

The Grange Destiny Curriculum

HUMANITIES

	Autumn	Spring	Summer			
1	<p>Map around our school – routes around the school and playground.</p> <p>Human & physical geography of our area</p> <p>Past and present in our own and other people's lives</p>	<p>Contrast between a non-European country and UK.</p> <p>Stories from around the world</p> <p>Significant individuals or events from the past</p>	<p>Seven continents and Five Oceans</p> <p>Field work – geography of the school grounds</p> <p>History of holidays or transport (link to changes within living memory)</p>			
	<p>Welcome to Year One/All about Us/Hello, we are Year One!</p> <p><i>link to Science Who am I?</i></p>	<p>Welcome to our School/Great to be at Grange/Long ago</p> <p>Links to Science Polar Places and Where we Live</p>	<p>Let's go on Holiday/Our wonderful world/Our Planet/Why is water Precious?/The Seaside link with Science on Safari & Holidays</p>			
	<p><i>Develop an awareness of the past, using common words and phrases relating to the passing of time:</i></p> <p>recognise the distinction between present and past (old & new) in their own and other people's lives</p> <p>know and recount episodes from stories about the past</p> <p><i>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods:</i></p> <p>show an emerging sense of chronology by placing a few events and objects in order,</p> <p><i>know and Use a wide vocabulary of everyday historical terms:</i></p> <p>e.g. here, now, then, yesterday, last week, a long time ago, last week, A long time ago,</p> <p><i>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i></p> <p>find answers to some simple questions about the past from sources of information including stories, objects, first-hand accounts</p> <p><i>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p>	<p>Where we live use world maps, atlases and globes to identify the United Kingdom</p> <p>Use maps to name, locate & identify Harrow, London etc & its neighbours</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>begin to identify some human features on a map e.g. city, road, school, house</p> <p>begin to identify some key physical features, including:, sea, ocean, river, season and weather</p> <p>Explore maps and aerial photos of the local area & locational language (e.g. near, far, left, right etc)</p> <p>use simple field work and observational skills including simple sketches and using a camera to study the geography of the school and its grounds</p> <p>express own views about a place, people, environment</p>	<p>show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied: could be Cave people OR Queen Victoria, (links to theme of Empire/Colonies in KS2 and to suggestions for Transport history in KS1) The Great Exhibition or pick a significant individual to study (see p189 of NC) (Could be someone your classes are named after</p> <p>Know and recount episodes from stories about the past)</p> <p>show an emerging sense of chronology by placing a few events and objects in order</p> <p>know and Use a wide vocabulary of everyday historical terms: now, then, yesterday, last week, a long time ago, last week, a long time ago, many years ago, last year</p> <p>find answers to some simple questions about the past from sources of information including stories, objects, first-hand accounts</p> <p>Cave people could be here</p> <p>also</p> <p>Either Significant historical event such as the</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country (links to <i>T2 Geography and Science</i> Where we live</p> <p>Identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles (link to <i>Science Polar Places</i>)</p> <p>Use U.K maps to name, locate & identify London and the four countries of the UK</p> <p>Use world maps to locate the contrasting locality chosen</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>key human features, including: city, town, , , house, school, shop, park</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>use simple compass directions (N, S, E, W) and locational and directional language</p> <p>use control/programming of floor turtles etc.</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>identify some key physical features, including:, sea, ocean, river, season and weather</p> <p>Focus could be Why is Water Precious?</p>	<p>show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied- could be history of travel by sea – The Titanic, Francis Drake, Sea voyages (links with Columbus and Tudors in KS2) or pick a significant individual to study (see p189 of NC) Could be history of Holidays – (how people used to have fun in the past)</p> <p>show an emerging sense of chronology by placing a few events and objects in order</p> <p>find answers to some simple questions about the past from sources of information including non fiction, simple websites, first hand accounts and stories</p> <p>(plenty of significant individuals here – Brunel, Robert Stephenson etc) Use world maps to begin to locate the 7 continents and five oceans</p>
2	<p>Past beyond living memory – significant people/events in the past</p> <p>Seven continents and Five Oceans</p>	<p>History of London – significant people/events in the past</p> <p>Field work – geography of Harrow</p>	<p>History of travel (air or rail) – significant people/events in the past</p> <p>Contrasting non European Locality -Peru</p>			

					or Kenya – see note	
	Mary Seacole and Florence Nightingale – where did they come from and where did they go?/The Great Plague link to Science Healthy Me and Black History Month	London Life/What happened in London?? The Great Fire of London? What do we know about our city/place? link to Science Our local environment			Journeys/Let's go on an adventure to.../ The sky is the limit/Full Steam Ahead/What is the greenest way to travel? Science is Young Gardeners & Little Master Chefs so links not so obvious here	
	show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied (Mary Seacole &	use world maps, atlases at a range of scales and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans	show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied: The Great Fire of	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied:	Place knowledge understand geographical similarities and differences through studying the human and physical geography of a

