

AUTUMN	SPRING	SUMMER
<p>TREASURE</p> <p>HISTORY</p> <p><u>TO BUILD AN OVERVIEW OF WORLD HISTORY</u></p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p><u>TO UNDERSTAND CHRONOLOGY</u></p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. <p><u>TO INVESTIGATE PLACES</u> SCIENCE LINK</p> <ul style="list-style-type: none"> Name and locate the world's continents and oceans. <p><u>TO COMMUNICATE GEOGRAPHICALLY</u></p> <ul style="list-style-type: none"> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>WORLD KITCHEN</p> <p>GEOGRAPHY</p> <p><u>TO INVESTIGATE PLACES</u></p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. <p><u>TO INVESTIGATE PATTERNS</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Identify land use around the school. <p><u>TO COMMUNICATE GEOGRAPHICALLY</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. 	<p>DUNGEONS AND DRAGONS</p> <p>HISTORY</p> <p><u>TO INVESTIGATE AND INTERPRET THE PAST</u></p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p><u>TO COMMUNICATE HISTORICALLY</u> SCIENCE LINK</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <p><u>TO COMMUNICATE GEOGRAPHICALLY</u></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <p><u>TO INVESTIGATE PLACES</u></p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.