

Winterton Primary School & Nursery History and Geography Progression



This document demonstrates the progression in knowledge, skills, and vocabulary in History and Geography from Year 1 to Year 6.

KS1 History and Geography (Year 1-2)

This is a two-year rolling plan working from Year A in the academic year 2021 – 2022.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Castles and Normans	Mountains	Transport Through Time	Continents and Oceans	Monarchs: From Elizabeth I to Elizabeth II	Coasts
UK Crime and Punishment Through Time	Where We Live (UK)	Children Through Time	Natural Disasters	Powerful Women in History	England vs Australia

Year A	Autumn 1: Castles and Normans <i>Chronology</i>	Autumn 2: Mountains <i>Cause and effect</i>
	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● The Battle of Hastings was in 1066 and was a battle between the English army, led by King Harold II, and the Norman-French army, led by William the Duke of Normandy (later known as William the Conqueror). The Duke of Normandy was victorious and this was the start of the Middle Ages and the Norman period (1066-1071). ● Over the next 20 years, castles were built by the Normans and Norwich Castle is one of these castles, as is Windsor Castle and the Tower of London. ● Norwich Castle was initially designed as a Royal Palace but a Norman King never lived in it. It was used to keep law and order in the city and surrounding area. It was also used as a prison. 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● The Earth's crust and upper mantle is made from tectonic plates which can move and slide across each other. ● Mountains were formed billions of years ago when tectonic plates crashed into each other, causing the land to be pushed up, forming mountains. This process continues to happen very gradually so mountains are actually getting taller each year. ● The main types of mountain formation include: fold mountains, block mountains, dome mountains and volcanic mountains. ● Fold mountains - Formed when plates crash head on and cause land to be pushed and folded upwards. The most common type of mountain and form the largest mountains.

- There are different types of castle, including a Motte and Bailey castle, a Stone Keep castle and a Concentric castle.
- A Motte and Bailey castle is a fortification where the stone or wooden keep is located on a motte (a raised area of ground). The keep has a courtyard that is enclosed by a curtain wall (the bailey). This is then surrounded by a ditch or (wooden) palisade.
- Initially Norwich Castle was a Motte and Bailey castle but it was made from limestone brought over from France, and then a limestone keep was added.
- A castle has many different parts including:
 - ➡ Battlements - A wall with a parapet (low wall) in which gaps or indentations allow for the launch of arrows or cannons.
 - ➡ Curtain wall - A defensive wall between two fortified towers or bastions of a castle.
 - ➡ Great Hall and outer gate called a barbican - The main room in the castle where meals were eaten and entertainment happened.
 - ➡ Garderobe - The room in which the toilet was situated.
 - ➡ Weapons - Canons, catapults, trebuchets, battering rams and siege towers.

Skills children will gain:

- Chronicle the key events of Norwich Castle
- Identify different types of castle
- Describe features of castles
- Explain why Normans built castles
- Investigate who would live in a castle and where other people would live

Children will build on knowledge from:

- EYFS where they read stories with castles in them and learn that buildings can be used to protect the people inside.
- KS1 where they learn about crime and punishment through time, considering what it was like in medieval times.

- Block mountains - Faults or cracks in the earth's crust force some materials or blocks of rock up and others down.
- Volcanic mountains - Molten rock (magma) deep within the earth, erupts, and piles upon the surface. Magma is called lava when it breaks through the earth's crust. When the ash and lava cools, it builds a cone of rock. Rock and lava pile up, layer on top of layer.
- Dome mountains - A large amount of melted rock (magma) pushes its way up under the earth crust. Without actually erupting onto the surface, the magma pushes up overlaying rock layers. At some point, the magma cools and forms hardened rock. The uplifted area created by rising magma is called a dome because of looking like the top half of a sphere.
- Features of mountains - summit, peak, ridge, valley, gorge, slope, range, foot, face and tree line.
- The Rocky Mountains (also known as the Rockies) are a mountain range in North America which span from Canada to New Mexico.
- Mount Kilimanjaro is a dormant volcano in Tanzania, it's the highest mountain in Africa and the highest single, free standing mountain in the world.
- Ben Nevis is part of the Grampian Mountain Range in Scotland and it is the tallest mountain in the UK. Millions of years ago, Ben Nevis was once an active volcano which erupted and collapsed inwards on itself.
- Tourism around mountains can bring a number of positives to the local area, however it can also have negative effects.

Skills children will gain:

- Identify mountains and mountain ranges around the world using atlases and maps.
- Draw and/or label diagrams of mountains with the key features.
- Explain how mountains are formed.
- Describe the four different types of mountain.

<p>Children will build on this knowledge in:</p> <ul style="list-style-type: none"> ● KS2 where they will study the Vikings, the Saxons, the retreat of the Romans and compare toilets through time. <p>Children learn the following vocabulary: Battle, castle, defend, victorious, Normans, Middle Ages, palace, keep, Motte and Bailey, concentric, fortification, battlements, curtain wall, great hall, garderobe, weapons, canons, catapults, trebuchets, battering ram, siege tower</p>	<ul style="list-style-type: none"> ● Research and explore the Rocky Mountains, Mount Kilimanjaro and Ben Nevis - identify similarities and differences ● Discuss the positive and negative effects of tourism on areas with mountains. <p>Children will build on knowledge from:</p> <ul style="list-style-type: none"> ● EYFS where they learn about different places in the world and make comparisons with where they live. ● KS1 where they learn about natural disasters and the involvement of tectonic plates in earthquakes and volcanoes. <p>Children will build on this knowledge in:</p> <ul style="list-style-type: none"> ● KS2 where they will learn about the Himalaya mountain range, as well as mountains in the Arctic and Antarctic, they will also study Scandinavia and the earth formations of Africa. <p>Children learn the following vocabulary: Mountain, range, crust, tectonic plate, fold, block, volcanic, dome, magma, molten, fault line, summit, peak, ridge, valley, gorge, slope, foot, face, tree line, tourism, positive, negative</p>
<p>Spring 1: Transport Through Time <i>Changes</i></p>	<p>Spring 2: Continents and Oceans <i>Comparison</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● The wheel was invented by the Ancient Sumerians, initially the wheel was a potter’s wheel, but it soon became realised that if a log was used under a heavy load, the load could be rolled across the ground. This evolved to a form of sledge on top of a log, then to two wheels with a fixed axle and eventually two wheels with an axle attached with bearings. ● Animals have been used as a form of transport for thousands of years. Animals (such as horses) were used to pull people in wheeled carts, 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● There are seven continents - Europe, Africa, North America, South America, Asia, Antarctica and Australia ● There are five oceans - Atlantic, India, Arctic, Pacific and Southern ● North America is the world’s third largest continent and it is made up of 23 countries, including: the United States of America, Canada, Greenland, Mexico and the Caribbean Islands. ● Physical geography involves the study of natural features and human geography involves the study of manmade features. <p><u>Physical features:</u></p>

carriages or chariots and camels were used to carry goods to trade on the Silk Road.

- The Ancient Egyptians initially made boats from papyrus reeds tied tightly together which were moved by oars, but by 3000BCE they had invented boats made from wood, with a pole as a mast, and a square sail. These boats were used for trade along the River Nile.
- During the Tudor times and King Henry VIII's reign, King Henry built up a large fleet of ships to ensure he could defend his kingdom. Tudor ships were called galleons and were large but slow ocean going ships, powered only by wind. The ships had a special deck just for the cannons. The galleons were used to explore new places that British people had never been before, this was to try and find new places to trade and new places to live.
- Steam trains were first invented in the early 1800s. They worked by burning coal, which heated water and made steam; the steam then drove pistons which made the wheels turn.
- In 1829, British engineer Robert Stephenson, built a steam engine called the Rocket. The invention of this train revolutionised the way that people could travel on the railways and was the start of train travel around the UK becoming more accessible and affordable.
- The first successful aeroplane flight was made in 1903 by American Orville Wright. The aeroplane was called the Flyer and was built by Orville and his brother Wilbur. Within 50 years, travel by aeroplane had transformed the world, making it possible to visit other countries and continents in a matter of hours.

Skills children will gain:

- Order the key transport inventions and changes on a timeline
- Explore the invention and development of the wheel and how this advanced trade across the world.
- Explain how a steam train works with a labelled diagram.
- Describe how boats advanced from those used by the Ancient Egyptians, to the galleons used by the Tudors.
- Consider how tourism would have been affected if the Wright brothers had not pioneered aeroplane flight.

- The Great Plains are a broad expanse of mostly flat land (a plain) which covers approximately a third of North America - it is 3000 miles long and 300-700 mile wide. It lies west of the Mississippi River and East of the Rocky Mountains. It used to be called the Great American Desert.
- The Great Plains are mainly covered in prairie, steppe or grassland and range from areas of flat land, to areas with low hills, and they are even mountainous in places.
- The Great Plains have a continental climate of cold winters and hot summers.
- Traditionally, the Great Plains were home to large herds of grazing animals such as bison and buffalo but today crops (cotton, maize and wheat) are grown but sheep and cattle still graze.
- Although the Great Plains do have some large cities, in general the population is sparse.
- The Grand Canyon is a steep sided canyon carved by the Colorado River in the state of Arizona in North America. This river basin is 277 miles long, up to 18 miles wide and is in places over a mile deep. The Grand Canyon is a National Park and has millions of visitors every year.
- Over billions of years, the Grand Canyon was formed and this is shown by the different coloured layers of rock from which it is built up from.
- Yosemite National Park is located in Central California and is known for its large valley carved out of the mountains by the movement of glaciers over thousands of years. The mountains have also been shaped by rockfalls and waterfalls.
- The Mojave Desert is primarily located in California and Nevada but also crosses into Utah and Arizona. Its desert climate is characterised by extreme variation in daily temperature and can even be subject to flash flooding.
- Alaska is the largest state by area and is has a very cold climate with much of the state covered in a layer of permafrost (permanently frozen soil) and is home to the largest glacier in the USA - the Bering Glacier.
- The Great Lakes of North America are a series of five interconnected freshwater lakes situated on the border of the USA and Canada - they are the largest inter-connected lakes in the world, containing 21% of the world's fresh water.

Children will build on knowledge from:

- EYFS where they learn what transport is and the reasons why different types of transport are used to get to different places.
- KS1 where they explore chronology when learning about castles, crime and punishment, and entertainment through time.

Children will build on this knowledge in:

- KS2 where they will consider the use of boats and camels for trade and exploration throughout different time periods and the advancement of steam power leading to development of the railways and subsequently the Industrial Revolution.

Children learn the following vocabulary:

Wheel, evolved, axle, chariot, cart, carriage, papyrus, oars, boat, sail, mast, Tudor, Ancient Egyptian, cannon, galleon, defend, power, steam, coal, piston, revolutionised, travel, Ancient Sumerians, Silk Road, aeroplane, accessible, affordable, tourism, pioneer, invention, development, advance, trade, exploration

Human features:

- Some of the key cities in North America are New York, Los Angeles and Washington.
- New York is the most populated city in the USA with approximately 8.5 million residents and is home to the Empire State Building, Times Square, Broadway, Wall Street and the Statue of Liberty.
- Los Angeles is the second largest city in the USA, in the state of California - it's famous for its Hollywood film industry and large tourism sector. Los Angeles is built on fault line so can be subject to powerful earthquakes.
- Washington DC is not a city or a state but a district, it is also the capital city of the USA and home to The White House and the home of the President of the USA.

Skills children will gain:

- Locate the seven continents and five oceans.
- Locate the different countries within North America.
- Explain the difference between physical and human geographical features.
- Describe and compare the landscape and climate of the Great Plains and the Mojave Desert.
- Describe and compare the landscape and formation of the the Yosemite National Park and the Grand Canyon.
- Explore the difference between the states of Alaska and California.
- Identify the Great Lakes and locate the key cities of New York, Washington and Los Angeles.

Children will build on knowledge from:

- EYFS where they learn about different countries in the world, especially linking to holidays that children have been on and where animals are located.
- KS1 where they learn about natural disasters such as earthquakes, hurricanes and tornados.

Children will build on this knowledge in:

	<ul style="list-style-type: none"> ● KS2 where they will learn about colonisation, the Native Americans, Christopher Columbus, the first settlers in America, Tudor exploration and Henry VIII. <p>Children learn the following vocabulary: Continent, country, city, capital, state, world, ocean, sea, river, physical feature, human feature, mountain, plain, desert, grassland, prairie, steppe, climate, canyon, river basin, National Park, glacier, waterfall, rockfall, permafrost, freshwater, saltwater, population, resident, fault line, tourism, earthquake, formation, landscape</p>
<p>Summer 1: Great Fire of London <i>Challenge</i></p>	<p>Summer 2: Coasts <i>Comparison</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● In 1066, the Normans fought in the the Battle of Hastings, after this it was the continuation of the Medieval period, followed by the Tudor period and following this, it was the Stuart period. ● 600 years after the Battle of Hastings, in 1666 the Great Fire of London destroyed a large part of London and left 70,000 people homeless. ● In London, homes at the time were made from timber frames and were built closely together. Homes didn't have electricity so they had open fires for lighting, cooking and heating. ● The summer of 1666 had also been particularly dry, with the drought making it even more likely that any fires may spread. ● The fire started in a bakery in Pudding Lane early one morning, the strong winds meant that the fire began to spread very quickly. ● Famous buildings such as St Paul's Cathedral, The Royal Exchange and the Guildhall were completely destroyed as well as 13,200 houses and 87 churches. ● Firefighting in 1666 was very basic with leather buckets, water and axes used to try and stop the fire but this was mostly unsuccessful so the Navy used gunpowder to blow up homes in the path of the fire so that the area with no house could not fuel the fire - this worked and eventually the fire was stopped. ● In the same year as The Great Fire of London, the Great Plague also hit London and killed up to a fifth of its population. 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● The coast is defined as an edge of land which borders with the sea. ● Physical coastal features are natural features such as dunes, cliffs, beaches and mudflats. These are formed by the flow of the tide, waves and water currents. ● Human coastal features are manmade features such as a pier, lighthouse, sea wall, groyne and harbour. These are built for specific purposes and these will depend on the main use for the area they are being built; this could be tourism, trade, fishing or to protect the coastline and stop erosion. ● The UK is an island, an island is a piece of land surrounded by water (in this case, sea) on all sides. ● Coasts around the UK are all very different - some have sandy beaches, whereas some are covered in shingle or pebbles; some are backed by steep rocky cliffs and others are backed by soft sandy dunes; some are long open beaches and others are small bays surrounded by headlands. ● Sand can be different colours and textures, depending on the rocks that it is made from. ● Erosion is the geological process in which parts of the land are worn away and transported by natural forces, such as wind or water. ● Weathering is similar to erosion, as it breaks down or dissolves rock, but it does not involve the movement of the material.

