

**Humanities Progression at The Meadows**  
**Opening Worlds**



# Threshold concept: history

## Importance

When planning for understanding the world it is important to take children from the familiar to the unfamiliar. Starting points can be talking about the past and present in their own lives and the lives of family members. Children should listen to stories and ask how and why questions.

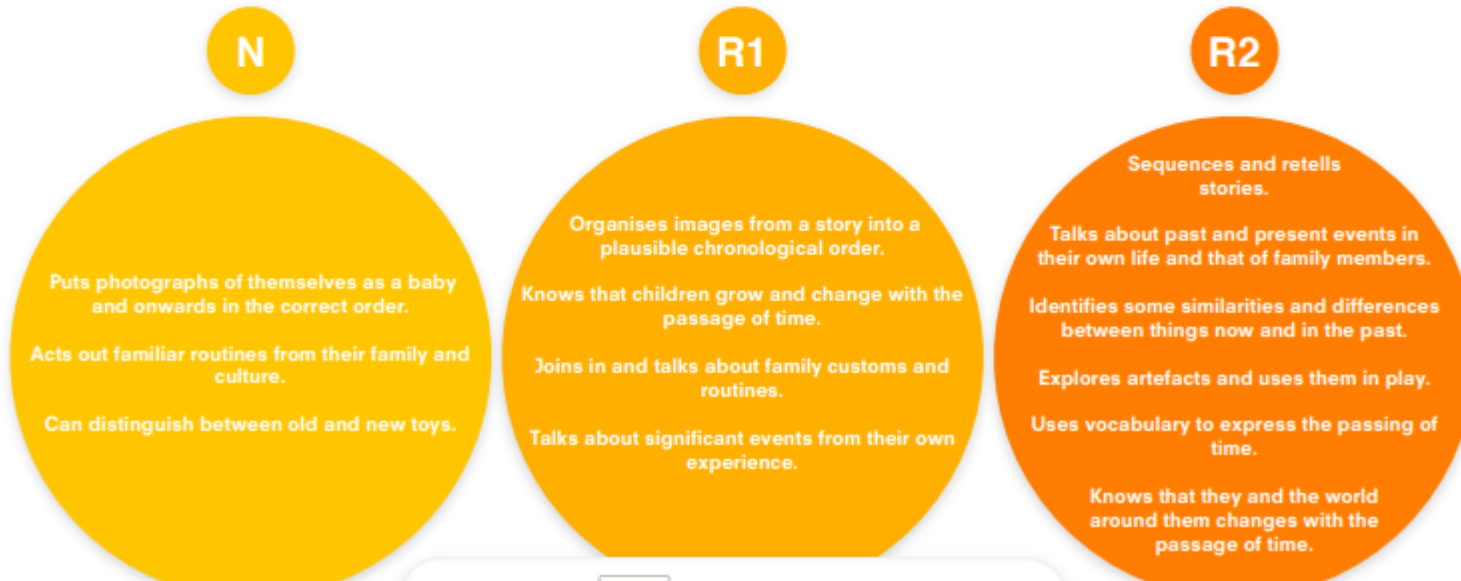
## Big ideas

- Investigating and interpreting the past: things that happen in the past are represented in a number of ways.
- Building an overview of the past (world history): in Early Years, children make sense of their own and their family's history.
- Understanding chronology: children begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals, familiar routines and stories.
- Communicating historically: certain words and phrases can be used to express historical understanding.

## Vocabulary

- after
- before
- first
- I think ... because
- last week
- new
- old
- second
- today
- tomorrow
- yesterday

## Progression milestones



# Threshold concept: geography

## Importance

Geography helps us find answers to questions about the world around us – about where things are and how they got there. Children need to experience their local environment, to understand the here and now, to then be able to expand this understanding to the near and far universe. Children learn about geography beginning with their daily experiences, where they go and what they do there.

## Big ideas

- Investigating places: this involves children learning to describe where places are and what they notice about them.
- Investigating patterns: this involves children noticing spatial relationships.
- Communicating geographically: this involves children developing knowledge of geographical representations, such as maps, and learning to use geographical terminology.

## Vocabulary

- beach
- church
- cinema
- desert
- globe
- hill
- map
- mosque
- mountain
- railway
- rainforest
- river
- road
- supermarket

## Progression milestones

N

Talks about the location of familiar places.

Knows there are different countries in the world and is able to talk about them through experience or from what they have seen in books or films.

Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map.

Can talk about prominent geographical features in their local area, e.g. the hill behind the school, the stream at the bottom of the hill.

R1

Gives details about where they live, e.g. city, town or village name, street name.

Uses some geographical vocabulary to describe their local environment.

Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants.

Can interpret a simple map of the classroom.

Is able to talk about some similarities and differences in countries around the world.

R2

Can interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads.

Points out landmarks while on a walk in their local area.

Can draw a simple map of the classroom, indicating different interest areas.

Uses some specific geographical vocabulary to describe different locations.

Is able to see where their country is in the world in relation to others.

