

Mount Pleasant CE VC Junior School

“Learning Through Faith, Family and Friendship.”



School Vision:

We are a happy, safe, inclusive school where excellence is celebrated. A Christian ethos encourages responsible behaviour and respect through Friendship, Trust and Forgiveness.

We inspire a **love** of learning that encourages individuality, creativity and independence that extends from the school family into the wider world, enabling all to flourish.

Jesus said, 'Love one another. As I have loved you, so you must love one another.' John 13:34

History & Geography Long Term Plan

Year 3 / LKS2 Cycle B:

Term:	Unit Title	Teaching Sequence (IALTs)	National Curriculum Strands	Sticky Knowledge
Aut 1	Ancient Egyptians: “How were the Egyptians able to survive and thrive in the desert?” Substantive Concepts: Civilisation Settlement Technology Empire Religion	1. What is the chronology of Ancient Egypt? 2. Why was the River Nile so important to Egyptians? 3. How, and why, were the pyramids built? 4. What is mummification? 5. Who were the Egyptian gods? 6. How was Egyptian society structured? 7. What are hieroglyphs?	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	I know... - The River Nile supported life for the Egyptians. - The pyramids were built as tombs for Pharaohs. - The Egyptians believed in the Afterlife. - Pharaohs were rulers of Egyptian society. - Egyptians believed in many gods. - Hieroglyphs were used to communicate.
Aut 2	How can we live more sustainably?	1. What does being sustainable actually mean? 2. How can we make our school	<u>Locational Knowledge:</u> Locate the world's countries, using maps to focus on	I know... - What sustainable means. - The differences between

		more sustainable? 3. Why are we seeing more wind and solar farms in the countryside? 4. How is sustainable development helping the lapwing out of the red? 5. How are solar cookers helping Sunita and her family live more sustainably? a. Cultural Capital - a case study into life in Nepal relative to ours at home	Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <u>Human & Physical Geography:</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <u>Geographical Skills:</u> 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	renewable and non-renewable resources. - In basic terms how solar panels and wind turbines generate electricity. - Ways in which lives at home could be more environmentally sustainable.
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			Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
Spr 1				
Spr 2	Why are jungles so wet and deserts so dry?	1. Why is climate different across the United Kingdom? 2. What are the world's climates? 3. How do climate graphs help geographers compare the climate of one place with another? 4. How does the climate affect the plants and animals living in a place? 5. Why is the jungle of the Amazon rainforest so wet and humid? 6. Why is Arica the driest inhabited place on Earth?	<u>Locational Knowledge:</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	I know... - In basic terms the pattern of climate in the United Kingdom. - Different types of climate around the world. - What climate graphs are. - Different biomes around the world. - How plants and animals are adapted to the climate.

			<u>Human & Physical Geography:</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <u>Geographical Skills:</u> 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	
Sum 1	The Mayans: “Who, and where, were the Mayans?” Substantive Concepts: Civilisation Religion Technology	1. Enquire about historical artefacts 2. Where and when did the Maya live through enquiry. 3. What made the Maya civilisation so successful? 4. How do we know about the Maya? 5. How were the Maya ruled? 6. What were ‘City States’?	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	I know... - How historians split up the timeline using BCE and CE. - The area where the Maya civilisation covered. - How archeologists support our understanding of the past. - Examples of how the Mayans used technology to support their living. - What a ‘city-state’ is.

		7. How did the abandonment of the southern Maya lowlands help the Northern city states to thrive? <i>The end of the Mayan Civilisation to come in Summer 2's geography content.</i>		
Sum 2	Beyond the Magic Kingdom: what is the 'Sunshine State' really like?	1. Why is the Magic Kingdom the most popular theme park in the world? 2. Where is the Magic Kingdom? 3. Why do tourists come to the Magic Kingdom from some countries and not others? 4. Why is the state of Florida a peninsula? 5. Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them? 6. How and why is the climate of the Sunshine State different from where I live?	<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <u>Place knowledge</u> 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.	I know... - ...the Magic Kingdom is world-famous and attracts millions of visitors from across the globe. - ...the USA is one country made up of 50 different states. - ...most visitors to Florida's theme parks come from countries with a high standard of living (high annual income, high life expectancy, high standard of education). - ...a peninsula is a piece of land surrounded by water on three sides. - ...Florida's sea turtles are endangered because of plastic pollution. - ...Florida is much hotter and sunnier than the UK because it is closer to the Equator.