- The Great Fire of London helped to stop the plague due to it killing the rats that were thought to be spreading the disease.
- Samuel Pepys was in the Royal Navy and lived through the Great Fire of London and the Great Plague.
- Pepys was famous for the diary he wrote for 9 years, this has helped historians know about what happened during this time.

Skills children will gain:

- Chronicle key events and periods in history on a timeline
- Describe and label houses to identify the features of homes of that period
- Explain how the fire started and spread
- Use historical sources, such as Samuel Pepys diary, to find evidence of what really happened and why
- Review the challenges firefighters faced to contain the fire
- Consider how the fire could have been prevented and why it would be unlikely today that a city would be faced with such a large fire

Children will build on knowledge from:

- EYFS where they learn to keep safe at home and in school; alongside learning about people who help them, such as the emergency services.
- KS1 where they use timelines to explore the chronology of a period in history and use historical sources of evidence.

Children will build on this knowledge in:

- KS2 where they will learn about Tudor exploration and the Viking and Saxon battle to control England.

Children learn the following vocabulary:

- Normans, Stuarts, Tudors, timeline, homeless, timber, drought, spread, gunpowder, fuel, plague, population, historian, source, evidence, Navy, diary
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- Winterton Beach is a golden sandy beach, where the sand is soft and fine. The beach stretches out as far as the eye can see and is backed by sand dunes. Over the last ten years, Winterton Beach has been badly affected by erosion and the dunes are retreating at an alarming rate. This has already resulted in the relocation and move of key features of the village, such as the Coast Watch Tower and the beach car park. Winterton Beach does not have any sea defences but in the past the WW11 tank traps, which used to be positioned on the top of the dunes, fell into the sea and now these act as a form of sea defence. Winterton Beach is popular with tourists but is usually a quiet beach, however it becomes much busier in November each year as the grey seal colony come ashore to have their pups; this results in a volunteer beach closure and much greater numbers of tourists visiting Winterton.
- Cromer Beach is very different to Winterton, it's another long beach but with a mixture of stones and sand, backed by rocky cliffs. The cliffs at Cromer are made from a combination of chalk, sandstone, granite and marble. Cromer is a small town which is popular with tourists, especially for its pier, which is complete with a theatre, cafe and lifeboat station. Cromer Beach has a sea wall and groynes to try and prevent the erosion it would be subject to otherwise.
- Following the coastline for 20 miles from Weybourne to Happisburgh, is the Cromer Shoal Chalk Bed. This is a natural chalk reef which is believed to be the largest chalk reef in Europe. It is home to many hundreds of different species of plant and animal.

Skills children will gain:

- Describe the difference between an island and a coastline.
- Identify physical and human coastal features and locate on a map
- Explain how beaches around the UK can vary in appearance, typical use and type of sand.
- Explore why erosion is so extensive around Winterton, in comparison to other Norfolk coastal locations.
- Compare Winterton and Cromer Beach by visiting each and taking part in map work and fieldwork to make direct comparisons.

		<p>Children will build on knowledge from:</p> <ul style="list-style-type: none"> ● EYFS where they learn about beaches and visit local beaches. ● KS1 where they learn about how waves and sand are formed. <p>Children will build on this knowledge in:</p> <ul style="list-style-type: none"> ● KS2 where they will study the effects of coastal erosion in the local area and consider the different types of sea defence to help protect the land. <p>Children learn the following vocabulary: Coast, land, sea, erosion, weathering, manmade, natural, human, physical, island, groyne, sea wall, harbour, pier, lighthouse, tourism, cliffs, dunes, beach, shingle, pebbles, sand, bay, headland, defence, relocation, colony, shoal, chalk bed, species</p>
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Year B	<p>Autumn 1: UK Crime and Punishment Through Time <i>Chronology, comparison</i></p>	<p>Autumn 2: Where We Live (UK) <i>Comparison</i></p>
	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● The chronology of key time periods in British History: <ul style="list-style-type: none"> ➔ Romans AD 43 - 410 ➔ Early Medieval 410 - 1066 ➔ Medieval 1066 - 1485 ➔ Tudors 1485 - 1603 ➔ Stuarts 1603 - 1714 ➔ Georgians 1714 - 1837 ➔ Victorians 1837 - 1901 ➔ 20th Century 1901 - 2000 ● A law is a rule created by the government that all citizens must follow. Breaking the law is called committing a crime. Being found guilty of committing a crime will lead to a punishment. ● The Medieval period took place between 410 AD to 1485 AD. In the Medieval period, punishments were very harsh and involved hurting and killing criminals such as fines, punishment by shame (stocks) and 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● The United Kingdom, also called the UK, consists of a group of islands off the northwest coast of Europe. These include England, Scotland, Wales, and Northern Ireland. ● There are lots of different counties in England and geographically they are all very different - some are coastal counties, some are sparsely populated and others are more densely populated, some are on very flat land and others are on mountainous land. ● Human geography relates only to the human environment; something that is built by humans and would not have existed in nature without humans. Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans. ● Some of the key physical features of the UK, include some of its rivers and seas, as well as its mountainous and elevated areas. ● Some of the key human features of the UK, include the capital cities of London, Cardiff, Edinburgh and Belfast. In addition to this, some of the major landmarks across the UK include: Buckingham Palace, the

punishment by mutilation. There was no law enforcement at this time; therefore, punishments were decided by the community.

- The Tudor period took place between 1485 and 1603. In the Tudor Period, punishments were focused on humiliating the criminal. At this time, parishes had constables but there was still no police force. Punishments in the Tudor times include whipping, branding, wearing tortuous devices such as the scold's bridle and humiliation such as the drunkard's cloak. Famous methods of punishment include the ducking stool, for accused witches.
- Exile, which involves sending a criminal away from their home country, was used throughout history as a punishment. After the discovery of Australia, convicts were sent here as punishment for committing crimes.
- The modern day police force, in the United Kingdom, was established in 1829 and it became law that every parish must have a police force during the Victorian era in 1856.
- The 20th century took place between 1900-2000. In the 20th century, punishment focused on reforming the criminal. Today punishment is still focused on reform.

Skills children will gain:

- Understand what a law is and why our society is governed by them.
- Explain how harsh laws were used in the Medieval period and how this deters crime.
- Describe how humiliating laws were used in the Tudor period and how this deters crime.
- Identify how Britain used exile as a form of punishment.
- Explain what reform is and if they think this is an effective or ineffective method of dealing with crime.
- Compare modern punishments such as prison, community service and paying fines with historical methods.
- Order the periods with their corresponding punishments on a timeline.

Children will build on knowledge from:

- EYFS where they start to understand the importance of rules and expectations, as well as consequences.

Angel of the North, Stonehenge, Houses of Parliament and Big Ben, Tower Bridge, Hadrian's Wall, The Eden Project and Blackpool Tower.

- A map can be used to find a specific location and plan the route there. A compass has four points; north, east, south and west. A compass can be used to identify which direction to travel in.
- We live in the country England, we live in the county Norfolk, we live near the city of Norwich and the town of Great Yarmouth, and we live in the village of Winterton-On-Sea.
- Winterton in Anglo-Saxon history means Winter Town and is the location that early Norfolk settlers settled and sheltered their livestock during the cold winters. Adjacent to Winterton is the village of Somerton, meaning Summer Town; it is here that the same community would live in the summer months so that they could work in the fields growing crops.
- Winterton is a small village, which historically was a fishing village, however the stretch of coastline around the village was very dangerous and many lost their lives at seas.
- Winterton has a beach, dunes, fields, pond, lighthouse (now a private property), play area, cricket pitch, village hall, primary school, Hermanus self-catering accommodation, pub, church, shop, post office, cafe, fish and chip shop and a number of holiday homes.

Skills children will gain:

- Locate the UK and identify its countries
- Use maps, atlases and digital resources to research the UK
- Identify human and physical geographical features of the UK
- Locate counties in England and compare their physical features
- Describe the human and physical features of Norfolk
- Build a physical map of Winterton and label the map with the different human and physical features
- Draw a simple map of Winterton and label the features using map symbols
- Describe a route in the local area using compass points

Children will build on knowledge from:

<ul style="list-style-type: none"> ● KS1 where they learn about Norman castles and the chronology of entertainment and transport. <p>Children will build on this knowledge in:</p> <ul style="list-style-type: none"> ● KS2 where they will learn about Anglo Saxon law, as well as how the British people built an empire of trade and explored new lands in the Age of Exploration. They will also explore Cook’s journey to Australia. <p>Children learn the following vocabulary: Romans, Medieval, Tudors, Stuarts, Georgians, Victorians, 20th century, government, citizen, crime, punishment, law, criminal, enforcement, fine reform, mutilation, community, humiliation, torture, device, bridle, convict, police force, community service, timeline, chronology</p>	<ul style="list-style-type: none"> ● EYFS where children will learn about where they live and their local area; they will make comparisons between places that different people and animals live. ● KS1 where they learn about human and physical geographical features in different countries, such as America and Australia. <p>Children will build on this knowledge in:</p> <ul style="list-style-type: none"> ● KS2 where they will learn about the history of Great Yarmouth, as well as study different countries and continents, such as Africa, India, Scandinavia and the Arctic and Antarctica. <p>Children learn the following vocabulary: Island, United Kingdom, England, Scotland, Wales, Northern Ireland, populated, sparsely, landscape, flat, mountainous, elevation, human features, physical features, map, atlas, landmark, compass, direction, country, county, town, village, settled, community, livestock, sheltered, key, symbols</p>
<p>Spring 1: Entertainment Through Time <i>Chronology, comparison</i></p>	<p>Spring 2: Natural Disasters <i>Cause and Effect</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● Historians have discovered that even 4000 years ago, the Ancient Egyptians played with toys and games. At this time, children played with toys made from wood that moved or rolled. The also played with dolls made from papyrus reeds; rattles and animals made from clay; and balls made from the skin of animals. The Ancient Egyptians also invented a board game called senet, this was played on a board using sticks as pieces which were moved around the board by rolling a dice. ● In Roman times, children played with playhouses, carts, spinning tops, yo-yos, wooden swords, balls, bells, kites and dolls. The dolls were rag dolls for children from poorer families, and dolls made from wax or clay for children from wealthier families. They also played games, such as a type of football using a ball made from a pig’s bladder, knucklebones which was like jacks but using small bones, and 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● Weather is defined as the state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain. Extreme weather includes unexpected, unusual, severe, or unseasonal weather. Although UK weather is unpredictable, it is rarely extreme. ● Human activity is causing rapid changes to our global climate that are contributing to extreme weather conditions. ● Earthquakes happen when underground rock (tectonic plates) suddenly breaks and there is rapid motion along a fault line. Earthquakes can result in the ground shaking, landslides, fissures, avalanches, fires and tsunamis. ● Flooding happens when water overflows onto land that is normally dry. Flooding has a range of impacts on the environment, including: wildlife habitats and settlements that can be destroyed by

battledore which was similar to badminton. They also played games we play today such as tic tack toe and hide and seek.

- Roman entertainment included great sporting battles, such as chariot racing and gladiator fighting, which was often continued until someone was killed. Entertainment also included the killing of criminals and prisoners.
- Medieval toys and games included variations of chess and cards, leather and wooden balls, hobby horses, stick and hoop, clay figures and miniature pots, and diablos. Toys and models made from pewter were also popular.
- In Tudor times, wooden rocking horses were popular for wealthy families and other wooden toys, games and dolls. Tiny cups and saucers made from tin or lead were also popular. Board games such as chess were played and one of the most popular games was nine men's Morris, where people had to get three pebbles in a row whilst preventing others from doing the same. Boards were drawn into the soil or marked on slate with chalk.
- Victorian children also loved board games, including snakes and ladders, ludo and draughts. Outside, children played with hoops, marbles and skipping ropes and they played games like tag, blind man's bluff and catch. Wealthy Victorian children enjoyed playing with train sets and dolls houses but poorer children played with homemade toys such as peg dolls, skipping ropes and thaumatropes.
- Toys and entertainment have varied and developed considerably over the last 100 years and this is why different generations within a family will all have very different memories when it comes to what they enjoyed playing whilst they were growing up.
- Televisions became more popular in the home during the 1950s and computers started appearing in homes in the 1980s, with the internet becoming available in the 1990s.
- Many of the toys available today have been around many years and sometimes many generations of the same family will have enjoyed them, these include: Barbie, Nintendo, PS3, Lego, Knex, Hot Wheels, Fisher Price toys, Corgi Cars, Gameboy and Air fix models.

floodwater. Contaminated flood water can also pollute rivers and habitats, and silt and sediment can destroy crops on farms.

- A volcanic eruption is when lava and gas are released from a volcano—sometimes explosively. Volcanoes erupt when molten rock called magma rises to the surface.

Skills children will gain:

- Describe how movements of tectonic plates and fault lines cause earthquakes.
- Research the Great Peruvian Earthquake in Western Peru.
- Explain and label what happens when there is a volcanic eruption.
- Compare famous volcanic eruptions from around the world
- Describe the cause and effect of flooding, including the 1953 Norfolk floods.
- Identify ways that land is defended from flooding such as the Thames barrier and flood plains.

Children will build on knowledge from:

- EYFS where they learn to recognise and identify different types of weather and look at changes in the seasons.
- KS1 where they learn about why the seasons occur and how the Earth is formed.

Children will build on this knowledge in:

- KS2 where they will learn about pollution, deforestation and how the burning of fossil fuels can damage the environment. In addition, they will learn about the formation of the Great Rift Valley.