# Threshold concept: becoming me

## Importance

Although we are not born with executive function skills, we have the potential to develop them. The process is a slow one that begins in infancy, continues into early adulthood, and is shaped by our experiences. Children build their executive function through engagement in meaningful social interactions and enjoyable activities that draw on self-regulatory skills at increasingly demanding levels.

In infancy, interactions with adults help babies focus attention, build working memory and manage reactions to stimulating experiences. Through creative play, games and schoolwork, children practise integrating their attention, working memory and self-control to support planning, flexible problem-solving and sustained engagement.

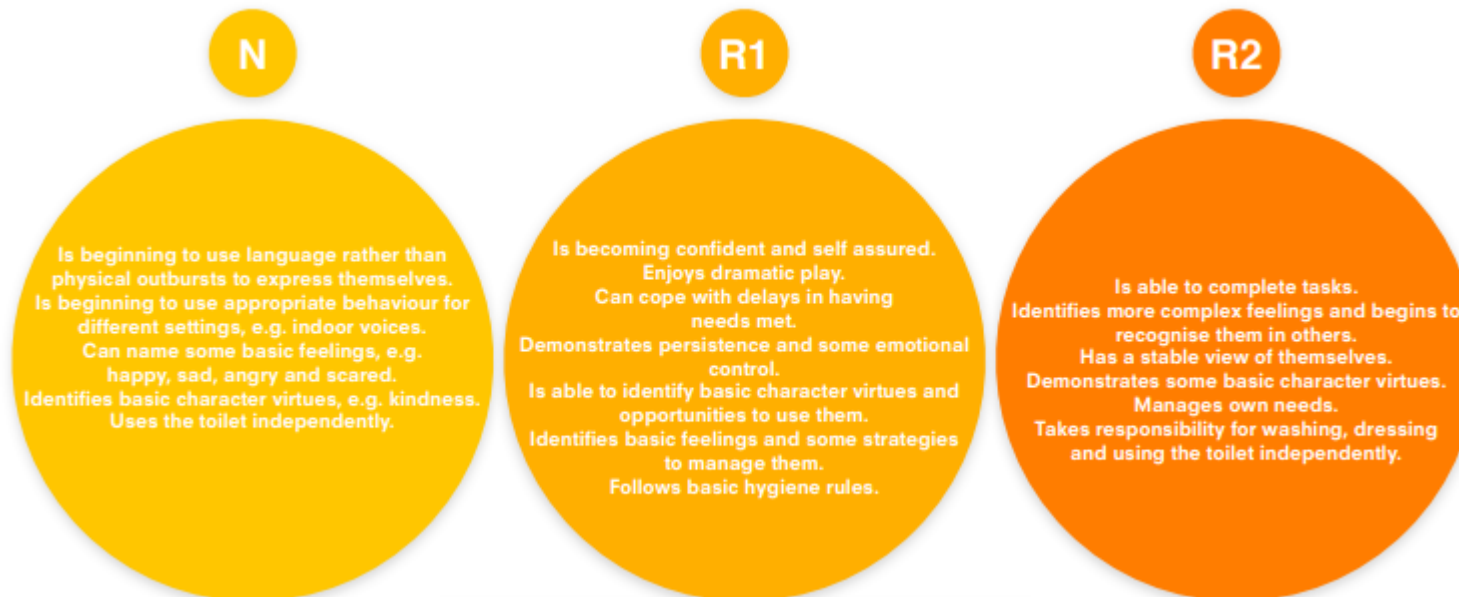
## Big ideas

- Character virtues: children learn to recognise basic character virtues.
- Managing self: children learn to manage their needs, including dressing, eating and drinking, washing and toileting.
- Physical health: children learn the importance of being healthy, including physical activity, diet and sleep.
- Mental health: identifying feelings is a stepping stone towards managing feelings. Children learn to see mental health as something they can influence.

## Vocabulary

- choose
- conflict
- emotions
- fair
- feelings
- help
- manners
- rules
- share
- sorry