			<u>Human and physical geography</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water. <u>Geographical skills</u> 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.	
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Year 4 / LSK2 Cycle A:

Term:	Unit Title	Teaching Sequence (IALTs)	National Curriculum Strands	
Aut 1	The Romans: "What changed as a result of the Roman invasion of Britain?"	1. What was life like in Rome? 2. Why did the Romans come to Britain? 3. What did the Romans bring to Britain? 4. What was life like in Celtic Britain?	the Roman Empire and its impact on Britain	I know... - The Romans invaded Britain. - Some leaders of the Roman empire. - Who were settled in Britain before the Romans invaded. - How the Romans protected their settlements from invaders.

	Substantive Concepts: Civilisation Settlement Empire Invasion	5. Why did Boudicca take revenge against the Roman Empire? 6. How did the Romans protect their land? 7. What happened in the final years of the Roman Empire?		- Why the Romans left Britain.
Aut 2	Why do some earthquakes cause more damage than others?	1. Why won't Paula and Richard forget 22nd February 2011? 2. How has New Zealand been affected by earthquakes in the past? 3. Why does New Zealand have so many earthquakes? 4. Why don't the largest earthquakes always cause the most deaths and destruction? 5. Why do most volcanoes happen in the same place as earthquakes?	<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <u>Human and physical geography</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity	I know... - The effects of earthquakes. - The causes of earthquakes. - Why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction. - The causes of volcanoes.

			including trade links, and the distribution of natural resources including energy, food, minerals and water. <u>Geographical skills</u> 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.	
Spr 1	Local History Study: “What happened to the railways in the East Riding of Yorkshire?” Substantive Concepts: Civilisation Technology Settlement	1. Understand the emergence of the early railways. 2. Explore the benefits of trains. 3. Explain the decline of railways in East Yorkshire 4. Explore the history of Market Weighton railway station. 5. Explore how old railway lines have been reused around the UK.	a local history study	I know... - Early railways in the East Riding of Yorkshire. - Features of early railway systems, including steam locomotives and railway lines. - Various benefits that trains have provided. - How the reuse of old railway lines has been implemented in the UK, including examples of converted cycle paths and walking trails.
Spr 2	Why do so many people in the world live in megacities?	1. What are megacities and where are they located? 2. Why did Baghdad become the first city in the world with one million people? 3. Why is Milton Keynes the United Kingdom’s fastest-growing city?	<u>Locational knowledge</u> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human	I know... - The key features of cities. - What a megacity is. - The main reasons why the population of any city can increase. - The benefits and disadvantages of city life.

		4. Why is Brasilia the fastest-growing city in Brazil? 5. How do the advantages of living in cities compare with the disadvantages?	characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <u>Place knowledge</u> 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. <u>Human and physical geography</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers,	
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			mountains, volcanoes and earthquakes, and the water cycle. 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. <u>Geographical skills</u> 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.	
Sum 1	Stone Age to Iron Age: "How did pre-History in Britain set up the foundations for what came next?" Substantive Concepts: Settlement Civilisation Technology Religion	1. What was life like in the Paleolithic and Mesolithic? 2. What did people eat in the Paleolithic and Mesolithic? How did the search for food change in the Neolithic? 3. What tools were used in the Neolithic? How did tools change after the Neolithic? 4. How did the Bronze Age move into the Iron Age? 5. What are roundhouses? What is a hillfort?	changes in Britain from the Stone Age to the Iron Age	I know... - What life was like for people living in the Paleolithic era. - The tools used in the Paleolithic, Neolithic, Bronze and Iron Ages. - The role of hunters and gatherers.

		6. What was life like in the different regions of England during the Stone Age?		
Sum 2	How and why is my local area changing?	1. Why do places change? 2. How has my local area changed in the past? 3. How did my local area change as a result of World War 1? 4. How and why does the quality of the environment change in my local area? 5. How do NASA satellite images inform us of the environmental change on a global scale?	<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <u>Human and physical geography</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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.	I know... - Why environments change. - How some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life. - How remote sensing by satellites and satellite images inform geographers of environmental change on a global scale.

			<u>Geographical skills and fieldwork</u> 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.	
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Year 5 / UKS2 Cycle B:

Term:	Unit Title	Teaching Sequence (IALTs)	National Curriculum Strands	
Aut 1	Ancient Greeks: "How have the Ancient Greeks influenced the modern world?" Substantive Concepts: Civilisation Settlement Empire Religion	Who were the 'Ancient Greeks'? How do we know so much about the Ancient Greeks? Who were the Greek Gods? How did the Greeks live? What is the origin of the Olympics and how does it compare to the Modern Olympics? What is 'Democracy'?	Ancient Greece – a study of Greek life and achievements and their influence on the western world	I know... - Explain the role archaeologists play in support our knowledge of the past. - The ancient Greeks believed in many gods. - The origin of the Olympics. - What Democracy is, comparing ancient democracy to modern democracy. - The legacy of the arts in ancient Greece, comparing the enthusiasm for the arts to modern day.