	Florence Nightingale and/or The Great Plague in London) begin to recognise that there are reasons why people in the past acted as they did. episodes from stories about the past show a developing sense of chronology by placing events and objects in order, and by recognising that own lives are both similar and different from the lives of people in the past use terms concerned with the passing of time, know and recount e.g. hours, weeks, years, last year, x years ago, decades, during the reign of ____... In 1939, ...	use contents/index to locate country explore maps of the local area name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	London Sept 2 1666 (in depth) begin to recognise that there are reasons why people in the past acted as they did. episodes from stories about the past show a developing sense of chronology by placing events and objects in order, and by recognising that own lives are both similar and different from the lives of people in the past use terms concerned with the passing of time, know and recount e.g. hours, weeks, years, last year, x years ago, decades, during the reign of ____... In 1939,	Understand that Harrow is a London borough, and be able to locate Harrow and London on a map of the U.K. explore maps of the local area around the school and in Harrow Understand what some map symbols mean, and whether they are physical or human features use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map (e.g. school to West Harrow Tube or nearest park) ; and use and construct basic symbols in a key. use control/programming of floor turtles etc. to accurately plan routes	Rail: Robert Stephenson railway networks and The Rocket Brunel – Railways and first tunnel under the Thames Air: The Wright brother and Amy Johnson begin to recognise that there are reasons why people in the past acted as they did. episodes from stories about the past show a developing sense of chronology by placing events and objects in order, and by recognising that own lives are both similar and different from the lives of people in the past use terms concerned with the passing of time, know and recount e.g. hours, weeks, years, last year, x years ago, decades, during the reign of ____... In 1939	small area of the United Kingdom, and of a small area in a contrasting non European country Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
--	--	--	--	--	---	---

KS2 Skills	<ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • note connections, contrasts and trends over time and develop the appropriate use of historical terms. regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information. understand how our knowledge of the past is constructed from a range of sources. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
-------------------	---

3	Ancient Civilisations – comparing Stone Age to Egyptians Comparing Egypt and the UK Recap KS1 World Geography. Compare weather patterns & geography of Egypt to UK. UK map work to locate Stonehenge	Study of an aspect or theme In British History *Education/Homes& settlements/ Writing and Printing/Transport/Food & farming U.K Geography &Water Cycle Introduce compass work and maps focus	The Romans in Britain European Geography – focus on Italy UK Geography (using UK maps to explore legacy of Romans)
---	--	--	--

	<p>To know about Britain in the Stone Age (links with Cave People in KS1)</p> <p>To know about the achievements of an Ancient Civilisation (Ancient Egypt) – in depth study</p> <p>show knowledge and understanding of some of the main events, people and changes studied</p> <p>show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms</p> <p>compare characteristic features</p> <p>begin to produce structured work, making appropriate use of dates and terms. e.g., Era, AD, BC</p> <p><i>EL Unit Who were the Greatest Builders in the World?</i></p>	<p>To recap and confidently locate seven continents and five oceans*</p> <p>To recap and confidently locate all four UK countries and Harrow/London on a map*</p> <p>use selected maps, atlases, globes and digital/ computer mapping to locate countries use key accurately (Egypt etc) and features – Stonehenge, Avebury etc Compare weather patterns in U.K to weather patterns in Egypt</p> <p>use fieldwork to observe, measure and record including more detailed sketches and diagrams e.g. weather study in Harrow</p> <p>draw maps more accurately construct questionnaire</p>	<p>To know about an aspect of British life* and how it has developed and changed over the centuries</p> <p>show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the</p> <p>compare characteristic features from different historical periods begin to produce structured work, making appropriate use of dates and terms.</p> <p>e.g. decades, centuries During the reign of____... In 1939,...</p> <p>In response to questions (sometimes own) begin to give a few reasons for, and results of, the main events and changes.</p>	<p>To know the four main points of a compass</p> <p>To be able to use simple grid references</p> <p>use contents/index to locate page quickly and accurately</p> <p>use the four points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK name and locate cities & counties of the UK, geographical regions</p> <p>identify physical characteristics (<i>hills/mountains, coasts, rivers</i>)</p> <p>The water cycle</p> <p>Identify key human characteristics and land use, and how this could have changed over time</p>	<p>To know about the Roman Empire and in particular the influence on Britain/British History</p> <p>show knowledge and understanding of some of the main events, people and changes studied</p> <p>show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the</p> <p>In response to questions (sometimes own) begin to give a few reasons for, and results of, the main events and changes. begin to produce structured work, making appropriate use of dates and terms.</p> <p>use various sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>With support, research what it was like in a given time period and present their findings</p> <p>Useful resources <i>EL Unit Why do we speak English at school? - Roman section</i></p>	<p>To confidently locate seven continents and five oceans*</p> <p>To confidently locate all four UK countries and Harrow/London on a map*</p> <p>use selected maps, atlases, globes and digital/ computer mapping to locate European countries</p> <p>use key accurately Use UK map & use key to Roman legacy/features in Britain e.g. Watling St, Hadrian's Wall Identify key human characteristics and land use, and how this could have changed over time</p> <p>identify physical & human characteristics on maps of Europe/Italy (<i>hills/mountains, coasts, canals(Venice)rivers, lakes, cities, towns, factories</i>)</p> <p>Useful resources <i>EL Unit European Regional Study</i></p>
<p>KS2 Skills</p>	<ul style="list-style-type: none"> • continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past is constructed from a range of sources. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 					