## Progression milestones



### KS1 Progression

Year	Term	History	Geography	Religion & Worldviews
Odd Year				
KS1	<b>Autumn 1</b>	<p><u>Travel and Transport</u></p> <p><b>Substantive Knowledge</b></p> <p>The Vikings travelled in longships. They travelled to explore and trade.</p> <p>Karl Benz invention the world's first practical car.</p> <p>The first trains were steam engines, invented by George Stephenson. The first passenger train journey was in 1830.</p> <p>The Wright Brothers created the first aeroplane, which flew in 1903.</p> <p>Amelia Earhart was the first woman to fly solo across the Atlantic.</p> <p>To use primary sources of evidence to find out about the past.</p>	<p><u>Wonderful World</u></p> <p><b>Substantive Knowledge</b></p> <p>Understand that the world is spherical.</p> <p>Name the seven continents and five oceans of the world correctly.</p> <p>Use an atlas to accurately locate the continents and oceans of the world, including their own continent.</p> <p>Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary</p> <p>Locate hot and cold areas of the world.</p> <p>Use aerial photographs and satellite images to recognise basic human and physical features</p>	<p>Disciplinary question: Is it possible to be kind to everyone all of the time?</p> <p><b>Substantive Knowledge</b></p> <p>Re-tell Bible stories that show kindness</p> <p>Explore how this makes Christians behave towards other people.</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand beliefs and teachings</p> <p>To reflect</p> <p>To understand values</p> <p><b>Vocabulary</b></p> <p>Samaritan, Parable</p> <p><b>Religion: Christianity</b></p>
	<b>Autumn 2</b>	<p><b>Disciplinary Knowledge</b></p> <p>To investigate and interpret the past.</p> <p>To understand chronology.</p> <p>To communicate historically.</p> <p><b>Vocabulary</b></p> <p>Carriage, electric cars, motor, petrol, railway, steam engine, transport, travel.</p> <p><b>Disciplinary question: change/continuity</b></p>	<p>To ask geographical questions.</p> <p><b>Disciplinary Knowledge</b></p> <p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p> <p><b>Vocabulary</b></p>	<p>Disciplinary question: Why did God give Jesus to the world?</p> <p><b>Substantive Knowledge</b></p> <p>Reflect on the Christmas story and the reasons for Jesus' birth.</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand beliefs and teachings</p> <p>To reflect</p> <p>To understand values</p>

		<p><i>How has travel and transport changed throughout history?</i></p>	<p>Seasons, observations, temperature, United Kingdom, affects, continents, oceans, climate, weather, climate zones, Equator, hemispheres, population</p> <p><b>Disciplinary question:</b> <i>similarity and difference</i> <i>What are hot and cold places in the world like?</i></p>	<p><b>Vocabulary</b> Advent</p> <p><b>Religion:</b> Christianity</p>
<b>Spring 1</b>	<p><u>Leading ladies</u> <b>Substantive Knowledge</b></p> <p>Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856).</p> <p>The Nightingale Training School for Nurses was opened in 1860.</p> <p>Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War.</p> <p>Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German army.</p> <p>Rosa Louise McCauley Parks was an American activist in the civil rights movement best known for her pivotal role in the Montgomery bus boycott.</p>	<p>Rainforest <b>Substantive Knowledge</b> Name some countries where rainforests are found.</p> <p>Label a map to show countries where rainforests are found.</p> <p>Find the Equator on a map.</p> <p>Tell you that rainforests are found near the Equator.</p> <p>Describe what the weather is usually like in a tropical climate.</p> <p>Name the four layers of a rainforest.</p> <p>Tell you about the climate in each layer.</p> <p>Tell you more about one animal living in a rainforest.</p>	<p>Disciplinary question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p><b>Substantive knowledge</b> Understand that Jesus is special to Christians. Understand how His welcome on Palm Sunday shows this.</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand beliefs and teachings</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p> <p><b>Vocabulary</b> Palm Sunday, Palm cross</p> <p><b>Religion:</b> Christianity</p>	
<b>Spring 2</b>		<p>Tell you some similarities between the Amazon rainforest and another forest.</p> <p>Tell you what deforestation means.</p> <p><b>Disciplinary Knowledge</b></p>	<p>Disciplinary question: Does praying at regular intervals everyday help a Muslim in his/her everyday life?</p> <p><b>Substantive Knowledge</b></p> <p>Explain what commitment means to us and to Muslims</p>	

	<p>Emily Wilding Davison was an English suffragette who fought for votes for women in Britain in the early twentieth century.</p> <p><b>Disciplinary Knowledge</b></p> <p>To investigate and interpret the past.</p> <p>To understand chronology.</p> <p>To communicate historically.</p> <p>To build an overview of world history.</p> <p><b>Vocabulary</b></p> <p>Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier.</p> <p><b>Disciplinary question: causation</b></p> <p><i>What impact have leading ladies had on our country today?</i></p>	<p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p> <p><b>Vocabulary</b></p> <p>climate, deforestation, equator, humid, native tribes, species, weather</p> <p><b>Disciplinary question: Interaction</b></p> <p><i>Why are rainforests so important for the Earth?</i></p>	<p>Understand how Muslims pray 5 times a day</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p> <p><b>Vocabulary</b></p> <p>Mosque, Minaret, Qur'an, Wudu, Prayer mats, Haj</p> <p><b>Religion: Islam</b></p>
<p><b>Summer 1</b></p>	<p><b>Famous explorers</b></p> <p><b>Substantive Knowledge</b></p> <p>Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years.</p> <p>Matthew Henson was one of the first explorers to reach the North Pole.</p> <p>Felicity Aston is the first woman to ski across Antarctica on her own.</p> <p>In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon.</p> <p>Significant people are people who society</p>	<p><u>Magical Mapping/Local Area Study</u></p> <p><b>Substantive Knowledge</b></p> <p>Name different types of maps and explain some key features of maps.</p> <p>Draw a simple sketch map of the school and local area.</p> <p>Name the four points of a compass.</p> <p>Plan a simple route around the local area using key vocabulary.</p> <p>Identify map symbols.</p> <p>Use an atlas to locate the four countries of the UK, capital cities and other key places.</p>	<p>Disciplinary question: Is Shabbat important to Jewish children?</p> <p><b>Substantive knowledge</b></p> <p>Empathise with Jewish children by understanding what they do during Shabbat</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand beliefs and teachings</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p> <p><b>Vocabulary</b></p> <p>Shabbat, Challah</p>