Children learn the following vocabulary:

Flood, earthquake, eruption, disaster, natural, atmosphere, extreme, severe, defence, unexpected, climate, global, volcano, tornado, hurricane, landslide, fissure, avalanche, tsunami, impact, lava, magma, flood plain, destroy, ozone layer

<p>Skills children will gain:</p> <ul style="list-style-type: none"> ● Describe toys from different eras. ● Compare toys from different eras. ● Order famous toys chronologically on a timeline ● Explain how entertainment has changed over time ● Consider how the invention of television, computers and the internet has impacted children’s entertainment <p>Children will build on knowledge from:</p> <ul style="list-style-type: none"> ● EYFS where they create simple timelines to show events that have happened in living memory. ● KS1 where they discuss the chronology of transport, and crime and punishment through different periods in history. <p>Children will build on this knowledge in:</p> <ul style="list-style-type: none"> ● KS2 where they will learn about Ancient Civilisations, the Romans and the Victorians. <p>Children learn the following vocabulary: Papyrus, historian, evidence, senet, wealthy, poor, knucklebones, battledore, gladiator, chariot, pewter, diablo, thaumatrope, generation, developed</p>	
<p style="text-align: center;">Summer 1: Powerful Women in History <i>Comparison</i></p>	<p style="text-align: center;">Summer 2: England vs Australia <i>Challenge</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● In history, people have not always been treated equally. This includes; women, people of colour and those of different sexualities. ● Mary Anning (21 May 1799 – 9 March 1847) was an English fossil collector and palaeontologist who became known around the world for the discoveries she made in Jurassic marine fossil beds in the cliffs along the English Channel at Lyme Regis. As a woman, Mary Anning was not eligible to join the Geological Society of London and she did not always receive full credit for her scientific contributions. 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> ● Australia is a continent situated entirely in the southern hemisphere, between the Indian and the Pacific ocean, south of Southeast Asia and north of the Antarctic. ● As London and Sydney are in different hemispheres their seasons are reversed. Sydney has hotter and longer summers than London. The winter season is colder in London than Sydney which has almost pleasant temperatures.

- Prior to 1928, women in the UK were not allowed to vote. The suffragettes were a group of women who fought for women's rights, specifically the right to vote. Through the protests of the suffrage movement, women were given the right to vote.
- In 1950s America, black people (and other people of colour) were not viewed as equal to white people. They were not allowed to vote, use the same areas as white people (including toilets) and were often excluded from events and places. Rosa Parks was an American activist in the civil rights movement best known for her pivotal role in the Montgomery bus boycott. The work of Rosa Parks and other activists transformed the United States of America via the civil rights movement and began the process of equality in USA law.
- Throughout history, it has been illegal to be part of the LGBT community, punishable by death and prison sentences. Until recently, LGBT Americans were not able to live as heterosexual people do, including getting married. Marsha P. Johnson was a black, trans woman who fought for equality at the Stonewall riots. The Stonewall riots were a series of spontaneous protests by members of the gay community in response to a police raid that began in the early morning hours of June 28, 1969, at the Stonewall Inn in the Greenwich Village neighbourhood of Lower Manhattan in New York City.

Skills children will gain:

- Describe the achievements and challenges faced by Mary Anning
- Explain the women's suffrage movement
- Chronicle the events of Rosa Parks' fight for civil rights
- Understand the inequality faced by Marsha P. Johnson and the LGBT community
- Identify how equality has changed over time.

Children will build on knowledge from:

- EYFS where they learn to celebrate the differences between people and understand the importance of individuality.

- Christmas in Australia is in the summer. People go to the beach, it is hot, it is light for a long time. Christmas at home is in the winter. It is cold. There is snow. We do not go to the beach. It gets dark early.
- Australia, like the UK, has diverse physical features and landscapes.
- Norfolk's Chalk Reef has been dubbed 'Britain's Great Barrier Reef'. Created when dinosaurs ruled the earth, it has been found to be the longest in the world.
- The Great Barrier Reef is the world's largest coral reef system composed of over 2,900 individual reefs and 900 islands stretching for over 2,300 kilometres
- Land use in Australia is predominantly; plantation forests (commercial and other), grazing modified pastures, dryland cropping and dryland horticulture.
- The Outback is a remote, vast, sparsely populated but frequently visited area of Australia. The Outback is more remote than the bush. In the UK, the Scottish Highlands are a sparsely populated but frequently visited area. Both of these locations are frequented by tourists, especially on driving holidays.

Skills children will gain:

- Identify the location of Australia using maps and atlases
- Compare the locations of Australia and the UK on maps
- Explain the similarities and differences of the seasons in the UK and Australia
- Explore the ecosystem of the great barrier reef
- Compare Norfolk's chalk reef and the great barrier reef
- Compare the Australian outback and the Scottish highlands

Children will build on knowledge from:

- EYFS where they learn about different countries and cultures from stories they read and festivals they explore. They also look at simple maps to see where animals come from or where children have been on holiday.

- KS1 where they learn about human rights and the importance of equality and diversity.

Children will build on this knowledge in:

- KS2 where they will: study the famous female pharaoh Hatshepsut, NASA mathematicians (Katherine Johnson, Mary Jackson), women's role in World War Two, Anne Frank, Elizabeth I's expansion of the British Empire.

Children learn the following vocabulary:

Equality, diversity, individual, unique, race, sexuality, scientific, palaeontologist, suffragette, vote, democracy, activist, boycott, legal, illegal, homosexual, heterosexual, riot, protest, raid

- KS1 where they learn about the UK and North America, and locate these on maps.

Children will build on this knowledge in:

- KS2 where they will study: the impact of human geography in India and South America, renewables and sustainability, pollution of the Arctic and Antarctic and develop their locational knowledge through the expansion of the British Empire including Captain Cook's voyage to Australia.

Children learn the following vocabulary:

- Continent, ocean, hemisphere, season, climate, reef, chalk, coral, plantation, pasture, dryland, horticulture, ecosystem, outback, tourism, populated, highlands, outback

KS2 History and Geography (Year 3-6)

This is a four-year rolling plan working from Year A in the academic year 2021 – 2022.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indus Valley and Early Civilisations	India and Urbanisation	Renewables and Sustainability	Great Yarmouth Through Time	Coastal Erosion (a local study)	World War Two and the Holocaust
Ancient Egypt	Rivers and the Nile	The Arctic and Antarctica	History of Medicine and Disease	Darwin's Voyage (Locational Knowledge)	Stone Age to Iron Age
Roman Britain	The UK	Scandinavia	The Struggle for Britain: Saxons and Vikings	The Silk Road: Exploration and Trade	Age of Exploration and Encounter
Ancient Mayans	South America and the Amazon	Earth Formations of Africa	Kingdom of Benin	Victorian Britain	The British Empire (Locational Knowledge)

Year A	Autumn 1: Indus Valley and Early Civilisations <i>Comparison, Chronology</i>	Autumn 2: India and Urbanisation <i>Cause and Effect</i>
	Knowledge children will learn: <ul style="list-style-type: none"> A civilisation is a society and group of people in one area who have the same culture and way of life. People have not always lived in permanent settlements. Before that, people used to be nomadic and live in temporary dwellings. Once people learnt to farm, they began to form settlements. Ancient Sumer was the first great civilisation existing between 5000BC and 1350BC; Indus Valley civilisation existed between 3500BC and 1700BC; Ancient Egypt existed from 5000BC to 51BC; the Mayan 	Knowledge children will learn: <ul style="list-style-type: none"> India is located in the Northern hemisphere and it is closer to the equator than the United Kingdom. India is the largest country in south Asia and it is bordered by Pakistan, Nepal and Bangladesh. The capital city is New Delhi' Mumbai is the largest city. That different maps can show different features. For example there are physical feature maps, population density maps, average rainfall maps, flood zone maps, earthquake zones, climate zone maps.

civilisation existed from 2000BC to 1540AD; the Shang Dynasty lasted from 1600BC to 1056BC; the Roman Empire existed between 750BC and 450AD; the Kingdom of Benin lasted from 900AD to 1900AD; the Inca civilisation existed between 1200AD and 1550AD; and the Aztec civilisation existed between 1100AD and 1500AD.

- Settlements in the Indus Valley were laid out in a grid system with main streets running from North to South, and being 10m wide, and smaller streets running East to West being 5m wide. The civilisation had brick-lined drains, covered sewers and the first 'flushing toilets' in history. Many Indus Valley settlements were built with walls around them believed to be for flood protection.
- Historians and archaeologists have not found evidence of palaces, tombs, temples, or battles in the Indus civilisation. Like other civilisations, they have found examples of baths, writing and trade.
- From 1900BC, the Indus Valley civilisation began to decline; by 1700BC, most cities had been abandoned and fell to ruin. Historians are not sure why the civilisation declined but there are theories: invasion, drought, flooding, earthquakes, overpopulation, disease.

Skills children will gain:

- Identify the locations and chronology of the world's earliest civilisations. Identify the positioning of many civilisations along rivers.
- Identify the features of settlements from the Indus Valley. Compare Indus settlements with modern day cities. Deduce facts about the Indus Valley civilisation based upon the design of their settlements.
- Make comparisons between settlements in the Indus Valley and Bronze Age Britain.
- Identify and examine the achievements of the Indus Valley.
- Use sources to make deductions about the Indus Valley civilisation.
- Compare the world's earliest civilisations.
- Consider the reasons for the decline of the Indus Valley civilisation.

Children will build on knowledge from:

- KS1 where they studied the settlements and homes, including castles, during medieval times.

- India's climate is controlled by monsoons which change each season. India has deserts, mountains, plains and huge cities. An ecosystem is the way a climate, animals and plants in a biome are connected. Biomes are areas with similar landscapes, animals and plants.
- The highest mountain in the world, Everest, is found in the Himalayas (but not in India). The extensive mountain chain stretches across Asia. It straddles six countries and divides India from Tibet. The higher up the mountain range, the colder the climate gets. At the top of the Himalayas are glacier ice caps. As you descend the mountain, the temperature begins to warm and the ice and snow begin to melt and form into rivers. As you continue to descend, the climate becomes more tropical and there are forests of huge oak trees. Finally, at the base of the mountains are tropical, broadleaf forests where tigers and elephants live.
- Human geography is the study of how humans affect the earth. Buildings and cities create population and overpopulation, pollution air pollution, deforestation. Deforestation causes tremendous land erosions and 1.5 million hectares are lost each year. Indian coal production is the 3rd highest in the world. Over 5 years, the number of polluted rivers in India doubled; in 2015 there were 275 polluted rivers. India is the third largest emitter of carbon dioxide.
- Urbanisation is the movement of populations from rural areas to cities. In India, this migration has created slums throughout cities.

Skills children will gain:

- Use atlases and maps to identify key features about India.
- Describe the Himalayan Mountain ecosystem
- Identify examples of human geography in India
- Consider the positive and negative impacts of urbanisation in India

Children will build on knowledge from:

- KS1 where they will learn about natural disasters, of which occur in India, and begin to learn about different settlements.

Children will build on this knowledge in:

<p>Children will build on this knowledge in:</p> <ul style="list-style-type: none"> • KS2 where they will study and compare other early civilisations (Ancient Egypt, Bronze Age, Roman Britain, Ancient Mayans) specifically the decline of civilisations, hygiene throughout time, the history of medicine and disease, importance of rivers to early civilisations and religion and monarchy in early civilisations. • Additionally, cross curricular links will be made with geography (growth of settlements, planning for settlements). <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> • Civilisation, nomadic, settlement, trade, chronology, river, achievement, archaeologist, excavation, constructed, invaders, granary, citadel, sewers, industrial revolution, expanded, hygiene, government, rulers, society, hierarchy, religion, theory, translate, language, decode, decline, export, import, technology, evidence 	<ul style="list-style-type: none"> • KS2 where they will: • Additionally, cross curricular links will be made with history where we will compare urbanization in India to movement from rural areas to cities during the Victorian era, after the Industrial Revolution, and how this is reminiscent of back-to-back housing, poverty, poor hygiene and cramped living conditions in Victorian cities. Links will also be made in geography through the study of renewables and sustainability. <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> • Hemisphere, equator, peninsula, climate, population density, monsoons, ecosystem, biome, peaks, tectonic plates, summit, glacier, foliage, fauna, flora, natural, land formation, plateaus, settlement, population growth, pollution, sewage, emitter, carbon dioxide, coal, deforestation, land erosion, MEDC, LEDC, economically, rapid, urbanisation, migration
<p>Spring 1: Renewables and Sustainability <i>Cause and Effect, Challenge</i></p>	<p>Spring 2: Great Yarmouth Through Time <i>Changes, Chronology</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • Electricity is generated by spinning a turbine, connected to a generator; but all generators need an energy source to spin the turbine. Some of these energy sources can be renewable and others are non-renewable. • Non-renewable energy sources are nuclear, oil, natural gas and coal. A problem with non-renewable energy sources is that we are using them up faster than they are being made. They are called non-renewable because they cannot be easily replaced; they take millions of years to form. This means they will run out one day. It is predicted that we will run out of oil in 2040, gas in 2060 and coal in 2210. • Coal releases lots of carbon dioxide when it is burnt so it is one of the worst contributors to global warming; oil and gas also release carbon dioxide. • Nuclear power is considered non-renewable since there is only a certain amount of uranium in the Earth. However, nuclear fuels do 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • Great Yarmouth's history can be traced back to 200AD when, during the 3rd century, the Romans built two forts in Caister-on-Sea and Burgh Castle. By 900AD, a sandbank was emerging which would eventually become the land that Great Yarmouth stands on today. In 917AD, West Saxons built the Winterton church. By 1008AD, a Saxon fishing village had formed on Fuller's Hill (the only dry land in the area). In 1198AD the Great Yarmouth Rows are first referenced. By 1330, Great Yarmouth was the 5th wealthiest town in England due to the herring trade. In 1346, the town wall was completed. In 1838, the workhouse was built in Great Yarmouth. In 1844, the rail line was completed. 1913 was a record year for herring fishing. On 19th January 1915, the first Zeppelin raid in Britain is at Great Yarmouth. In July 1940, the first air raid of WW2 struck Great Yarmouth. In 1955, the fish finger is invented at the Birds Eye factory.

not release carbon dioxide as they are not burnt. On the other hand, they do create nuclear waste.

- Using non-renewable sources of energy has been easy and popular since the Industrial Revolution but it has many impacts: carbon dioxide is a greenhouse gas, mining coal is harmful to the environment, sulphur is released which causes acid rain.
- Renewable energy sources are sustainable as they will not run out. They are also sources which do not release greenhouse gases. Examples are geothermal energy, wave energy, biofuel, tidal energy, solar energy, wind energy and hydroelectric energy.
- Even though these examples of renewables are sustainable and don't emit carbon dioxide they all have several drawbacks.