	<ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
--	---

4	<p style="text-align: center;">Islamic Golden Age Where in the World? World & Middle Eastern Geography</p>	<p style="text-align: center;">Battle for the Kingdom/Invaders and Settlers Anglo Saxons and Vikings Can we make living here better for everyone?* (Local Geography, maps, surveys & the local environment)</p>	<p style="text-align: center;">Aztecs or Incas or Mayans South America: Rainforests & Great Rivers</p>			
	<p>To know about the main features and accomplishments/legacy of the Islamic Golden Age (Geography link to cartography work of Al Idrisi)</p> <p>know that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms</p> <p>begin to produce structured work, making appropriate use of dates and terms. e.g. decades, centuries. Era, AD,BC</p> <p>In response to questions (sometimes own) begin to give a few reasons for, and results of, the main events and changes.</p> <p>use various sources of information in ways that go beyond simple observations to answer questions about the past.</p>	<p>To confidently locate seven continents and five oceans*</p> <p>To learn about Equator, Northern & Southern hemisphere, Arctic and Antarctic Circle and identify on globes & maps</p> <p>to know about cartography work of Al Idrisi</p> <p>use selected maps, atlases, globes and digital/ computer mapping to confidently locate continents countries and oceans of the world</p> <p>use Geographical key accurately</p> <p>Learn about the eight points of the compass use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</p>	<p>To know about Britain's settlement by Anglo-Saxons and Scots</p> <p>To know about the Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>Know that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms</p> <p>show knowledge and understanding of some of the main events, people and changes studied</p> <p>compare characteristic features from different historical periods</p> <p>produce structured work, making appropriate use of dates and terms making appropriate use of dates and terms. e.g. decades, centuries. Era, AD,BC</p> <p>in response to questions begin to give a few reasons for, and results of, the main events and changes.</p> <p>use various sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>With support research what it was like in a given time period and present their findings</p> <p>Useful resources EL Unit <i>Why do we speak English at school? – Anglo Saxons & Vikings part</i></p>	<p><i>* this study could centre around a location on the local area – a park or the local shops (or even the school site). Children should be encouraged to express their feelings about their locality and how it could be improved e.g. better leisure amenities, how to avoid litter, a wider range of shops etc</i></p> <p>use selected local maps to locate both <i>physical and human features</i> and describe features studied.</p> <p>To consider how places can change over time & the human impact on the environment (both positive and negative)</p> <p>use fieldwork and questionnaires to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and graphs</p> <p>show questionnaire results in simple chart</p> <p>use contents/index to locate position of location including page/coordinates</p> <p>use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and their own local area</p> <p>Useful resources EL Unit <i>How can we make living here better for everyone?</i></p>	<p>To know about the achievements of an Ancient Civilisation (pick one from above) – in depth study</p> <p>show knowledge and understanding of some of the main events, people and changes studied</p> <p>In response to questions give a few reasons for, and results of, the main events and changes.</p> <p>research what it was like in a given time period and present their findings</p> <p>identify some of the different ways in which the past is represented</p> <p>use various sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>use search engines to find historical sources rapidly look at viewpoints from an author and see how they may be trying to persuade</p> <p>compare characteristic features from different historical periods</p>	<p>To recap/introduce the Water Cycle</p> <p>Identify & understand significance of Equator, Northern & Southern hemisphere, Arctic and Antarctic Circle, Tropics od Cancer and Capricorn. Longitude and latitude GMT and time zones</p> <p>Physical geography : climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>To consider how places can change over time & the human impact on the environment (both positive and negative)</p> <p>use selected maps, atlases, globes and digital/ computer mapping to confidently locate continents countries and oceans of the world</p>
<p>Al Idrisi (Autumn Term) https://www.nationalgeographic.org/encyclopedia/al-idrisi/</p>						
<p>KS2 Skills</p>	<ul style="list-style-type: none"> • continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past is constructed from a range of sources. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 					
5	<p style="text-align: center;">WW1 Travel around our City London/Local Geography/Environment</p>	<p style="text-align: center;">The Tudors – Pirates or Explorers? Exploration and Voyages in the time of Elizabeth 1st All Around the World: Oceans & Sea</p>	<p style="text-align: center;">Discovery of the New World/Foundation of USA North America/Earthquakes/Volcanos</p>			