	<p>believes have achieved something important. They are often remembered with monuments and plaques.</p> <p><b>Vocabulary</b> Achievement, astronaut, equipment, expedition, explorer, polar, significant</p> <p><b>Disciplinary Knowledge</b></p> <p>To investigate and interpret the past.</p> <p>To communicate historically.</p> <p>To build an overview of world history.</p> <p><b>Disciplinary question: evidential thinking</b></p> <p><i>Is exploration always a good thing?</i></p>	<p>Use an atlas to locate the seven continents of the world.</p> <p>Use an atlas to locate the five major oceans of the world.</p> <p>Use aerial photographs to 'view from above' and recognise basic human and physical features.</p> <p>Ask geographical questions – Where is it? What is this place like? How near/far is it?</p> <p><b>Disciplinary Knowledge</b></p> <p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p> <p><b>Vocabulary</b> sketch map, key, compass rose, map symbol, Ordnance Survey, route, compass, climate</p> <p><b>Disciplinary question: interaction</b></p> <p><i>How are maps so useful?</i></p>	<p><b>Religion: Judaism</b></p>
<p><b>Summer 2</b></p>	<p><b>Local History Study</b></p> <p><b>Substantive Knowledge</b> To use artefacts, such as maps and pictures to see how their local area (Madeley) has changed over time.</p> <p>To understand the local industry (pottery) and the impact it had on the development of the area.</p> <p>To use timelines to show the progressions and decline of the pottery industry.</p> <p>To find out about significant individuals who helped shape this (Josiah Wedgewood and James Brindley)</p> <p>Vocabulary: Josiah Wedgewood, James Brindley, artefacts, evidence, pottery, industry, bottle kiln, change, develop, industrial revolution</p>	<p>To investigate patterns</p> <p>To communicate geographically</p> <p><b>Vocabulary</b> sketch map, key, compass rose, map symbol, Ordnance Survey, route, compass, climate</p> <p><b>Disciplinary question: interaction</b></p> <p><i>How are maps so useful?</i></p>	<p>Disciplinary question: Does completing Hajj make a person a better Muslim?</p> <p><b>Substantive Knowledge</b></p> <p>Understand what happens during Hajj Explore the importance of this to Muslims</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p> <p><b>Vocabulary</b> Hajj, Hajj robes, Makkah/Mecca, Qur'an, Grand Mosque, Mount Arafat, Five Pillars, Pilgrimage</p> <p><b>Religion: Islam</b></p>



		<p><b>Disciplinary Knowledge</b></p> <p>To investigate and interpret the past.</p> <p>To communicate historically.</p> <p>To build an overview of world history.</p> <p><b>Disciplinary question: change/ continuity</b></p> <p><b>Why was our local area so important?</b></p>		
--	--	---	--	--

Year	Term	History	Geography	Religion & Worldviews
------	------	---------	-----------	-----------------------

Even Year				
KS1	Autumn 1	<p><u>Great Fire of London</u></p> <p><b>Substantive Knowledge</b></p> <p>Explain how and why London was different in the 17th century.</p> <p>Explain and order the key events of the Great Fire of London. Know when and where the fire took place.</p> <p>Explain how and why the fire spread and finally stopped and what changed afterwards.</p> <p>Explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.</p> <p>Use artefacts to find out about the fire service 17<sup>th</sup> century.</p>	<p><u>Our Country</u></p> <p><b>Substantive Knowledge</b></p> <p>Name the four countries of the UK, capital cities and surrounding seas.</p> <p>Begin to know the differences between town and country locations.</p> <p>Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.</p> <p>Begin to know simple features of the countries of the UK.</p> <p>Use aerial photographs to recognise basic human and physical features.</p> <p>Describe human and physical features of the capital city London.</p> <p>Use internet mapping programmes to observe</p>	<p>Disciplinary question: Does God want Christians to look after the world?</p> <p><b>Substantive knowledge</b></p> <p>Re-tell the Christian Creation story.</p> <p>Explore how this influences how Christians behave towards nature and the environment.</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p> <p><b>Vocabulary</b></p> <p>Creation Story, Adam, Eve</p>