Skills children will gain:

- Identify non-renewable sources of energy.
- Describe how non-renewable sources are used to create electricity.
- Explain why fossil fuels are a finite resource and how they were created
- Understand the impacts of using non-renewable energy sources
- Identify examples of renewable energy sources.
- Describe the positive and negative impacts of renewable sources of energy
- Consider the most appropriate forms of renewable energy to use in the local area

Children will build on knowledge from:

- KS1 where they will identify the renewable energy sources in the local area (wind turbines) and consider how transport is has changed from past to present, to the future.

Children will build on this knowledge in:

- KS2 where they will learn about the suitability of the local area for wind energy and study the deforestation and settlements of South America.

- During the Roman era, Great Yarmouth was underwater. This area was called the Great Estuary where three rivers met the sea. At the mouth of the river, a small shingle sandbank would eventually become the town of Great Yarmouth. The Romans built the shore forts to prevent attacks from Saxon invaders or pirates. This area was also an important trading route. The Romans left Britain in the 4th century to defend their empire and by the 5th century, the sea levels began to fall and the estuary blocked up.
- In 1349, the Black Death arrived in the town and contributed to its economic decline. Over 7000 people – from a population of about 10,000 – died. During the Hundred Years War, naval action took ships away from the fishing industry. The Broads forming across Norfolk linked new cities for trading. By 1580, Great Yarmouth was a site of great importance for trade. Surprisingly, the role of slavery and the slave trade played a part in developing Great Yarmouth in the 18th and 19th century: people within the town benefitted from goods and raw materials created by enslaved people; others benefitted by owning slaves or plantations in the West Indies. In 1977 there was a herring ban in the North Sea.
- In the middle ages, Great Yarmouth was fortified by a town wall on three sides and a river on the fourth. During the reign of Elizabeth I, the town wall was strengthened in preparation for an invasion of Spanish ships which never came. During WW1, the town was fortified with Air Service stations. During WW2, the town was refortified and the beach was fitted with obstructions to hinder invasion.

Skills children will gain:

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Children will build on knowledge from:

- KS1 where they will learn about crime and punishment through time, including the Great Yarmouth Gaol House and study the local area in geography.

Children will build on this knowledge in:

<ul style="list-style-type: none"> • Additionally, cross curricular links will be made with electricity in science, sustainability in fashion in Design & Technology. <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> • Renewable, non-renewable, finite, resources, positive, negative, greenhouse gases, climate change, sustainable, turbine, generator, geothermal energy, wave energy, biofuel, tidal energy, solar energy, wind energy, hydroelectric energy, nuclear, oil, coal, gas, fossils, sediment, impact, pollution, acid rain, 	<ul style="list-style-type: none"> • KS2 where they will learn about Roman Britain, World War Two in the local area, Victorian Britain and the Saxon and Viking struggle for Britain. • Additionally, cross curricular links will be made in geography when studying the UK and coastal erosion (a local study). <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> • Hinder, chronology, herring, prosperous, shore forts, defence, sandbank, permanent residence, flourishing, Domesday Book, fortification, black death, workhouse, Zeppelin, bombardment, air raid, estuary, invaders, pirates, vantage, medieval, middle ages, fortunate, unfortunate, economic decline, peat, broads, heyday, reinforcements, garrison, hangars, submarines, obstructions,
<p>Summer 1: Coastal Erosion (a local study) <i>Challenge, Cause and Effect</i></p>	<p>Summer 2: World War Two and the Holocaust <i>Cause and Effect, Challenge</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • Coastal erosion is the wearing away and breaking up of rock, cliff and beach. During the erosion process caves, arches, stacks and stumps can also be formed. • Coasts are different everywhere for a number of reasons: some areas are of rock are softer than others, the sea constantly hits against the land in different directions, the force of the sea and the fetch of the waves is different in different parts of the country. The speed of an area’s erosion depends on the type of cliffs, the strength, direction and fetch of the waves. • Coasts are made up of soft rock or hard rock in big patches. Over time, the sea erodes away the soft rock creating embayments. Embayments are recesses or gaps in the coastline which will eventually form a bay. The gaps, or embayments will eventually collect and and become small bays. Coastal erosion will cause the embayments to become bigger and bigger. The power of the sea will cause more erosion and cliff falls. Eventually, the embayments will collapse into one another forming one large bay. 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • Germany was defeated in World War 1, they were made to sign the Treaty of Versailles. This imposed harsh sanctions on Germany (accept blame, culled the army, air force and navy, League of Nations, demilitarized Rhineland, pay reparations, banned from Anschluss). • After WW1, people were discontented with the government and society. The government printed more money after the invasion of the Ruhr and this caused hyperinflation. Money became worthless, savings in the bank were worthless; people would burn money to stay warm. The Great Depression in 1929 made poverty even worse. • Hitler used the German unhappiness to gain popularity and promised to make Germany great again. He used the Reichstag fire in February 1933 to ban all over political parties; when President Hindenburg died in 1934, Hitler merged the roles and took total, dictatorial control. • Appeasement is the word given to how the British government dealt with Hitler before the outbreak of WW2. Hitler was allowed to break the rules of the Treaty of Versailles and take over areas of land in Europe without a fight, in hopes that he would stop further demands.

- Coasts like Winterton and Happisburgh, that are made of soft rock will erode quickly. The areas are losing up to 3m of land a year.
- Happisburgh: The wooden sea defences built in the late 1950s have been falling into disrepair over the last few years. Over the last 15 years over 25 properties have been lost. Coastal defences built at Happisburgh have slowed down the rate of retreat. However, large sections are now in disrepair. Sea-level rise and climate change, including increased storminess, may also increase the rate of erosion. The existing coastal defences (wooden revetments) are old and therefore are not working to their full potential. Revetments which are fence like structures have been implemented on the beach at Happisburgh. They let sea water and sediment pass through but they absorb the waves' energy. These reduce the force at which the sea hits the cliff, therefore slowing down erosion.
- There are a number of different ways that a coastline can be defended from the sea and erosion: a sea wall, groynes, revetments, breakwaters, gabions, stepped sea walls, rock armour, beach nourishment or managed retreat.

Skills children will gain:

- Observe coastal erosion in the local area.
- Study photographs of the local area over time to identify the changes in the landscape due to coastal erosion
- Describe how the sea erodes away the land
- Describe the formation of caves, arches, stacks and stumps
- Identify ways the coastline can be defended from erosion
- Consider appropriate ways that the local area could be defended
- Experiment with the suitability of different styles of coastal defence

Children will build on knowledge from:

- KS1 where they will study rocks, sand and waves in science.

Children will build on this knowledge in:

- On the 30th September 1938, Hitler signed the Munich Agreement; on September 3rd 1939 Britain declared war on Germany.
- Adolf Hitler wanted Lebensraum for the German population.
- The Home Front is the way we describe the war effort of those at home in Britain during World War Two.
- Children, teachers, pregnant women and the vulnerable were evacuated out of cities to the countryside. This was known as Operation Pied Piper. Despite the evacuations, life didn't change immediately on the Home Front so by the end of 1939 many parents decided for their children to return home. Throughout the war, events (Battle of Britain, Blitz, Stalingrad, V1 and V2 bombs, D Day) caused the number of evacuees to fluctuate.
- Rationing was introduced in 1940. People were issued ration cards and the government introduced the Dig for Victory scheme.
- Both sides of the war used censorship and propaganda to spread their agendas. The government censored what newspapers could print, including photographs; letters home were censored to families and propaganda posters were used to boost morale.
- During the war, both sides used secret codes to send messages: this is called cryptography. A group of mathematicians, including many women, and headed by Alan Turing cracked the Enigma code.
- The Blitz was an aerial bombardment targeting major cities and industrial cities as well as ports. People would stay safe in air raid shelters. Even though over 60,000 people died and 87,000 people were injured, the British morale was still intact.
- Key events on the Front Line: Phoney War, Fall of France, Evacuation of Dunkirk, Battle of Britain, Blitz, Pearl Harbour, Battle of Stalingrad, North African campaigns, Dambuster Raids, Operation Mincemeat, Battle of the Bulge, D Day, Fall of Berlin, Bombings of Japan.
- Hitler and the Nazi party systematically persecuted people they didn't believe were worthy members of society. This was predominantly focused upon Jewish people but also included Gypsy, Roma and Sinti, political opposition, gay people, and black people.
- By the end of the war there were over 2000 anti-Jewish decrees. Hitler dehumanized Jewish people both in and out of concentration

- KS2 where they will study how erosion effects rivers, study the United Kingdom and identify other areas where land is eroded, learn about land formations in Africa.
- Additionally, cross curricular links will be made with history since the oldest human footprints found outside Africa, dated between 850,000 and 950,000 years old, were found in Happisburgh and in science where children will study the properties and formations of different rocks.

Children learn the following vocabulary:

- Fetch, erode, erosion, sea-level, defence, revetments, retreat, embayments, gaps, force, bay, structure, wearing away, caves, arches, stacks, stumps, strength, direction, gabions, groynes, breakwaters, rock armour, beach nourishment, managed retreat

camps. The Holocaust is the name given to the mass murder of Jewish people during World War Two.

Skills children will gain:

- Understand the discontent in Germany following WW2
- Identify how Hitler manipulated government to sieze power
- Analyse the role of appeasement at the beginning of WW2
- Consider how life changed on the Home Front during WW2
- Use sources and events to chart the rise and fall of evacuation
- Identify how propaganda was used during WW2
- Debate whether photographs should be censored
- Consider the reliability of sources during times of conflict
- Identify key events during WW2 and consider the turning points
- Understand how Hitler used his power to persecute Jewish people

Children will build on knowledge from:

- KS1 where they will learn about evacuation during their study of children through time, Anne Frank during their powerful women in history topic, and Queen Elizabeth's role during WW2.

Children will build on this knowledge in:

- KS2 where they will learn about the impact of WW2 on the local area.
- Additionally, links will be made with current events and recent history; on Holocaust Memorial Day on January 27th annually; on Remembrance Day annually; and throughout class discussions of pivotal people and events of WW2 and the later German years (Cold War, fall of Berlin wall etc).

Children learn the following vocabulary:

- Treaty, peace, appeasement, defied, reparations, persecution, Lebensraum, Nazi, ideology, liberate, dehumanise, propaganda, censor, Holocaust, regime, evacuee, ghetto, decrees, antisemitism, discriminate, pivotal, atomic bomb, surrender, allied, axis, retreat, reliable, unreliable, bias, blitz, cryptography, decode, ration,

		allotments, morale, discontent, society, hyperinflation, dictator, opponents, poverty, demilitarised, conflict, invade, Anschluss
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Year B	Autumn 1: Ancient Egypt <i>Chronology, Comparison</i>	Autumn 2: Rivers and the Nile <i>Cause and Effect, Changes</i>
	Knowledge children will learn: <ul style="list-style-type: none"> • People have not always lived in permanent settlements; before that, people were nomadic. Slowly, people learnt that things they ate could be grown. They also realized they could capture and domesticate animals, but to do this they had to settle down. Once people started farming, settlements began to develop around the world. These settlements turned into villages which turned into cities and eventually into advanced civilisations. • The Ancient Egyptian civilisation existed between 5000BC – although people began to settle along the Nile from 7000BC - and 51BC and was spread across Egypt along the banks of the Nile. • Ancient Egyptians could not survive without the Nile. They relied on the river for: crops, fertile black land, fishing, transport, trade, papyrus, irrigation, their calendars, building using clay, to see enemies • Ancient Egypt had a hierarchal society governed by a theocratic monarchy. They believed that the pharaoh was part god and ruled as the communicator between gods and mortals. There were: slaves, peasants, farmers, artisans, nobles, scribes, merchants, viziers and soldiers. • Women were held in high regard in society during the Egyptian era; although, they had less opportunities than men they did have the same legal rights and they could run businesses, trade and own property. Egyptians did not believe that a woman could be pharaoh; however, there were some female leaders including Hatshepsut and Cleopatra. Hatshepsut ruled for 22 years. She has a very successful reign dominated by expansion of trade routes and building. • In around 3100BC, pharaoh Narmer united the lands of Upper and Lower Egypt. Tutankhamun is perhaps the most famous of all pharaohs. This is because his tomb is the most intact example. Ramses II is often referred to as Ramses the Great. He ruled for longer 	Knowledge children will learn: <ul style="list-style-type: none"> • A river’s journey from beginning to end can be divided into three main sections: upper course, middle course and lower course. There are many different parts to a river: source, rapids, streams, waterfalls, meanders, estuaries, deltas, mouth, confluences, tributaries. • Erosion is when the surface of the landscape is rubbed away by the force of the water flowing on it constantly. This erosion often changes the shape, and path, of a river. All of these meanders have been caused by water eroding the landscape. • As parts of rock are eroded, or as the flowing water collects water from the riverbed, it begins to travel. • The force of the river flow carries objects along, and the faster the river, the heavier the objects it can carry. Near the end of the river, which is also known as the mouth, the river can only carry small rocks and pieces of sand and soil because it is slower flowing • The materials that have been carried along in the water are often deposited near the mouth of the river, because there is no longer enough strength in the water to carry the materials along. Collections of these rocks, soils and sands are called deltas. Deltas can also be created when floods have occurred, and they leave behind these deposits of rocks. • Meanders cause the banks of rivers to erode. In some cases, two meanders can erode so much that they merge and when this happens water will always take the newer, shorter route and not travel around the previous course. Over time, the river will deposit the sediment it is carrying and block off the old part of the river. This forms an ox-bow lake. • The Nile is in north-eastern Africa and runs through Sudan, Burundi, Rwanda, DR Congo, Tanzania, Kenya, Ethiopia, Uganda and Egypt. The

than any other pharaoh and is said to have had over 100 children. Pharaoh Khufu had the Great Pyramid at Giza built.

- Egyptians believed in an afterlife and therefore prepared their dead for this new life in a process called mummification. Pharaohs began to be buried in the Valley of the Kings, in tombs rather than pyramids, to keep their possessions safe from theft.
- The Egyptians had many achievements in technology including the nilometer, calendars, architecture, and mathematics.