<p>To know about WW1, Britain's role and the impact on British life</p> <p>To know about key events in WW1 e.g. Battle of the Somme, Treaty of Versailles</p> <p>show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods</p> <p>produce structured work, making appropriate use of dates and terms.</p>	<p>To know more about the geography of London and surrounding areas</p> <p>To be able to use local maps, Tube Map through looking at routes in and out of London</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>locate information/place with speed and accuracy</p> <p>use key to make deductions about landscape/ industry/features etc.</p>	<p>To know about the Tudor Period (overview) and the reign of Elizabeth 1st, with reference to Francis Drake, The Spanish Armada and Walter Raleigh</p> <p>show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>compare characteristic features from different historical periods and draw some conclusion (e.g. Life in Elizabeth 1st reign compared to now – In Elizabeth 2nd reign)</p> <p>produce structured work, making appropriate use of</p>	<p>To locate and name the world oceans</p> <p>Identify & understand significance of Equator, Northern & Southern hemisphere, Arctic and Antarctic Circle, Tropics of Cancer and Capricorn.</p> <p>Longitude and latitude GMT and time zones</p> <p>To consider how places can change over time & the human impact on the environment (both positive and negative)</p> <p>Focus on plastic pollution in the oceans, fishing (good links with Science if that works with scheme)</p>	<p>To know about the history of the explorers who travelled to and "discovered" of the USA & the earliest travellers there – Lief Erikson (link to Vikings). Columbus, John Cabot (link to Tudors/Henry VII/Italy)</p> <p>To learn about emigration to the USA from Britain (Pilgrim Fathers, after the Highland clearances etc) and/or</p> <p>To learn about the American Civil War (link to Y6 Topic on Colonialism/Imperialism and slavery)</p> <p>describe some of the main events, people and changes communicate knowledge and understanding while giving their</p>	<p>To know about volcanoes and earthquakes and why these happen</p> <p>To be able to identify volcano sites & areas that are high risk for earthquakes around the world and in USA on a map</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>use maps, atlases, globes and digital/computer</p>
---	---	--	--	--	---

<p>understand how our knowledge of the past is constructed from a range of sources.</p> <p>begin to select and combine information from a range of different sources.</p> <p>show some understanding that aspects of the past have been represented and interpreted in different ways:</p> <p>suggest why there may be different interpretations of events</p> <p>identify and explain propaganda</p>	<p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>draw in scale & show accuracy of scale</p> <p>conduct a land use survey</p> <p>To consider how places can change over time & the human impact on the environment (both positive and negative) Focus on air pollution and roads etc</p>	<p>dates and term e.g. AD, ACE, BC, BCE, millennia, eras, epoch Throughout the Maya period, ... Towards the end of the Roman empire, ... Pre-1066,</p> <p>show some understanding that aspects of the past have been represented and interpreted in different ways:</p> <p>suggest why there may be different interpretations of events</p>	<p>use selected maps, atlases, globes and digital/computer mapping to confidently locate continents countries and oceans of the world</p> <p>use the eight points of a compass, four and six – figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</p>	<p>point of view use multi-media skills to present their findings produce structured work,</p> <p>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>begin to select and combine information from a range of different sources.</p> <p>In response to questions:</p> <ul style="list-style-type: none"> o test out a hypothesis in order to answer a question o give some reasons for, and results of, the main events and changes. o research two versions of events and compare them <p>understand how our knowledge of the past is constructed from a range of sources.</p> <p>show some understanding that aspects of the past have been represented and interpreted in different ways:</p> <p>suggest why there may be different interpretations of events</p> <p>suggest why some events in history may be more significant than others</p> <p>identify and explain propaganda</p>	<p>mapping to locate countries and describe features studied.</p> <p>locate information/place with speed and accuracy</p> <p>use key to make deductions about landscape/ industry/features etc.</p> <p>Useful resources EL Unit Who are we? Why do I live here?</p>
---	---	---	---	---	--