	<p>Vocabulary Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century, Christopher Wren.</p> <p><b>Disciplinary Knowledge</b></p> <p>To investigate and interpret the past.</p> <p>To communicate historically.</p> <p>To build an overview of world history.</p> <p><b>Disciplinary question: change/ continuity</b></p> <p><i>How was the Great Fire of London so important in British history?</i></p>	<p>aerial views.</p> <p>Use world maps and globes to begin to locate some continents and countries.</p> <p>Vocabulary Town, country, village, city, capital, rural, urban, physical and human features, continent, country, United Kingdom (UK), aerial view</p> <p><b>Disciplinary Knowledge</b></p> <p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p> <p><b>Disciplinary question:</b></p> <p><i>What is the United Kingdom like?</i></p>	<p><b>Religion: Christianity</b></p> <p>Disciplinary question: What gift would I have given to Jesus if he had been born in my town and not Bethlehem?</p> <p><b>Substantive knowledge</b></p> <p>Reflect on the Christmas story</p> <p>Decide what gifts would be meaningful for Jesus.</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p> <p><b>Vocabulary</b> Mary, Joseph, Frankincense, Myrrh</p> <p><b>Religion: Christianity</b></p>
<p><b>Spring 1</b></p>	<p><u>Changes in Living Memory</u></p> <p><b>Substantive Knowledge</b></p> <p>Find out how music has changed in the last 60 years.</p> <p>Explore how food has changed and where it originally came from.</p> <p>Compare modern to traditional toys.</p> <p>Discover how the ways we communicate has changed over time.</p>	<p><u>Let's go to China</u></p> <p><b>Substantive Knowledge</b></p> <p>Understand where China is located in the world and find China on a world map or globe.</p> <p>Draw a map of China and locate the capital city, some main cities and oceans.</p> <p>Understand what some aspects of Chinese life are like.</p> <p>Compare key features of the capital city, Beijing with another capital city, London.</p>	<p>Disciplinary question: Was it always easy for Jesus to show friendship?</p> <p><b>Substantive knowledge</b></p> <p>Identify when it is easy and difficult to show friendship</p> <p>Explore when Jesus may have found it difficult.</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand beliefs and teachings</p> <p>To reflect</p>

	<p>Compare modern to Victorian schools.</p> <p>Find out what children did and how this has changed in the past century.</p> <p>Find out about important inventions in the past century and how these have shaped our lives today.</p>	<p>Describe the differences and similarities between schools in China and the UK.</p> <p>Begin to understand what 'culture' means and begin to describe aspects of their own culture.</p> <p>Begin to understand some of the types of farming in China, particularly how rice is grown.</p> <p>Use an atlas to locate accurately places and landmarks in China.</p> <p>To ask geographical questions– Where is it? What is this place like? How near/far is it?</p>	<p>To understand values</p> <p><b>Vocabulary</b> Zacchaeus, Mary, Martha, Lazarus</p> <p><b>Religion:</b> Christianity</p>
<b>Spring 2</b>	<p>Vocabulary Composers, musicians, devices, communication, technology, develop, equipment, attitude, safety</p> <p><b>Disciplinary Knowledge</b></p> <p>To investigate and interpret the past.</p> <p>To communicate historically.</p> <p>To build an overview of world history.</p> <p><b>Disciplinary question: change/ continuity</b></p> <p><b>What changes have occurred in living memory?</b></p>	<p>Vocabulary Country, city, culture, tradition, export, landmarks, human and physical features, urban, rural, farming, paddy fields, agriculture, produce, ceremony, livestock, consume</p> <p><b>Disciplinary Knowledge</b></p> <p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p> <p><b>Disciplinary question: diversity</b></p> <p><b>How does China compare to our country?</b></p>	<p>Disciplinary question: Is it true that Jesus came back to life again?</p> <p><b>Substantive knowledge</b> Re tell the Easter story Understand what Jesus' resurrection means for Christians.</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p> <p><b>Vocabulary</b> Easter Egg, Hot cross bun, Resurrection</p> <p><b>Religion:</b> Christianity</p>
<b>Summer 1</b>	<p><u>Monarchs – Famous kings and queens</u></p> <p><b>Substantive Knowledge</b> Demonstrate an understanding of the chronology of various significant British kings and queens, such as Elizabeth I, Elizabeth I and Queen Victoria.</p>	<p>British seaside</p> <p><b>Substantive Knowledge</b> Use key words to describe different places, including seaside locations</p> <p>Locate their nearest seaside resort on a map and begin to locate some seaside resorts of</p>	<p>Disciplinary question: Does going to a mosque give Muslims a sense of belonging?</p> <p><b>Substantive knowledge</b> Understand why Muslims visit the mosque Explore whether this gives them a sense of belonging</p>