Skills children will gain:

- Explain, compare and order the gifts of the Nile
- Identify the different roles within Egyptian society
- Explore the successes of different pharaohs including the achievements and challenges faced by Hatshepsut
- Identify the key achievements of the Ancient Egyptian civilisation
- Describe the process of mummification and Egyptian beliefs of the afterlife
- Make inferences and deductions from historical sources
- Identify the changing powers and decline of the Egyptian civilisation
- Chronologically order key events and compare to other early civilisations

Children will build on knowledge from:

- KS1 where they will identify the first sail boats, made of papyrus, from the Ancient Egyptian era.

Children will build on this knowledge in:

- KS2 where they will make comparisons with other early civilisations studied including Indus Valley, Ancient Mayans, Neolithic Britain and Ancient Rome.
- Additionally, cross curricular links will be made with geography and the study of the Nile.

Children learn the following vocabulary:

Ancient Egyptians depended on the river; the banks of the Nile remain full of valuable minerals, enabling farmers to grow crops.

- The Congo basin is the second largest river basin in the world and home to the second largest rainforest in the world. A river basin is the area where water is drained away from the land to the river.
- Across the world there are a number of polluted rivers.

Skills children will gain:

- Identify the features of a river.
- Describe the differences between rivers in their upper, middle and lower course.
- Explain how processes of transportation and deposition create deltas.
- Explain how ox bow lakes are formed through erosion.
- Identify the causes and effects of river pollution.

Children will build on knowledge from:

- KS1 where they will learn about features of physical geography, such as rivers, in the local area and study natural disasters including floods.

Children will build on this knowledge in:

- KS2 where they will study the Amazon rain forest and river, identify rivers in the UK, learn about river pollution in India, study coastal erosion in the local area and identify the earth formations in Africa.
- Additionally, cross curricular links will be made in history with the study of the Nile and other ancient civilisations' reliance on rivers, and the transformation, over time of the Great Estuary into the local settlement of Great Yarmouth.

Children learn the following vocabulary:

- Delta, estuary, source, mouth, meander, course, confluence, tributaries, transportation, deposition, formation, ox bow lake, minerals, soils, erosion, river bed, basin, rapids, pollution,

<ul style="list-style-type: none"> Pharaoh, silt, mummification, society, scribe, artisan, noble, vizier, achievements, monarchy, theocratic, expansion, trade, papyrus, tomb, pyramid, hieroglyphs, mummify, artefacts, sarcophagus, 	
<p style="text-align: center;">Spring 1: The Arctic and Antarctica <i>Challenge, Cause and Effect</i></p>	<p style="text-align: center;">Spring 2: History of Medicine and Disease <i>Changes, Challenge</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> Antarctica is the southernmost continent in the world; it surrounded the South Pole. There is no permanent human population. The land is almost all covered by an ice sheet that holds 70% of the world's fresh water. Glaciers around the edge (coast) break off and form ice bergs floating in the sea. The transantarctic mountains separate the East and West. 2% of Antarctica is ice free; these areas are around the coast and known as oases. They include dry valleys. Antarctica has 6 months 'day' or summer and 6 months 'night' or winter. Very few plants live here due to the extreme cold. Approximately 45 types of bird live here including Emperor and Adelie penguin. Seals and whales and Antarctic cod live in the seas. Antarctica has been an isolated island for 35 million years and was too distant and inhospitable for primitive people to discover. The ice cap is only inhabited by scientific and exploration groups for short term visits. There has never been any indigenous population. There is no industry, towns; however, every year it is visited by tourists on cruise ships. Due to pollution, the largest cruise ships are now prohibited. There are resources of oil and coal in Antarctica but due to the harsh climate mining these resources would be difficult. Additionally, the Antarctic Treaty prohibits mining of this so far unpolluted environment. Could future climate change make Antarctica more accessible for drilling natural resources? Antarctica is one of the places on earth where climate change is happening the fastest. The ice here is not supposed to melt but global warming is raising the temperature so more ice and snow is melting. When glaciers melt, the sea level rises. This affects people who live near the ocean. If the sea levels continue to rise, Venice in Italy and Miami in Florida will be underwater. Animals are affected too. In 1874 Ernest Shackleton made several attempts to reach the south pole. In 1901, he joined Scott on the first long distance sledge journey 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> India has one of the oldest medical systems called Ayurvedic meaning science of life. All ancient medicine (Egyptian, Greek, Arabic) has its roots in magic and superstition. Hindu medicine is closely related to religion so has not develop or influenced other medical cultures. Gods were often held responsible for good health in the ancient world. Offerings, reading spells and wearing amulets were believed to bring good health. Medical practice was so advanced in Egypt that it influenced both Greek and Roman medicine. They understood the healing potential in aromas, massages and herbal pharmaceuticals; they also understood the importance of hygiene. Ancient Greeks initially believed that illness was a punishment from the gods. Later, scientists took an interest in the human body and the cause and effect of illness. Aristotle (c 300BC) believed that the heart controlled the body; Hippocrates is considered the father of medicine. Today, many doctors still take the Hippocratic oath upon graduation. Roman medicine was heavily influenced by the Greeks. They specialized in treating battle wounds and made advances in midwifery. Many rich families had their own medical practitioner living with them. The theory of the four humours were the accepted teaching until the Renaissance. The four humours were phlegm, blood, yellow bile and black bile. If the humours stayed in balance then a person remained healthy, if there was too much of one humour then illness occurred. The Black Death was attributed to the wrath of God or the Devil. Medieval treatments included attempted cures with animals, potions, fumigations, bloodletting, and religious cures. However, there was some understanding of quarantine and distancing.

into Antarctica and they got less than 500m from the Pole. In 1914, he led another attempt on Endurance. The ship became trapped before reaching its destination and then crushed by pack ice; the explorers had to live on the ice for 5 months before being rescued. He is considered a national hero and was knighted after his explorations.

- The Arctic regions are centered on the North pole. The land here is generally a flat tundra and treeless plains. The ground is permanently frozen in places. A huge ice sheet covers most of Greenland year round. At the North pole, there is 6 months of daylight and 6 months of night time too. Trees do not grow in most of the Arctic; pines and firs grow in the southernmost areas. Some grasses and mosses grow in the tundra. Animals include the polar bear, caribou, grey wolf, arctic fox and arctic hare. Seals, walruses, whales and many fish live in the ocean. About 4 million people live in the Arctic. Native people have lived in this region for thousands of years; the Vikings visited in the 900s. In the 1500s, explorers searched new trade routes between Asia and Europe and made many maps of the coastline.. In the 1900s, mining and oil drilling created settlements in the regions. The Inuit people are the indigenous people of the Arctic. There are natural resources of gas and oil here as well as iron ore, nickel and copper. The arctic is warming three times faster than the global average. As the ice melts, more of the ocean is exposed creating a larger, darker surface that absorbs more of the sun's energy. Rising sea levels are endangering local communities and animals, pollution is increasing as melting permafrost releases methane (a greenhouse gas).
- Matthew Henson was born in 1866 in Maryland (and descended from slaves). With an explorer, Peary, he explored Greenland and the Arctic. He learned the Inuit language, their customs and how they survived on the ice. In 1905, they tried to reach the North Pole by 175 miles from their destination their passage was blocked. After trying 6 more times, in 1909 they finally reached the pole. On return, Peary was criticized for taking a black man, an ex-slave, on the expedition. Peary received acclaim and a medal; however, Henson was overlooked because of his race. He was finally awarded a medal and recognition in 1937 when he was 70.

- Medicine made great advancements during the Victorian era. There were apothecaries where ingredients were mixed and weighed to an individual's requirements. Herbal remedies were still very popular and there was still no training required to become a pharmacist. Examples of treatments are leeches (for the removal of blood) and plantain (for a cough).
- In 1854 John Snow discovered that cholera was a waterborne disease. He also studied the use of chloroform and ether as anesthesia and trialed the use of chloroform during childbirth (Queen Victoria used this with her 8th and 9th child).
- Abu Al Zahrawi invented over 200 surgical tools and is considered the founder of medieval surgery. He discovered that spinal damage can cause paralysis. He also developed a chemical combination to sterilize surgical tools.
- Marie Curie was a Polish scientist who moved to France and attended Sorbonne university where she studied physics and maths. She discovered uranium and subsequently polonium which led to the development of radium which is used to treat cancer. During World War 1 she developed a small, mobile x ray unit to be used on the frontline. Today, there is a Marie Curie charity for terminally ill.
- The earliest known female in medicine was an Egyptian in the 7th century who was only allowed to treat women. Some resorted to impersonating men. Medieval times saw women as herbalists (although sometimes considered witches) and midwives. In the 1700s, medical training institutions were set up for women but only for midwifery and nursing. The first American doctor was Elizabeth Blackwell in 1849; Sophie Jex-Blacke and seven other women studied medicine in Edinburgh in 1869 but had their degrees revoked after male protests. In 1864, Rebecca Lee Crumper was the first black woman to earn a medical degree. Enduring racism and sexism, she treated freed slaves.
- Today, 64% of qualified physicians are male; women continue to experience gender bias.

Skills children will gain:

<p>Skills children will gain:</p> <ul style="list-style-type: none"> Identify and compare the physical and human geographical features of the Arctic and Antarctic. Describe the voyages of Shackleton and Henson. Explain the impact of climate change on the Arctic and Antarctic. Compare rising temperatures in the Arctic and Antarctic and local area. <p>Children will build on knowledge from:</p> <ul style="list-style-type: none"> KS1 where they will identify the continents and oceans of the world. <p>Children will build on this knowledge in:</p> <ul style="list-style-type: none"> KS2 where they will study renewables, sustainability and climate change, learn about the geography of Scandinavia and consolidate locational knowledge of the earth's continents and oceans. Additionally, cross curricular links will be made history and English (Race to the Frozen North) through the study of Matthew Henson as well as science (animal adaptations). <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> Inuit, glacier, iceberg, daylight, customs, methane, global warming, climate change, flora, fauna, pole, southernmost, race, expedition, explorer, natural resources, tundra, 	<ul style="list-style-type: none"> Identify the medical achievements of early civilisations. Compare the medical achievements of early civilisations. Identify the advancements of medicine from the Middle Ages to Victorian era. Study the spread of the Black Death and its treatments. Compare pandemics through history. Chronologically order significant medical achievements. Identify how gender bias was prevalent in the study of medicine from ancient civilisation to modern day <p>Children will build on knowledge from:</p> <ul style="list-style-type: none"> KS1 where they will build on the knowledge of Florence Nightingale and Mary Seacole. <p>Children will build on this knowledge in:</p> <ul style="list-style-type: none"> KS2 where they will Additionally, cross curricular links will be made with the modern day Covid-19 pandemic, science <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> Pharmaceuticals, apothecary, medieval, institutions, herbal, humours, medicine, revoked, physicians, religion, radium, x-ray, oath, pandemix, plague, anesthesia, waterborne, disease,
<p>Summer 1: Darwin's Voyage (Locational Knowledge) <i>Comparison</i></p>	<p>Summer 2: Stone Age to Iron Age <i>Chronology, Changes</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> There are invisible lines all over the Earth's surface called lines of longitude and latitude which are used to locate places accurately. The equator is an important line of latitude. The latitude of a location gives the distance North or South from the equator. The closer a location is to the equator the hotter the temperature is. Lines of longitude run from the top of the Earth to the bottom. They are not parallel as lines of latitude are – they meet at a point at the north and south poles and are called meridians. There are two other important 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> The Stone Age began around 2.5 million years ago and ended by 2500BC. The Stone Age makes up 99% of our world's history. The Stone Age is followed by the Bronze Age and Iron Age. During the Bronze Age (2500 – 800BCE), people began to make tools, weapons etc from metals such as copper and bronze. The Iron Age begins in 800BCE and ends with the invasion of the Romans and Julius Caesar.

lines of latitude. These are the Tropics of Cancer and Tropics of Capricorn. These are located at 23.5N and 23.5S. The area between these two lines of latitude is known as the Tropics. Here there is no dramatic change in season because the sun is always high in the sky.

- A continent is a large landmass made up of many countries.
- Weather describes the day-to-day conditions of the atmosphere. Weather can change quickly - one day it can be dry and sunny and the next day it may rain. Climate describes average weather conditions over longer periods and over large areas.
- Charles Darwin was an English naturalist who is famous for his theory of evolution. In 1831, he went on a five year voyage on HMS Beagle. The voyage took Darwin South America, Australia, New Zealand, South Africa and many islands along the way. During his trip, he spent 5 weeks on the Galapagos Islands where he noticed living things on each island were similar but had adapted to their environments.
- The Galapagos is an archipelago (group of islands) that lies in the Pacific Ocean off the coast of Ecuador. There are 19 islands and over 100 islets (smaller islands). Fernandina is the most pristine of all.
- The islands are located on the equator on a volcano hotspot. The oldest island is approximately 3-5million years old; Fernandina is the youngest island and for this reason it is the most volcanically active.
- Although Fernandina is the youngest island, it is also the third largest. Its landscape is dominated by La Cumre, an active shield volcano that lies at its centre. This volcano last erupted in January 2020. Most of the island is made up of lava plains (or lava fields) consisting of black basalt rock that was once molten magma. Large cracks can be found in the lava plains and it is around these crevices that lava cacti (some of the only vegetation) grow. The cervices are also home to animals such as the sally light-foot crab. Beneath the surface, there are underground tunnels, or tubes, that were formed by hot magma flowing through the rock. As Fernandina still lies on a hotspot, its volcano is still active and this creates fumaroles in the rock. These are openings in the earth's surface which emit steam and volcanic gases.
- Fernandina is the most pristine of all the islands because no human inhabits the island and no new species of animal has ever been

- During the Old Stone Age, the sea levels rose and Britain became an island, the first farmers arrived from Europe and people began to grow crops in the New Stone Age, or Neolithic era from 4000BC.
- Over many generations, early humans became cleverer and their larger brains, different bodies eventually became the homosapien we are today. Early humans – known as homonids – existed 600,000 to 200,000 years ago and they are a direct ancestor of humans and Neanderthals.
- Neanderthals – these are our closest relative. They existed 250,000 – 240,00 years ago and had larger brains that we have now. It is not known why they died out. Homosapiens – look like we do. About 200,000 years ago first known and by 12,000 years ago had spread to most of the world.
- The oldest human footprints found outside Africa, dated between 850,000 and 950,000 years old, were found in Happisburgh.
- During the Stone Age, before people found out how to grow food they made simple tools from stone, wood and bone and gathered and hunted. People didn't live in one place but travelled around; they were nomadic. They would build huts to sleep in, in small groups, and move on when they ran out of food. Sometimes they would make canoes from trees or walk to their new destinations. Stone Age people collected food from the forests – foraging – such as berries, honey and birds. They used bows and arrows, spears and axes with stone points.
- There are some animals that were alive during the Stone Age that are extinct now: mammoths, aurochs, giant sloths, and cave lions.
- When they learned how to farm animals and grow crops for food they settled, made fields and built homes.
- Skara Brae was a settlement lived in from 3100BC (before the pyramids) to 2500BC. Here there is evidence of a peaceful settlement of approximately 50 people who were fisherman, at pigs and cattle, grew crops, had dark houses with thatched roofs and potentially worshipped a religion. The settlement was abandoned suddenly.