<p>KS2 Skills</p>	<ul style="list-style-type: none"> • continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past is constructed from a range of sources. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 				
<p>6</p>	<p>Colonialism India or Africa (link to Geography mountains)</p>	<p>Harrow at War (WW2) - Local History Study The Great UK Geographical Challenge*</p>	<p>The Ancient Greeks Geography connected to class day trips or residential</p>		

<p>To know about the history of either: India & Britain (East India Company, tea & cotton trade, British rule, Queen Victoria Empress of India Mutiny or wars of Independence, Bengal Famine, Gandhi, Partition, Independence for India & Pakistan,</p> <p>Africa – choose one African country e.g. Benin & modern day Nigeria, explorers or invaders? Trade in tobacco, sugar, slaves & how Britain became rich on these trades, independence</p> <p>describe some of the main events, people and changes communicate knowledge and understanding while giving their point of view use multi media skills to present their findings produce structured work,</p> <p>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>begin to select and combine information from a range of different sources.</p> <p>In response to questions: ○ test out a hypothesis in order</p>	<p>To know about mountains and how they were formed</p> <p>To be able to identify mountains around the world and in India/Africa on a map</p> <p>understand geographical similarities and differences through the study of physical geography of a region of India & Nepal or an African country</p> <p>use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p>locate information/ place with speed and accuracy</p> <p>use key to make deductions about landscape/ industry/ features etc.</p>	<p>To know about the events which triggered WW2 (overview) and the effects of WW2 to everyday life in Britain (more depth) e.g. rationing, children being evacuated etc.</p> <p>To know about the significance of WW2 to Harrow and London - research</p> <p>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>begin to select and combine information from a range of different sources.</p> <p>In response to questions: ○ test out a hypothesis in order to answer a question</p> <ul style="list-style-type: none"> ○ give some reasons for, and results of, the main events and changes. ○ research two versions of events and compare them <p>understand how our knowledge of the past is constructed from a range of sources.</p>	<p><i>*This is a mini topic involving a team competition within classes. It enables the children to revise and recap some Geography skills and can provide light relief from KS2 SATS! It is provided for you (see below)</i></p> <p>use maps, atlases, globes and digital/ computer mapping to locate places and describe features studied.</p> <p>Locate information/ place with speed and accuracy</p> <p>use key to make deductions about landscape/ industry/ features etc.</p> <p>Useful resources EL Unit The Great UK Geographical Challenge</p>	<p>To know about the achievements of an Ancient Civilisation – in depth study of Ancient Greece</p> <p>To understand the legacy of Ancient Greeks in life today (democracy & law)</p> <p>describe some of the main events, people and changes communicate knowledge and understanding while giving their point of view use multi-media skills to present their findings produce structured work</p> <p>compare characteristic features from different historical periods and draw some conclusion e.g. how has Ancient Greece affected life in the U.K and around the world today? Who were the most successful – Romans or Greeks?</p> <p>communicate knowledge and understanding while giving their point of view</p> <p>use multi-media skills to present their findings and produce structured work,</p> <p>select and combine information from a range of different sources</p> <p>show some understanding that aspects of the past have been</p>	<p>use maps, atlases, globes and digital/ computer mapping to locate countries e.g. Greece and describe features studied.</p> <p>Locate information/ place with speed and accuracy</p> <p>use key to make deductions about landscape/ industry/ features etc.</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>draw in scale & show accuracy of scale</p> <p>Revision of the eight points of a compass, four and six – figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK – possibly linked to a class trip or residential</p>
---	--	---	---	--	---

<p>to answer a question</p> <ul style="list-style-type: none"> ○ give some reasons for, and results of, the main events and changes. ○ research two versions of events and compare them <p>understand how our knowledge of the past is constructed from a range of sources.</p> <p>show some understanding that aspects of the past have been represented and interpreted in different ways:</p> <p>suggest why there may be different interpretations of events</p> <p>suggest why some events in history may be more significant than others</p> <p>identify and explain propaganda</p>	<p>show some understanding that aspects of the past have been represented and interpreted in different ways:</p> <p>suggest why there may be different interpretations of events</p> <p>suggest why some events in history may be more significant than others</p> <p>identify and explain propaganda</p> <p>produce structured work, making appropriate use of dates and terms.</p>	<p>represented and interpreted in different ways:</p> <p>suggest why there may be different interpretations of events</p> <p>suggest why some events in history may be more significant than others</p>		
---	--	---	--	--