	<p>Know the chronological order of some kings and queens.</p> <p>Find out some key facts about the different monarchs studied and make comparisons between them, including the lives of Elizabeth I and Queen Victoria.</p> <p>Talk about how we know about the lives of some significant people in history and use historical facts and artefacts to support their opinion about them.</p> <p>Vocabulary Monarch, rein, coronation, heir, empire, ruler, kingdom, explorers, Golden Age, Church of England</p> <p><b>Disciplinary Knowledge</b></p> <p>To investigate and interpret the past.</p> <p>To communicate historically.</p> <p>To build an overview of world history.</p> <p><b>Disciplinary question: evidential thinking</b> <i>Why were the reigns of significant monarchs important times in British history?</i></p>	<p>the UK, including Llandudno. Describe a UK seaside resort in detail.</p> <p>Explain that seaside resorts can be found in the UK and worldwide</p> <p>Begin to classify key features of places into 'natural' and 'man-made'</p> <p>Observe aerial photographs of seaside locations to recognise basic human and physical features</p> <p>Understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past</p> <p>Explain how an island is different from the mainland and locate some of the main British islands using an atlas, including Anglesey</p> <p>Plan a route on a map using map symbols</p> <p>Ask geographical questions – Where is it? What is this place like? How near/far is it?</p> <p>Vocabulary</p> <p>Resort, human and physical features, environment, habitat, location, change, mainland, island, sea, ocean, coastal, route</p> <p><b>Disciplinary Knowledge</b></p> <p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p> <p><b>Disciplinary question: diversity</b> <i>What are the similarities and differences</i></p>	<p><b>Disciplinary Knowledge</b></p> <p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p> <p><b>Vocabulary</b> Mosque, Minaret, Musalla, Mihrab, Minbar, Qur'an, Wudu, Prayer mats, Hajj</p> <p><b>Religion: Islam</b></p>
<p><b>Summer 2</b></p>	<p>Stone Age – Pre-learning for Opening Worlds <i>By way of preparation for the Opening Worlds programme, we do the Stone Age, Bronze Age and Iron Age in the summer term of Year 2, as well as an introduction to the farming revolution that began in roughly 12000 BCE and was traditionally called the New Stone Age.</i></p> <p>Vocabulary Land-bridge, Skara brae, ancestors, nomadic, tools, hunter-gatherers, stone</p>	<p>Disciplinary question: How important is it for Jewish people to do what God asks them to do?</p> <p><b>Substantive knowledge</b> Understand different ways that Jews show their commitment to God</p> <p><b>Disciplinary Knowledge</b></p> <p>To understand beliefs and teachings</p>	

	<p>Age, mammoths, Stone Henge, pre-history/ historic</p> <p>Disciplinary Knowledge To investigate and interpret the past. To communicate historically. To build an overview of world history. <b>Disciplinary question:</b> How do we know about the Stone Age people?</p>	<p><i>between seaside resorts and my local area?</i></p>	<p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p> <p><b>Vocabulary</b> Pesach, Passover, Seder, Hagadah, Matzah, Charoset, Zeroah, Beitzah, Maror, Karpas, Chazeret, Exodus, Moses, Kashrut, Kosher</p> <p><b>Religion:</b> Judaism</p>
--	--	--	---

### KS2 Progression

A two-year rolling curriculum. The earlier year group is taught first.

	<b>YEAR 3</b>	<b>Ancient Egypt</b>	<b>Rivers</b>	<b>Hinduism 1: A Hindu story: Rama and Sita</b>
--	---------------	----------------------	---------------	---

3	<b>Autumn 1</b>	<p>Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems.</p> <p>Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming.</p> <p>How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p><i>Disciplinary question: change/continuity How much did Ancient Egypt change over time?</i></p>	<p>Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding.</p> <p>Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture &amp; Wales)</p> <p>Wildlife in the River Severn</p> <p>Fishing, local agriculture, pollution problems.</p> <p><i>Geographical skills: Using photographs</i></p> <p><i>Disciplinary question: interaction How do rivers, people and land affect each other?</i></p>	<p>Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights)</p> <p>First reference to Vishnu</p> <p>The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light.</p> <p><i>Disciplinary question: What does the story of Rama and Sita mean to Hindu peoples?</i></p>
	<b>YEAR 3 Autumn 2</b>	<p><b>Cradles of civilisation</b></p> <p>The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were &amp; geographical similarities.</p> <p>Depth study of ancient Sumer in Mesopotamia via rivers &amp; settlements (reinforce geog knowledge so far) and via art of ancient civilisations.</p> <p>Ziggurats</p> <p><i>Disciplinary question: How similar and how different were Ancient Egypt and Ancient Sumer?</i></p>	<p><b>Mountains</b></p> <p>Highest mountain in each of the four countries of the UK.</p> <p>Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales.</p> <p>Why do people live on mountains?</p> <p>Depth focus: Andes and terraced farming</p> <p>Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</p> <p>Sustained geographical theme: Relationship between mountains and weather</p> <p>Relationship between mountains and people</p> <p><i>Geographical skills: Describing location using 4-point compass</i></p> <p><i>Disciplinary question: How do mountains and people affect each other?</i></p>	<p><b>Hinduism 2: More Hindu stories</b></p> <p>Vishnu and his avatars 1 – story of Manu and Matsya the fish</p> <p>Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana)</p> <p>Vishnu's symbols</p> <p>Origins of Hinduism in Indus Valley/Hinduism as a sacred religion</p> <p>Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita</p> <p><i>Disciplinary question: What do Hindus learn from Vishnu's stories and symbols?</i></p>