Skills children will gain:

introduced. Fauna found in the island include frigate birds, mangrove finches, flamingos, giant centipedes, marine iguanas, sea lions, sally light-foot crabs and the giant tortoise. Flora found on the island include lava cacti and prickly pears

Skills children will gain:

- Use maps and atlases to plot the route of Darwin's voyage.
- Use positions of latitude and longitude to identify locations.
- Explain the formation of the Galapagos islands.
- Compare the climate in different parts of Darwin's journey.
- Describe the flora and fauna found on Fernandina.
- Identify the differences between the islands of the Galapagos.
- Understand the impact humans have had on the Galapagos and the concept of rewilding.

Children will build on knowledge from:

- KS1 where they will familiarise themselves with the continents and oceans of the world

Children will build on this knowledge in:

- KS2 where they will consolidate locational knowledge and study the expansion of the British Empire, study the Arctic and Antarctic and South America.
- Additionally, cross curricular links will be made with science and the study of Darwin's theory of evolution and history with the Age of Exploration and Encounter.

Children learn the following vocabulary:

- Longitude, latitude, equator, continent, tropics, climate, average, weather, temperature, biome, rewilding, flora, fauna,

- Chronicle the key events and changes from the Old Stone Age to Iron Age
- Identify the changes in lifestyle from nomad to the first farmers
- Study the settlement of Skara Brae and deduce what life was like
- Examine artifacts and identify how life changed from the late Stone Age to Bronze Age
- Compare settlements from early civilisations around the world
- Investigate the structure, purpose and formation of Stone Henge

Children will build on this knowledge in:

- KS2 where they will compare life around the world in 2500BC including Ancient Egypt, the Mayans, and Indus Valley.
- Additionally, cross curricular links will be made with science and the evolution of humans.

Children learn the following vocabulary:

- Neolithic, hominid, palaeolithic, Mesolithic, century, settlements, nomadic, tribe, hillfort, culture, religion, homosapiens, auroch, extinct, skara brae, abandoned, Neanderthals, Doggerland,

Year C	<p style="text-align: center;">Autumn 1: Roman Britain <i>Changes, Chronology,</i></p>	<p style="text-align: center;">Autumn 2: The United Kingdom <i>Comparison</i></p>
	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • Before the Romans came to Britain, it was the Iron Age and we call the people who lived in Britain at this point the Celts. The Iron Age ended in AD43 when the Romans invaded Britain. 410 AD – Romans leave Britain to go and protect their homeland from invasion. Britain falls into what is known as the Dark Ages. Angles, Jutes and Saxons begin raiding and settling. • Rome was full of grand public buildings including temples, law courts and sports arenas. Rome was also home to the Emperor of the Roman Empire, whose huge palace stood on the Palatine Hill. • Julius Caesar tried to invade in 55BC and 54 BC. The 2nd invasion was much more successful; he brought 628 ships, 5 legions and 2000 cavalry. however, he soon grew tired of fighting the tribes, in bad weather, along the Thames and returned home. 97 years later, in 43AD Claudius returned to conquer Britain. He saw the country as a good opportunity for the Roman Empire: it has a large population, numerous cattle, stores of iron, tin and timber, another country would provide more taxes to the Empire. • Boudicca and her king Prasutagus ruled the Iceni tribe in East Anglia. When the Romans invaded, the Iceni were allowed to keep their land but had to pay taxes. When Prasutagus died, Boudicca continued to reign. The Iceni didn't agree with the rising taxes and refused to pay; Boudicca and her daughters were injured, and this made the Iceni tribe angry. A plan to defeat the Romans was formed. Whilst Paulinus was away in Wales, the Iceni marched to Colchester and destroyed the city, then to London and St Albans. However, when Paulinus and his army returned, even though there were 10 times the Celtic fighters, the Romans defeated the Iceni. No one knows what happened to Boudicca; some say she poisoned herself after defeat. • The Romans were a much more advanced civilisation than the Celts living in Britain at the time. Their settlements were stone villas, paved streets, theatres, chariot racing stadiums, drains and sanitation. 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • The United Kingdom, also called the U.K., consists of a group of islands off the northwest coast of Europe. These include England, Scotland, Wales, and Northern Ireland. • Much of the north and west of the U.K. is covered in high ground, knife-edged mountain ridges separated by deep valleys. This terrain was shaped in the last Ice Age, when thick glaciers covered the land. In the south of England, the countryside is mostly rolling hills. In northwest England and the Scottish Highlands are dozens of lakes, called lochs. These were left behind when the Ice Age glaciers melted. They tend to be long and narrow, and some are very deep. • The British are the creation of waves of invaders and migrants, including Celts, Romans, Anglo-Saxons, Vikings, and Normans. In the 1950s and 1960s, people from former colonies in the Caribbean, Africa, and Asia came to the United Kingdom to work. • Great Britain's rugged mountains, like the Scottish Highlands, offer habitat that is relatively untouched by humans. The country's 7,700 miles (12,429 kilometres) of shoreline, ranging from tall cliffs to beaches to marshes, also provide homes for wildlife such as seabirds and seals. • London is the capital of England and the United Kingdom; it is also the most urbanised part of the UK. London is the largest city in Europe. It is located by the Thames River (longest river in the UK) which cuts it in half and provides the North and South sides. • It is 1579 square kilometres. The city has a high population density of 5500 people per square km and an overall population of 8.136 million (2011). The county of Norfolk, where we live, has an area of 5730 square kilometres, a population of 859400 and a population density of 155 per square km. Winterton, where we are, has a population of 1278 (2011) with 224 people per square km and an area of 5.7km. • The climate in London is very similar to the climate in Winterton and Norfolk – however London almost creates its own weather conditions due to its sheer size. The urban landscape means that temperatures

- The Roman settlement in Britain left lasting impacts: the language we speak and use today was developed from the Romans, our calendar system is over 2000 years old and was started by Julius Caesar, the laws and ways we determine what to do with someone who is accused of breaking the law come from the Roman Empire, during the Romans' stay in Britain, over 10,000 miles of road were built, our coins are based on a Roman design, the Romans built public and private toilets and these are found all over the empire, the Romans perfected brick-making, they brought a lot of new ideas to architecture including the arch and the use of cement and concrete.
- By the late 300s, the Roman Empire was already declining. Barbarians started to settle in the Roman lands after being pushed west by the Huns. The empire had become too large to defend, too expensive, the emperors were arguing, and Christian conversion weakened soldiers.

Skills children will gain:

- Understand why the Roman Empire wanted to conquer Britain
- Compare the society and settlements in Roman Britain with Celtic tribes
- Describe the relationship between the Iceni tribe and Roman leaders
- Identify and rank the achievements of the Roman Empire
- Understand the reasons for the decline of the Roman Empire

Children will build on knowledge from:

- KS1 where they will look at transport during the Roman Era.

Children will build on this knowledge in:

- KS2 where they will learn about life in Britain prior to and following the Roman invasion of Britain, learn about medicine and disease during the Roman era, compare the Roman civilisation with other world civilisations.
- Additionally, cross curricular links will be made in maths (Roman numerals).

Children learn the following vocabulary:

are often a couple of degrees higher than in surrounding areas, meaning snow is less common in the winter. The East of England is the furthest from the Atlantic Ocean and the weather is therefore least affected by it.

- Landscape features and places (both human and physical) can be located on an Ordnance Survey map through the use of grid references and grid squares. Each square has a grid reference which you get by putting together the numbers of the easting and northing that cross in its bottom left hand corner.
- A compass is an important tool for map readers. It tells us which way is north and where to find east, south, and west. Together, these are known as the four cardinal points of the compass.

Skills children will gain:

- Name the countries and key areas in the United Kingdom.
- Describe the key geographical features of the United Kingdom.
- Identify and compare features of human geography in the local area (Winterton), nearest city (Norwich) and capital city (London)
- Use maps to compare the local area (Winterton), nearest city (Norwich) and capital city (London)
- Construct sketch maps, using map symbols, for the local area (Winterton)
- Use grid references to identify the position of features on maps.

Children will build on knowledge from:

- KS1 where they will learn about the local area and key facts about the United Kingdom.

Children will build on this knowledge in:

- KS2 where they will compare the United Kingdom to countries of Scandinavia, learn about the British Empire's expansion
- Additionally, cross curricular links will be made with maths (position and direction) and history where we will study Great Yarmouth through time.

<ul style="list-style-type: none"> • Invade, conquer, natural resources, poison, captured, religion, multicultural, barbarians, emperor, empire, sanitation, achievements, concrete, defeated, taxes, colosseum, theatre, chariot, aqueduct, 	<p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> • Human, physical, grid reference, compass, climate, weather, capital, population, settlement,
<p style="text-align: center;">Spring 1: Scandinavia <i>Comparison, Changes</i></p>	<p style="text-align: center;">Spring 2: The Struggle for Britain: Saxons and Vikings <i>Challenge, Cause and Effect</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • Scandinavia is a collection of countries found north of the United Kingdom. The Scandinavian countries are Norway, Sweden and Denmark. The Nordic countries are: Iceland, Norway, Denmark, Sweden and Finland. It is approximately 1850km long and has a peninsula which is 370-805km wide. This is the largest peninsula in Europe. A peninsula is a large piece of land poking out into the ocean – it is like an island but with one side joined to the mainland. Much of Scandinavia is in the arctic circle – this has a latitude of 66.5N – which makes winters here very cold and snowy. • When you visit Scandinavia, you see different weather, plants and animals depending on where you go. This is because there are different biomes within Scandinavia. In the UK we live in the deciduous forest biome so if you travel around you generally see similar animals, plants, weather. Scientists divide the world into large natural areas called biomes: each biome is known for certain kinds of plants and animals – but what is at the heart of a biome is the climate. The three biomes found in Scandinavia are: deciduous forest biome, taiga biome and tundra biome. • Norway is considered to be part of the western uplands. Most of Norway’s physical features were made by hard, ancient rock that was shaped by glaciers. About 11,000 years ago during the last Ice Age, Norway was covered by a 4km thick layer of ice. It's a rugged land of elevated plateaus, deep forested valleys and a few remaining ice age glaciers, including Folgefonna, Hardangerjokulen and Jostedalbreen - the largest glacier on the continental Europe landmass. The glaciers melting in Norway at the end of the last Ice Age also etched out deep valleys that filled with seawater forming Norway’s fjords. This means Norway has one of the longest coastlines in the world which is more than 19312km long. 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • The Roman army left Britain in AD 410 as the soldiers were needed to defend the other parts of the Empire which were under attack. By the end of the 4th century, before the Romans left, there were invaders into Britain: the Saxons. • The Saxons came to Britain for: more land for farming, better climate, to avoid Saxon land flooding, not enough food/crops, they could easily win now the Romans had retreated, they were invited to fight off the Picts. East Anglia was their first port of call. • Anglo Saxon houses were built from wood which means very little of their settlements can be found today; similarly, Viking Longhouses were narrow, yet long houses. They were made of wood, stone or turf – whichever was readily available. Roofs were thatched, and walls were made from wattle (sticks woven together and covered in mud). These dwellings were very different to the Roman villas. • Due to the construction of wooden houses, it is hard to find evidence of Saxon settlements. However, when Saxons died they were cremated and their ashes were placed in small urns and buried in cemeteries. We can use this information to deduce where Saxons built their settlements. • Unlike today, law in Anglo Saxon time was not written down but passed around by word of mouth. King Aethelbert of Kent was the first to write down laws. For any crime committed there was a meeting called a gemot where important men called witans would discuss. As time went on, more courts were introduced and officials would decide during these courts if the suspect were guilty or not. Like modern day witnesses, the criminals could bring oath helpers with them to support their innocence. If there were no oath helpers, the suspect was tried by ordeal (cold water, hot water, blessed bread).

- A fjord is a long and narrow inlet of the sea that is surrounded by high, rugged cliffs. The Songnefjord is the biggest fjord in Norway with an 180km long stretch into the land. Another popular fjord is Geiranger fjord. This is surrounded by snow-capped mountains and waterfalls.
- Out of the three countries which make up Scandinavia, Norway is the least inhabited; this is because it is very mountainous, cold and further away from mainland Europe.
- Many Scandinavian coastal towns, including all capital cities, are important ports for trade. Scandinavia has so many rivers that boats are a vital form of transportation for their goods. Sweden has a strong economy and is among the largest iron and steel producers in the world. It is also covered in 50% forest and they export 10% of the sawn wood in the world (however, they have strict policies to prevent overlogging and deforestation). Norway's main mineral resources are petroleum and natural gas found in the North Sea. The fishing industry is also a major source of wealth.

Skills children will gain:

- Identify and compare the different physical features in the countries of Scandinavia.
- Describe and compare the biomes found in Scandinavia.
- Compare temperatures and hours of daylight between the UK and Scandinavian countries.
- Use population density maps to identify the settlements in Scandinavia
- Understand the formation of fjords
- Identify the trade routes from Scandinavia to the rest of the world

Children will build on knowledge from:

- KS1 where they will identify the continents of the world, learn about their local coastal areas and compare England with Australia.