		7. Why was the Battle of Marathon' so important? 8. How important were 'the Arts'? 9. Who was Alexander the Great?		
Aut 2	How do volcanoes affect the lives of people on Hiemaey?	1. Where does Saethor take his dog Tiry for a walk every day? 2. Where do Saethor and Tiry live? 3. How do geographers describe the Westman Islands? 4. How does the physical and human geography of Hiemaey compare with the area in which I live? 5. Why are there so few trees on Hiemaey? 6. Why are there volcanoes on Hiemaey? 7. How were the people of Hiemaey affected when Eldfell erupted? 8. Why do the people of Hiemaey go on living next to an active volcano?	<u>Locational knowledge</u> The countries (including the location of Russia), major cities and key physical and human geography of Europe. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. <u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <u>Human and physical geography</u> Physical geography including climate zones and volcanoes. Human geography including economic activity and trade links, and the distribution of natural resources including energy. <u>Geographical skills</u>	I know... - Most of the countries of Europe. - Key geographical features of Iceland. - The difference between human and physical geography. - How volcanoes form and the global pattern of volcanoes - Whether earthquakes are more dangerous than volcanoes with reason.

			Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
Spr 1	Local History Study “How did the Vikings influence life in Yorkshire?” Substantive Concepts: Civilisation Settlement Invasion	1. Why did the Vikings travel up the Humber? - Where did the Vikings travel from? - How did they travel? - What was the benefit of securing areas around the Humber? <i>This is aimed at the children understanding that the Vikings were seafarers who lived their lives travelling via longboats. They settled around the Humber as the Humber’s tributaries lead them to travel around the country (children could look at maps/atlasses which show this).</i> 2. What is Jorvik? - How did the Vikings take control of York? - What happened in York during their rule? <i>Do children know that Jorvik (York) was the Viking capital of Northumbria? What did they bring to York? Are there any remnants of Viking rule still evident in York today?</i> 3. What is the Viking legacy in Yorkshire? - How is our language derived from the Norse language? - Why are the places around Yorkshire named as they are? <i>There are many names of settlements around Yorkshire which are derived</i>	a local history study	I know... - Vikings travelled up the Humber, including their quest for trade, land, and resources. - Describe what Jorvik was and its significance as a major Viking settlement in Yorkshire. - Some of the Viking legacy in Yorkshire comprises.

		<i>from the Norse language. Can children look at a map of the local area and find these? List some of the place names suffixes and ask the children to find them. Give some examples translated into modern English and see if the children can do the same with their findings. Languages, show some old Norse: can children translate them into modern English?</i>		
Spr 2	What is a river?	1. How does the River Axe change its course from source to mouth? 2. How does the course of my local river change from source to mouth? 3. Why are river estuaries such important places for wildlife? 4. Why are rivers such an important part of the water cycle? 5. How has the Isle of Dogs changed since the reign on Henry VIII? 6. Why is river flooding such a problem in Bangladesh? 7. How did Bedřich Smetana use music to describe the course of his beloved national river? 8. How do we know what happened to the River Thames during the Little Ice Age?	<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <u>Human and physical geography</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	I know... - How physical features of rivers change from source to mouth. - Reasons why the course of a river changes as it flows from higher to lower ground. - How to use OS maps. - Identify and describe the features of river estuaries. - Describe the components of the hydrological or water cycle. - Understand climatically what the Little Ice Age refers to.

			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. <u>Geographical skills and fieldwork</u> 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.	
Sum 1	Anglo-Saxons and Scots: "How did the Saxons settle in post-Roman Britain?" Substantive Concepts: Settlement Civilisation	1. Who lived in Britain at the end of the Roman rule? 2. How did the Angles, Saxons & Jutes come to Britain? 3. What were early Anglo-Saxon kingdoms like? 4. How did Christianity return to the British Isles? 5. How did Mercia become the most powerful kingdom?	Britain's settlement by Anglo-Saxons and Scots	I know... - Why the Romans decided to leave Britain. - Where the Anglo-Saxons, Scots and Picts originated from. - There were many kingdoms in Anglo-Saxon Britain. - How Christianity was spread throughout Anglo-Saxon Britain.

	Religion	6. What changed in Britain following the departure of the Romans?		
Sum 2	Why is fair trade fair?	1. Why was this road so important two thousand years ago? 2. Why does Marco Polo visit the United Kingdom every 11 weeks? 3. What does the United Kingdom export to the people of China? 4. Why isn't trade always fair for some people like Melvin? 5. Why is fair trade fair?	<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. <u>Human and physical geography</u> 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. <u>Geographical skills and fieldwork</u> 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.	I know... - Why the Silk Road was the most important trading route in the history of the world. - Why and how countries trade with each other. - What Fairtrade is.