<p><b>YEAR 3 Spring g 1</b></p>	<p><b>Indus Valley Civilisation</b>          Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys)          Bricks, buildings, baths, bathrooms, drainage          Mohenjo Daro, Harappa, Lothal          Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments)          Craftsmanship, trade, barter          Puzzles for historians, including rulers and religion  <i>Disciplinary question: How do we know about the Indus Valley civilisation?</i></p>	<p><b>Settlements &amp; cities</b>          Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.          Major cities in the UK – locational overview          London as a conurbation and London boroughs          Two cities: Cardiff and London, including economy &amp; transport. How do people move about in Cardiff? How do people move about in London?          Patterns of settlement in Cardiff and London.  <i>Disciplinary question: How are settlements similar and different?</i></p>	<p><b>Hinduism 3: Even more Hindu stories</b>          Ganesha stories and their meanings          Parvati and Shiva - family in Mount Kailash          The festival of Teej - women in Hinduism          Puja ceremony          Puja in Hindu stories          Listening to Hindu people talk about their beliefs and practices.          Optional visit to Hindu temple and/or people  <i>Disciplinary question: How do Hindus show their devotion?</i></p>
<p><b>YEAR 3 Spring g 2</b></p>	<p><b>Persia and Greece</b>          Start with ancient Persia and its empire to set geographical &amp; political context.          Ancient Greek city states, inc. Sparta and Athens. Why/how did they form?          Homer's Iliad          Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis          Ancient Greek language          Peloponnese War          Greek religion – gods and goddesses  <i>Disciplinary question: What did Greek city-states have in common?</i></p>	<p><b>Agriculture</b>          Arable farming, pastoral farming, mixed farming, how farming changes the landscape.          How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).          Sheep farming in Wales - Snowdonia.          Locational knowledge revisited: Wales, Snowdonia, Gloucestershire          New locational knowledge: Sussex          Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.  <i>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</i>  <i>Disciplinary question: How are we connected to farmers?</i></p>	<p><b>Judaism 1 - Abraham, Isaac, Jacob</b>          How have stories from the Hebrew Bible shaped Judaism?          How did the Jews explain what they saw and experienced?          Including stories from the Hebrew Bible.          Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel          Contexts relating to land, kinship, war.          Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. Links via specific details, e.g. Ancient Egypt, but important differences in questions asked of them (theological and philosophical rather than historical and geographical).  <i>Disciplinary question: Why is the Promised Land so important in Judaism?</i></p>

<p><b>YEAR 3 Summer 1</b></p>	<p><b>Ancient Greece</b>  Athenian democracy and empire  Art, culture &amp; learning in Ancient Greece  Greek architecture, inc. Parthenon  Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2)  Greek literature, inc. epic poetry – inc Homer’s  Odyssey.  Tragedy in Greek theatre  Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p><i>Disciplinary question: evidential thinking What can historians learn from the sources from Ancient Greece?</i></p>	<p><b>Volcanoes</b>  Structure and composition of the earth  How and why volcanoes erupt  Types of volcanoes  Formation of volcanoes  Active, dormant and extinct volcanoes  Link to settlements with section on why people still live near volcanoes  Deepen Mediterranean place focus via Mount Etna and human settlements around it.  Why people visit volcanoes (work, tourism, farming, science)</p> <p><i>Geographical skills: Using diagrams, describing distribution</i></p> <p><i>Disciplinary question: interaction How do volcanoes affect a place?</i></p>	<p><b>Judaism 2 - Joseph, Moses and the Exodus</b>  Including the following stories from the Hebrew bible:  Joseph in Egypt  Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle)  Mount Sinai and 10 commandments  Promised Land</p> <p>Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising.</p> <p><i>Disciplinary question: Why do Jews celebrate the festival of Passover?</i></p>
<p><b>YEAR 3 Summer 2</b></p>	<p><b>Alexander the Great.</b>  Where did Alexander come from?  Backstory of Philip of Macedon and the Macedonian empire.  Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death.  Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad)</p> <p>Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time?  What have we learned about why empires rise and fall?</p> <p><i>Disciplinary question: causation How did Alexander the Great conquer so much land?</i></p>	<p><b>Climate and biomes</b>  (situated, through its examples, in Europe, so that European place focus is launched simultaneously)  Continent of Europe  Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.  Climate and relationship with oceans.  Climate and biomes within climates  Depth focus 1) Mediterranean climate  Depth focus 2) Temperate climate, using examples of Rhine &amp; UK ready for ongoing regional comparison</p> <p><i>Geographical skills: World map and key lines of latitude</i></p> <p><i>Disciplinary question: interaction How does the climate affect the way people live?</i></p>	<p><b>Judaism 3 - Samuel, Saul, David and the Kingdom</b>  Stories inc. David and Goliath and King David.  Solomon and the building of the Temple in Jerusalem  Babylonian captivity and destruction of the Temple  Babylonian stories, e.g. Daniel in the lions’ den, King Nebucadnezzar  Jews return to Promised Land (link to Persian king Cyrus from Y3 History)</p> <p><i>Note on Judaism units: Stories will be framed through questions about Judaism, keeping a sense of it as the Hebrew Bible rather than a Christian (“Old Testament”) lens. Summer 1 and 2 introduce practices, customs and rituals of Jewish people, linking practices and beliefs back to the stories (e.g. while studying Passover “this food represents bitterness of tears...” Link back to relevant parts of stories they already know very securely).</i></p>