Children will build on this knowledge in:

- Alfred the Great became king in 871AD. In 886AD Alfred the Great made a deal with the Viking King Guthrum which gave the Vikings control over Northern and Eastern England – known as Danelaw – whilst he kept control over Wessex and could also rule West Mercia and Kent.
- In AD 978 Ethelred II (also known as Ethelred the Unready) became King at the age of 7. He was not a very good warrior and the Viking attacks continued to be brutal. He started to think of new ways to deal with the raids: Danegeld. The Vikings learnt that if they kept raiding they would keep getting paid in silver. By 1012AD 22000kg of silver had been given to the Vikings.
- From 789AD to 1066AD, the Saxons and Vikings fought for control of Britain. In the end, the Normans swept in at the end and conquered the Vikings at the Battle of Hastings.

Skills children will gain:

- Identify the push and pull factors for why Saxons and Vikings wanted to invade and conquer Britain.
- Use evidence to identify where Saxon settlements were built
- Make comparisons between Saxon, Viking, Roman and Mayan homes and where civilisations choose to build their settlements
- Understand how crimes were punished in Saxon society
- Compare Saxon crime and punishment with other civilisations
- Consider the success of Alfred the Great and Ethelred the Unready
- Chart the struggle of power between Saxons and Vikings from 786AD to the Battle of Hastings in 1066AD.

Children will build on knowledge from:

- KS1 where they will learn about the Normans and life in Britain from 1066AD, their study of crime and punishment in the UK through time.

Children will build on this knowledge in:

- KS2 where they will learn about Roman Britain, Saxon settlements in the local area, compare Viking and Saxon society to life in Mayan city

<ul style="list-style-type: none"> • KS2 where they will study the geography of the United Kingdom as well as topics on the Arctic and Antarctic. • Additionally, cross curricular links will be made with history when studying the Viking invasions. <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> • Fjord, artic circle, longitude, latitude, daylight, Nordic, mountainous, ports, density, glacier, peninsula, taiga, tundra, deciduous forest, transportation, permafrost, overlogging, deforestation, 	<p>states, identify similarities and differences between the Kingdom of Benin and Britain, under Saxon and Viking rule, at the same time.</p> <ul style="list-style-type: none"> • Additionally, cross curricular links will be made in geography when studying Scandinavia and comparing it to the UK. <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> • Defend, invaders, battle, struggle, power, innocence, control, conquer, Danegeld, Danelaw, witnesses, witans, oath helpers, gemot, retreated, wattle and daub, villas, climate, farming, cremated, urns,
<p>Summer 1: The Silk Road: Exploration and Trade <i>Challenge, Comparison</i></p>	<p>Summer 2: Age of Exploration and Encounter <i>Challenge, Chronology</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • In 1260, two brothers called Marco and Niccolo Polo travelled over land to China. Over the next 200 years, merchants travelled this route to trade goods such as silk, pearls, gold, rubies, pepper, spices and tea. This road was called the Silk Road and it was a treacherous path. • The Silk Road is an ancient route that traders took from China to the west. It was over 4000 miles long. The route began in 130BC when the Han Empire (China) began selling silk to the Parthian Empire (Iran) in return for horses. The Parthians in turn began trading this silk with the Roman Empire (Italy) for wine. Soon, a sophisticated network of routes spread goods, ideas and religions around the civilized world, changing it forever. • Merchants and traders travelled along the route on camels. Traders left China with silk (a highly valued commodity) to trade in other cities for different things. They would trade for gunpowder, ivory, wool, jade, pepper, gold, spices. • The merchants travelled along the bank of the Yellow River to cities for trading. They would travel through rocky deserts where it was so hot they had to travel only at night time (and use the stars to navigate). Some of the journey was over grassland; parts of the journey were in the mountains. • Caravans transported goods between many cultures along the Silk Road. The caravans were groups of people and animals, such as 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • The expansion of the British Empire truly began under Elizabeth I (Henry VII's daughter) in the 16th century. The powerful Royal Navy allowed the British to build an empire of trade and explore new lands. • In 1497, John Cabot sailed west from Bristol, on his ship the Matthew, hoping to find a shorter route to Asia. After a month, he discovered an unknown land – he called it 'new found land' and it is still known as Newfoundland in Canada today. Sir Walter Raleigh established England's first colonies in America which paved the way for the establishment of the Jamestown colony in Virginia in 1607. Sir Francis Drake circumnavigated the world on his ship the Golden Hinde. • 500 years ago, people in Europe knew the world was round but they didn't know about the continents of North and South America; no one knew how wide the Atlantic Ocean was nor that there were two continents on the other side of it. • The Age of Exploration marked the beginning of Portuguese power and wealth. Although Portugal was not as rich as the other European countries, it would lead the European community in the exploration of sea routes to the African continent, the Atlantic Islands, and to Asia and South America over the course of the sixteenth century. • Columbus was determined to find a route by sea to the Indies (India) for trade rather than relying on the Silk Road (he also wanted gold). He had a brilliant idea: if he sailed west across the Atlantic then surely he would reach India. Columbus was very wrong because he didn't

camels, which carried the goods. Few people travelled the entire route. Goods were carried in stages by different groups.

- A negative impact was the spread of diseases such as the bubonic plague that spread across Central Asia into China and resulted in the Black Death in Europe. There were also bandits, or robbers, who would steal the goods from merchants.
- The Silk Roads ended in AD 1453, when the Ottoman Empire of Turkey conquered Constantinople, drove out its Roman occupiers, and stopped trading with the West. The closure of the Silk Roads forced European explorers to find new sea routes to replace over-land trade.

Skills children will gain:

- Use maps and atlases to locate the modern-day countries and rivers along the Silk Road
- Identify and describe the different biomes along the Silk Road
- Explain the trade links along the Silk Road
- Compare trading across the Silk Road with modern trade routes

Children will build on knowledge from:

- KS1 where they will familiarise themselves with the continents of the world.

Children will build on this knowledge in:

- KS2 where they will study the continents and oceans of the world, Darwin's Voyage on the HMS Beagle, and the expansion of the British Empire as well as the study of different climates and biomes around the world.
- Additionally, cross curricular links will be made with history where the children will study the Tudor age of exploration and encounter, and the study of early civilisations including the Indus Valley, Roman Empire and Shang Dynasty as well as the spread of disease, including the plague, when learning about the history of medicine and disease.

Children learn the following vocabulary:

know about the landmasses of North and South America in the way. In 1492, on August 3rd, Columbus set sail on his first voyage and in October he landed in the New World. He came across an island and called it San Salvador. He thought he had found India and called the people he met there Indians. Columbus returned in 1493 and this time he took seed and men to be left in these new lands as settlers; he also introduced horses to the Americas. In 1498 he went on his third journey where he discovered the north coast of South America. In 1502, Columbus underwent his final voyage. Years later, another explorer called Amerigo Vespucci travelled to Venezuela and Brazil and he realised Columbus was wrong. America is named after him.

- Later, Spanish explorers would encounter three major civilizations in the New World: the Incas, the Mayans and the Aztecs.
- Tools called 'astrolabes' and 'cross-staffs' let sailors work out how far north or south they were. One of the most important improvements to ocean navigation was the invention of the compass.

Skills children will gain:

- Use maps to identify how knowledge of the continents changed throughout the Age of Exploration
- Chronicle key voyages in exploration from the Age of Exploration.
- Identify key explorers from the Tudor period.
- Describe how European empires profited from exploration.
- Understand the positive impacts of exploration and encounter.
- Understand the negative impacts of exploration and encounter.
- Explain advancements in navigation during the Age of Exploration

Children will build on knowledge from:

- KS1 where they will have learnt about boats during Tudor times, the Tudor monarchs and continents and oceans of the world.

Children will build on this knowledge in:

- KS2 where they will learn about the expansion of the British Empire and colonisation under Queen Victoria.

<ul style="list-style-type: none"> Trade, bandits, route, export, import, caravan, empire, occupiers, robbers, plague, sophisticated, merchants, civilisations, biomes, climate, mountainous, desert, arid, 	<ul style="list-style-type: none"> Additionally, cross curricular links will be made with geography topics where children will familiarize themselves with the continents and oceans of the world, Darwin’s voyages during the Victorian era and study trade and exploration throughout the Silk Road and Asia. <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> Exploration, encounter, voyage, navigation, circumnavigate, civilisations, profit, slavery, trade, astronomy, colonisation, natives, piracy
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Year D	<p style="text-align: center;">Autumn 1: Ancient Mayans <i>Comparison, Chronology</i></p>	<p style="text-align: center;">Autumn 2: South America and the Amazon <i>Cause and Effect, Comparison</i></p>
	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> The Mayan period is split into four main sections: Pre-Classic (2000BC-250AD), Classic (250AD – 900AD), Post Classic (900AD - 1542 AD) and Contact / Conquest with Spanish (1542AD – 1697AD). Mayan territory was in Central American. It was spread across several modern-day countries: Mexico, Belize, Guatemala, Honduras and El Salvador. They built more than 60 cities. This territory spread across thousands of miles and there were three main regions: coast, highlands and lowlands. Between 250AD and 900AD the Mayan civilisation was at its height. Around 900AD, some huge cities in the south of the Mayan territory such as Tikal and Copan were suddenly abandoned. Historians aren’t sure why this happened. In the north, the Maya continued to thrive until 1500AD when it would change forever. In the early 1500s, Spanish invaders arrived in the Mayan territory and began to fight. By 1540 they had taken control of almost all Mayan territory. For hundreds of years, the Mayan cities lay abandoned and few people even know that they were there. In 1839, two explorers called John Lloyd Stephens and Frederick Catherwood set out on an expedition. The Mayans had a number of achievements. Trade was a key part of Mayan culture and they established a network between city states. Farming in the terrain was often difficult; however, Mayans invented 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> Human geography is the study of how humans have affected the Earth. Such as types of settlement, trade links, and the distribution of natural resources including energy, food, minerals and water. Physical geography is the study of the natural world such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes The countries in South America are Brazil, Venezuela, Guyana, Suriname, French Guiana, Ecuador, Peru, Argentina, Chile, Bolivia, Uruguay, Falkland Islands, Paraguay (the Falkland Islands and French Guiana are not independent countries). Brazil has for many years been considered a LEDC however over the past ten years it has begun to develop into a global economy. Over the past five years the rate of development in Brazil has been so fast that it is now considered a NIC or MEDC alongside Russia, China and India. There have been three main things that have helped Brazil develop in recent years: farming, mineral extraction and manufacturing. This is where human and physical geography can overlap: the physical features of Brazil be exported which provides the country with trade, which is a human feature. 16 million Brazilians live below the poverty line. This is when people do not have enough income to afford essential resources such as food. Many thousands of people move from the countryside into cities in Brazil where they live in favelas.

new techniques such as slash and burning the fields, terraced farming and they irrigated the land. They were skilled hunters who used poison to paralyse animals with slingshots or blowpipes. Mayans built huge temples with ornate carvings, platforms and pyramids. Mayan doctors knew that some diseases were infectious and created some effective (and some less effective) cures. They could make strong rope and baskets by wearing rushes. They created a writing system which used hundreds of symbols called glyphs; they also wrote books called codices on paper they made from tree bark. They were expert astronomers and made many predictions and deductions from their stargazing.

- The Maya empire had a very set social structure and it was very difficult to move upwards. There were priests, rulers, nobles, warriors, craftsmen, farmers and slaves.
- There are at least 88 competing theories for the decline of the Mayan civilisation and historians are still not certain. Possible theories include: warfare, invasion, migration, disease, over-farming.

Skills children will gain:

- Use historical sources to deduce facts and make inferences.
- Sort events from Mayan history into chronological order.
- Consider the achievements of the Mayans and their significance
- Compare the achievements of the Mayans with other early civilisations
- Identify the different roles and hierarchy within Mayan society
- Consider and debate the reasons for the decline of the Mayan civilisation
- Compare life in Saxon and Viking Britain with Mayan society

Children will build on knowledge from:

- KS1 where they learn about the homes in Britain and castles built from 1066AD by Normans in Britain.

Children will build on this knowledge in:

- To combat the overcrowding of Rio, the government developed 'edge cities', which are especially, planned settlements on the edge of very crowded cities. For example, Los Angeles also has a number of edge cities. Barra, Rio's edge city, was built to encourage people to move away from Rio and for the population no decrease.
- The Amazon rainforest is the habitat of an estimated 50% of the world's population of animals; it is also home to groups of native tribespeople. The warm, wet climate of the Amazon is perfect for plants. There are four main layers of the rainforest: the emergent layer, the canopy layer, the understory, and the forest floor.
- Deforestation is the clearing, or cutting down, of forests. Trees have been cleared from a large area in the Amazon rainforest of South America. This destroys natural habitats for animals.
- South America is also home to the Amazon River which runs through Guyana, Ecuador, Venezuela, Bolivia, Brazil, Columbia and Peru. In places, during the wet season, it can reach over 120 miles wide. There are no bridges that cross the Amazon.

Skills children will gain:

- Identify the position of South America, Brazil and Rio de Janeiro in relation to the equator, lines of latitude and longitude and the tropics.
- Identify examples of physical and human geography of Rio de Janeiro.
- Explore the wealth divide within developing cities
- Compare settlements including favelas and edge cities
- Describe the ecosystems and layers of rainforest in the Amazon
- Identify the causes and impacts of deforestation

Children will build on knowledge from:

- KS1 where they will familiarise themselves with the continents and oceans of the world.

Children will build on this knowledge in:

- KS2 where they will study rivers, develop their locational knowledge of the world's continents and oceans throughout KS2, study the urbanization of India.

