Summer	1-7	Describe and understand key aspects of renewable and non-renewable energy. <i>Energy</i> <i>Renewable</i> <i>Non-Renewable</i> <i>Pollution</i> <i>Solar</i> <i>Wind</i> <i>Hydro</i> <i>Geomass</i> <i>Climate</i>	Explore different types of non-renewable and renewable energy. Discuss changes in energy and importance of climate.	Reading - Comprehend. Writing - Write for purpose. GPS - Use new vocabulary. SMSC – Be creative. Careers (Gatsby) <ul style="list-style-type: none"> Range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
	8-15	Describe and understand key aspects of Fair Trade. <i>Fair Trade</i> <i>Money</i> <i>Developed countries</i> <i>Developing countries</i> <i>Farmers</i>	Examine the importance of Fair Trade in developed countries and how best to support developing nations.	Problem-Solving Skills Working systematically.

Intended impact
Pupils will be able to identify the world is divided into seven continents.
Pupils will be able to use appropriate terminology when discussing humanities.
Pupils can carry out an in-depth study into a relevant topic/subject within humanities.

Pupils will be able to build on chronological knowledge of British History.
Pupils will be able to understand and explain an important developmental aspect of British History.

This will support pupils in developing their knowledge about the world, their country and their locality in terms of both historical and geographical matters, continuing to support learning next year.
Pupils will have the opportunity to develop their thinking reflectively whilst examining fair trade and work as a team on their project.