Term:	Unit Title	Teaching Sequence (IALTs)	National Curriculum Strands	
Aut 1	World War Two: "What role did Britain play in World War Two, and how did this impact the outcome of the war?" Substantive Concepts: Settlement Empire Technology Invasion	1. What is modern-day Germany like, and how was it ruled before the start of WW2? 2. How did Hitler come to power and become leader of Germany? 3. How did the Second World War begin? 4. How did Britain react to the outbreak of war? 5. How were the lives of civilians changed during WW2? 6. How did Britain's Home Front cope under attack? 7. What was the impact of the Second World War on the Yorkshire and Humber region? 8. Why was the RAF so important to the defence of Britain? 9. What major victories led to Britain winning the war?	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	I know... - The events that led to Adolf Hitler's rise to power and his subsequent establishment as the leader of Germany. - Key events that marked the beginning of the Second World War, including the invasion of Poland. - How Britain responded to the outbreak of war. - The significant changes in the lives of civilians in Britain during World War 2. - The vital role the Royal Air Force (RAF) played in the defence of Britain during the war.
Aut 2	How is climate change affecting the world?	1. Why is Elhaji cleaning shoes on the streets of Banjul? 2. What can't Olivia afford to insure her home? 3. Why are people living in Starcross making flood plans? 4. Why do Lars and Sofia disagree about how nice the weather is? 5. Why are people all over the world noticing that the	<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom,	I know... - Why communities are being affected by changes in weather patterns associated with climate change and evaluate the impact on people. - How global warming is affecting weather patterns around the world and evaluate its impact in different places. - How and why countries around the world have acted to reduce

		weather they are used to is changing? 6. What have the countries of the world agreed to do about global warming?	geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <u>Human and physical geography</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <u>Geographical skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a	global warming. - How as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions. - How each of the main renewable sources of energy works.
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			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.	
Spr 1				
Spr 2	Why are mountains so important?	1. Why are the three mountains of Olympus, Mauna Kea and Everest so famous? 2. How were the world's greatest mountain ranges formed? 3. Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? 4. Why did Edmund Hillart and Tenzing Norgay find fossils of sea animals at the summit of Everest? 5. How are the Cambrian Mountains different from the Himalayan Mountains? 6. Why is the climate such a challenge for Derek? 7. Why do tourists visit the Cambrian Mountains? 8. How else is the precious resource of water used in the Cambrian Mountains?	<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time. <u>Place knowledge</u> 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.	I know... - What geographers define as mountains. - The location of the largest ranges of mountains in the world. - How the movement of plates of the Earth's crust can form ranges of fold mountains. - How to measure, record, compare and contrast climate data for two given places. - That even 'green' and 'renewable' energy schemes will have environmental costs.

			<u>Human and physical geography</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <u>Geographical skills</u> 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.	
Sum 1	Anglo-Saxons & Vikings: “Why did the Vikings struggle to claim power in Anglo-Saxon Britain?” Substantive Concepts: Civilisation	What was life like in Anglo-Saxon Britain? <i><u>(Either a recap if AS is taught or a look ahead to what they will be learning in Cycle 1)</u></i> When, and why, did the Vikings arrive in England? What role did religion play in the struggle?	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	I know... - What life was like in Anglo-Saxon Britain, including aspects of daily living, occupation, and social structure. - Where the Vikings came from. - That the Vikings and Anglo-Saxons frequently fought each other for a number of reasons. - What Danelaw is.

	Empire Religion Invasion	4. How did the Vikings and Anglo-Saxons impose their laws and justice? 5. Technology 6. What is Danelaw? 7. Why does the Battle of Stamford Bridge signal the end of the Viking Age in Britain?		- Why the Battle of Stamford Bridge is considered a crucial turning point that marked the end of the Viking Age in Britain.
Sum 2	Who are Britain's National Parks for?	1. Why are National Parks described as Britain's 'breathing spaces'? 2. What else makes National Parks so important? 3. Why do National Parks welcome visitors? 4. Why is protected land so important in Southwest England? 5. Why are so many people attracted to The Valley of Rocks? 6. Why is Merrivale such an important prehistoric site? 7. Why are farmers so important to our National Parks? 8. How are National Parks looked after? 9. How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida?	<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and	I know... - There are 15 National Parks in the UK. - The common key natural features of the National Parks. - How National Parks actively encourage visitors to enjoy and learn about what makes them special. - The key physical and human geographical features of parts of England. - The features of a hill or upland farm. - How to locate and describe the geographical features of an additional National Park in the USA.

night).

Human and physical geography

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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.

Geographical skills and fieldwork

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.