<ul style="list-style-type: none"> • KS2 where they will compare Mayan civilisation to Saxon and Viking Britain in 900AD, make comparisons with other early civilisations (including Ancient Egypt, Ancient Rome and the Indus Valley) and the impact of exploration and colonisation from Columbus to the expansion of the British Empire and the Victorian era. • Additionally, cross curricular links will be made in geography when studying Central and South America, the Amazon and rainforests. <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> • empire, civilisation, parliament, peasantry, consequence, contrast, dissolution, expansion, Ancient Maya, Mayans, Mesoamerica, ruins, Chichen Itza, reverence, ceremony, sacrifice, architects, pyramids, rituals, archaeologists, murals, hieroglyphics, stelae, codices, political, tribute, artefacts, dynasties, Christopher Columbus, Yucatan, Hernan Cortes, caste, machete, city-states, trade, jade, obsidian, pre-classic, tomb, early-classic, astronomy, sophisticated, masa, indigenous, 	<ul style="list-style-type: none"> • Additionally, cross curricular links will be made in science through the study of the dangers when habitats are destroyed, the first visitors to South America during the age of exploration and comparison to the migration of people and life in Victorian cities after the Industrial Revolution. <p>Children learn the following vocabulary:</p> <ul style="list-style-type: none"> • Favela, edge city, settlement, wealth divide, physical, human, latitude, longitude, developing, MEDC, LEDC, NIC, tropics, equator, meridian, poverty line, deforestation, palm oil, natural resources, urbanisation, native
<p>Spring 1: Earth Formations of Africa <i>Cause and Effect, Changes</i></p>	<p>Spring 2: Kingdom of Benin <i>Challenge, Cause and Effect</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • Biomes are areas of our planet with similar landscapes, climates and plants. In Africa there are three main biomes: tropical rainforests, deserts and savannahs with grasslands. • A baobab tree is a strange looking tree which can grow in Africa. It has a fat trunk which is amazing for storing plenty of water to make sure it survives through the hot dry season. • Africa is home to the largest desert in the world called the Sahara. In fact, there are three deserts in Africa: the Sahara, the Namib and the Kalahari. An oasis is a place in the desert where water comes up to the surface from deep underground. This means that trees and plants can grow and animals will come to drink. • The Earth’s crust isn’t one solid layer. It is broken up into huge areas called tectonic plates that float on top of the mantle. Tectonic plates move about 1 to 10cm every year. 250 million years ago, the continents looked very different. The formation was called Pangea. 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • The Kingdom of Benin was not where the country called Benin now is located; it was located in modern day Nigeria along the river Niger. • Benin did not have a writing system. This means most of what we know about the kingdom is from stories which have been passed down. Furthermore, much of what we know about Benin is from European visitors who may have biased recollections. • 900AD – 1180 the Kingdom began when the Edo people settled into small communities. The people were ruled by a dynasty of kings called Ogisos. From 1180AD – 1440AD it is known as the era of consolidation where Eweka I gave himself the title Oba. In 1255, under the rule of Oba Henmihen, the empire established a prison system. In 1283, under Oba Ogula, there was a 28 mile long wall built around the city. From 1440AD – 1605 it is known as the era of warrior kings. In 1441, Oba Ewuare had a moat dug inside the city and new walls built to keep people from leaving. During this time, Europeans began visiting Benin and the kingdom established relationships with Portugal and

- The Great African Rift Valley is caused by two parts of the African plate separating from the Arabian plate. They are known as the Nubian and Somalian plates. As it is a rift, it has two sides: the western side (Albertine Rift) and the eastern side (Gregory Rift).
- A rift valley is created by the splitting of the Earth's crust. When a rift valley forms over time, mountains and volcanoes can also form. Magma is able to burst through the weakened crust where the tectonic plates are separating. The Great African Rift Valley is a vast break in the Earth's surface which runs along East Africa. The force of these plates moving caused many volcanoes to be formed as well as Mount Kenya and Mount Kilimanjaro. It was first named by John Walter, a British explorer in the late 1800s. It is a massive trench which is approximately 3700 miles long.
- A volcano will have a specific shape and size dependent on the sort of magma which erupts from it and the amount of ash and lava it expels during an eruption. There are four main types of volcano: shield, stratovolcano, caldera and cindercone. Shield volcanoes are the largest type and have large, gentle slopes formed by fast moving, runny lava. Stratovolcanoes (also called composite volcanoes) have large, steep slopes formed by viscous lava which doesn't travel far. Cinder cone volcanoes have straight, steep sides and hot, liquid magma. A caldera volcano is big, round and shaped like a cauldron.
- Active volcanoes are volcanoes which have erupted in the last 10,000 years; dormant volcanoes have not erupted in 10,000 years but may erupt again; extinct volcanoes are those which have not erupted for 10,000 years and are not expected to erupt again.
- Nyiragongo is a steep sided active stratovolcano found in the DRC; Nyamuragira is a shield volcano.
- All of the African great lakes were formed from the rift valley and lie within the rift valley. The origin of the lakes date back 12 million years to when the valley formed. The movement of the surface of the earth diverted the flow of water and rivers into depressions (dips) in the ground which eventually filled with water. The lakes are Lake Victoria (source of the White Nile), Lake Tanganyika, Lake Malawi, Lake Turkana, Lake Kivu, Lake Tana (the source of the Blue Nile).

- Spain; the kingdom transformed into the wealthy state. Between 1605AD and 1700, Spanish missionaries visited Benin many times and tried to introduce the Catholic faith. Finally, from 1700AD to 1897 there was the era of decline and colonisation. Benin stopped trading with Britain and civil wars damaged the kingdom. In 1885, Benin was taken under the protection of Britain and in 1897 Britain seized control of the kingdom.
- Oba Ewuare organized the Kingdom into groups known as guilds; there were different guilds for different skills. Historians believe there were strict rules against the women of Benin working with metal. The people believed that brass had the power to drive away evil. The Oba decorated his palace with huge plaques made from brass. We call these items the Benin Bronzes but they are mostly made of brass. The British took (or looted) monuments from all over the kingdom and this included over 900 brass statues, many of which are now in the British museum.
 - The river Niger to the north of Benin city provided a perfect trade route. Goods were easily transported to and from other African kingdoms. The first Portuguese traders arrived in Benin in 1485 looking for gold. They traded slaves.
 - By the 15th century, Benin had become an important power in West Africa; its position geographically on the west coast enabled it to develop its trade routes with Europe. By the 17th century, most of the items sold by Benin to the Europeans were not found or grown in Benin; these items were bought from neighbouring countries and sold on at a higher price. The growth of the Kingdom led to its Golden Age. This is the term given to the height of a civilisation where its biggest achievements are found. In 1450 the kingdom expanded its walls; in 1485 the Portuguese began trading; the city was divided into guilds and boulevards were built throughout the city; new territories were secured; military victories and further expansion; another kingdom paid tributes to Benin; Benin refused to convert to Christianity.
 - Civil wars cost Benin a lot of their wealth and Obas changed quickly. In 1807, slavery was abolished in Britain which meant that Benin couldn't make money from trading slaves with Britain. Britain made

- The Western Rift of the Great Rift Valley is made up of high elevation mountain ranges. The Rwenzori mountains are the highest here. The Virunga mountains are where the endangered mountain gorillas live
- There are four different ecosystems found in the Albertine rift: mountain forest, alpine moorland, lake and wetlands, savannah.

Skills children will gain:

- Explain how movement of the tectonic plates formed the Great Rift Valley.
- Describe the features of the Great Rift Valley.
- Describe how volcanoes were formed by the movement of tectonic plates.
- Identify and describe the different types of volcanoes.
- Explain how the Great Lakes were formed.
- Describe the ecosystems of the Albertine rift.

Children will build on knowledge from:

- KS1 where they will study continents and oceans of the world and natural disasters. In science, they will study the formation of the Earth and its tectonic plates.

Children will build on this knowledge in:

- KS2 where they will learn about coastal erosion, the changing landscapes of the Arctic and Antarctica and how rivers can change the earth's surface.
- Additionally, cross curricular links will be made in history during the study of the Kingdom of Benin and science where we will study how changing habitats pose a threat to endangered animals.

Children learn the following vocabulary:

- Tectonic, mantle, crust, Pangea, deserts, biomes, savannah, grasslands, ecosystems, wetlands, alpine moorland, fauna, flora, elevation, depressions, lakes, diverted, volcano, stratovolcano, shield, magma, lava, extinct, dormant, active, caldera, cindercone,

demands to control the trade to and from Benin and tried to establish a treat from 1862. In 1895, the Oba became suspicious of trading with Britain and stopped. He found out that Britain had used force to take over another nearby kingdom. The Benin Punitive expedition was sent to take control; they looted the palace, burnt the huts.

Skills children will gain:

- Compare the Kingdom of Benin with Mayan civilisation and Britain from 900AD to 1900s.
- Describe and compare the structure of Benin's settlement with other civilisations
- Deduce facts about society using images and artefacts
- Compare Obas and consider if Oba Ewuare deserved the title 'Great'
- Identify how the Kingdom of Benin reached its golden age
- Chronicle the events of the Victorian expeditions to Benin
- Consider the reliability of historical sources
- Chart the success of the Obas
- Debate the return of looted goods to the museums of Nigeria

Children will build on this knowledge in:

- KS2 where they will compare settlements in Britain at the same time, during the Saxon and Viking rule, and with study of Victorian Britain and its links to the fall of the Kingdom of Benin, when they study the voyages of discovery, exploration and encounter, comparison with Great Yarmouth's fluctuating prosperity, comparison with other early civilisations choosing to situate themselves along a river.
- Additionally, cross curricular links will be made with geography and the study of the expansion of the British Empire and the Scramble for Africa and the study of the earth formations of Africa (tectonic plates, rift valley, lakes, volcanoes).

Children learn the following vocabulary:

- Bias, writing system, colonisation, looting, punitive, expedition, slavery, trading, victories, territories, expansion, tributes, abolished,

	brass, bronze, monuments, scramble for Africa, reliability, prosperity, fortune, society, Oba, massacre,
<p style="text-align: center;">Summer 1: Victorian Britain <i>Changes, Cause and Effect</i></p>	<p style="text-align: center;">Summer 2: The British Empire (Locational Knowledge) <i>Comparison, Cause and Effect</i></p>
<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • The Victorian era began on June 20th 1837 when Queen Victoria took the throne at 18 years old and ended on January 22 1901 when Queen Victoria died at 81. There are enormous changes to life during the Victorian era: steam powered railroads, first stamps, legislation against child labour, Crimean War, Darwin publishes On the Origin of Species, London Underground, Board schools were opened, Victorian explorers discover the Mayan city of Copan, Alexander Graham Bell invented the telephone, India declares Queen Victoria their empress, education became compulsory for all children, “Benin Massacre”. • In 1801, 33% of people in Britain lived in cities’ however, by 1901, 78% of people lived in the city. When Queen Victoria came to the throne in 1837, more than half of the population worked in the countryside; however, towns and cities grew quickly after the Industrial Revolution and new machinery led to less manual labour. In the cities, factories needed workers. People moved for a better life. • Cities became cramped with people trying to find work and homes. Houses were built without proper planning and housing called back to back houses were built close together. Poor Victorians who has moved from the country ended up living in slum-like conditions and in cases rented one room for a whole family. • The Poor Laws of the Victorian era were made to encourage poor people to better their lives. In the workhouse people were given: a place to live, clothing, medical care, free education for children, a place to work to earn money, three meals a day, training for a job (an apprenticeship). Dr Barnardo felt that workhouses were the wrong place for children and he began setting up proper children’s homes. • Large numbers of children had to work to help their families pay bills. Children worked in terrible conditions in textile mills, down mines, as chimney sweeps, as maids, in brick yards or selling in the streets. 	<p>Knowledge children will learn:</p> <ul style="list-style-type: none"> • On a globe, continents are the easiest things to spot. A continent is a large solid area of land. Earth has seven continents. In order from largest to smallest, they are Asia, Africa, North America, South America Antarctica, Europe and Australia. Sometimes people think of Europe and Asia as a single continent called Eurasia. Australia is part of a larger area called Oceania or Australasia. • There are five oceans that cover just over 70% of the planet and they are all connected together: the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean. The nearest ocean to the UK is the Atlantic Ocean. It stretches from Europe to North and South America and is the second largest of the five oceans. • The expansion of the British Empire truly began under Queen Elizabeth I after Britain’s win over the Spanish Armada in 1588. From then, the British Empire was known as the empire on which the sun never set because at its largest, the British Empire was so large that no matter the time of day it was daylight in some part of the empire. • By the 1890s, the British Empire covered one fifth of all of the world’s land. Some countries in the Empire, such as Canada, Australia and New Zealand had been discovered by British explorers. Others were won in wars during Victoria’s reign. • In 1770, Captain James Cook landed in Australia; Britain took control of India in 1858. Some explorers led expeditions to Africa. Dr David Livingstone travelled the length of the Zambezi river in southern Africa (his discovered and named Victoria falls). Richard Burton and John Hanning searched for the source of the River Nile. • The expansion of the British Empire meant that Britain could become wealthy through trade and export. Britain sourced raw materials from their colonies; these materials were used back in Britain’s factories. Goods imported and traded further were tea, spices, cotton, sugar

- When Queen Victoria came to the throne in 1837, there was no law that said children had to go to school and children as young as six years old were legally allowed to work many hours a day. By the end of the Victorian era, laws for children's education were very different.

Skills children will gain:

- Order and identify significant events from the Victorian era
- Explain the migration of people from countryside to cities
- Describe living conditions for rich, poor and homeless Victorians
- Debate the positive and negative impacts of the Poor Laws
- Compare the different jobs undertaken by children
- Identify the changing laws for children's work and schooling
- Describe the changing education provision for Victorian children
- Understand how the introduction of railways impacted the local leisure industry

Children will build on knowledge from:

- KS1 where they will learn about children and transport through time.

Children will build on this knowledge in:

- KS2 where they will learn about the Victorian exploration and colonisation of Africa, including the Kingdom of Benin, and local history during the Victorian era.
- Additionally, cross curricular links will be made in geography when learning about the current urbanization of India and the expansion of the British Empire under Queen Victoria.

Children learn the following vocabulary:

- Monarch, reign, suburb, migration, industrial revolution, prosper, fortune, change, exploration, colonisation, expedition, discovery, achievements, child labour, factories, workhouse, education, cholera

and rubber.

Skills children will gain:

- Locate the continents and oceans of the world.
- Chronologically order the expansion of the British Empire worldwide
- Identify trade, import and export routes of the British Empire and modern world
- Understand the time zones of the continents
- Describe key physical and human examples of geography around the Empire.

Children will build on knowledge from:

- KS1 where they will familiarise themselves with the continents and oceans of the world and compare the UK to Australia and in history where they will study the Tudor family.

Children will build on this knowledge in:

- KS2 where they will revise and consolidate location knowledge and study Darwin's voyages.
- Additionally, cross curricular links will be made with the study of the Victorian era and Queen Victoria's reign and the Age of Exploration and Encounter.

Children learn the following vocabulary:

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