				<p><i>Disciplinary question: How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?</i></p>
4	<p><b>YEAR 4 Autumn 1</b></p>	<p><b>The Roman Republic</b>  Foundation myth of Romulus and Remus  River Tiber civilisation  The early kings of Rome  Development of the Roman Republic  Punic wars, Hannibal, Roman army  Roman religion, Roman myths &amp; legends  Roman roads  Roman politics and government during the Republic</p> <p><i>Disciplinary question: How much power did the senate have in the Roman Republic?</i></p>	<p><b>Rhine and Mediterranean</b>  Cologne and cities on the Rhine  Rotterdam and the mouth of the Rhine  How the course of the river has been changed by human activity including canals  Mediterranean Sea  Suez Canal</p> <p>This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</p> <p><i>Geographical skills: Extending use of maps and photographs</i></p> <p><i>Disciplinary question: How are different parts of the Rhine and the Mediterranean used by people?</i></p>	<p><b>Christianity 1 – The family of Jesus</b>  Paint a picture of the Roman province of Judea in first century BC.  New Testament stories: Jesus’s family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (‘the Christ’)  Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion)  Joseph – a carpenter from the line of Jewish kings (David theme)  Mary and the Angel Gabriel (the Annunciation).  Mary and the visit to Elizabeth (the Visitation).</p> <p>Why are these stories important to Christians?  How have Christians shown their importance in their drama, art and music?  Strong emphasis on diverse cultural depictions of Jesus in art. Each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European depictions).</p> <p><i>Disciplinary question: Why is the idea of ‘Messiah’ so important to Christians?</i></p>

<p><b>YEAR 4 Autumn 2</b></p>	<p><b>The Roman Empire</b> Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce &amp; apply volcano knowledge from geography)</p> <p><i>Disciplinary question: What can sources reveal about Roman ways of life?</i></p>	<p><b>Population</b> Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity</p> <p><i>Geographical skills: Thematic maps and using census data</i></p> <p><i>Disciplinary question: How and why does population distribution vary across Great Britain?</i></p>	<p><b>Christianity 2 – The birth of Jesus</b> New Testament stories: birth of Jesus (Matthew and Luke’s Gospels) The nativity story The shepherds’ story The Wise Men (the Epiphany) Herod and the killing of the infants</p> <p>Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</p> <p><i>Disciplinary question: How do Christians express their beliefs about Jesus at Christmas time?</i></p>
<p><b>YEAR 4 Spring 1</b></p>	<p><b>Roman Britain</b> The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian’s Wall Black Romans in Britain</p> <p><i>Disciplinary question: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p>	<p><b>Coastal processes and landforms</b> Diversity in the UK coastline. Processes of erosion, transportation &amp; deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast</p> <p><i>Disciplinary question: interaction How does the location of west Wales affect its coast?</i></p>	<p><b>Christianity 3 - Life and teachings of Jesus</b> New Testament stories: life of Jesus and its meaning for Christians Jesus in the Temple Jesus is baptised and tempted Disciples and Sermon on the Mount Miracles of Jesus Parables of Jesus Transfiguration of Jesus Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</p> <p><i>Disciplinary question: How does the life and teaching of Jesus affect the way in which Christians live?</i></p>

	<p><b>YEAR 4 Spring 2</b></p>	<p><b>Christianity in three empires (300-600CE)</b>  This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:  1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire.  2. Constantine founding of Constantinople.  3. Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European &amp; Asian influences in art and architecture.  4. Trade in East Africa &amp; links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum.  5. Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity.  6. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p><i>Disciplinary question: What made each early Christian state special?</i></p>	<p><b>Tourism</b>  Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays).  Skiing holidays in the Alps.  The growth of tourism in the UK and overseas.  Sunshine holidays in Spain.  Advantages and disadvantages of tourism.  Sustainable tourism.</p> <p><i>Geographical skills: Interpreting climate data</i></p> <p><i>Disciplinary question: How do tourists interact with a place?</i></p>	<p><b>Christianity 4 – The death and resurrection of Jesus</b>  New Testament stories:  Jesus rides into Jerusalem (Palm Sunday),  Jesus turning over the money changers’ tables in the Temple,  Last Supper (Maundy Thursday),  Crucifixion &amp; Christian understanding of sacrifice* (Good Friday),  The Resurrection (Easter Day).  *Link back to Exodus and the sacrifice of the Passover lamb, but keep distinction between Jewish and Christian interpretations.</p> <p>Why are these stories important to Christians?</p> <p><i>Disciplinary question: What do the death and resurrection of Jesus mean in Christian traditions?</i></p>
--	-----------------------------------	--	---	---

<p><b>YEAR 4 Summer 1</b></p>	<p><b>Islamic civilisations (1) Arabia and early Islam</b>          Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.          An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p><i>Disciplinary question: What kind of change did Muhammad bring about in Arabia?</i></p>	<p><b>Earthquakes</b>          Depth focus: The Christchurch earthquake, New Zealand.          Causes of earthquakes: tectonic plates, fault lines          Depth focus: California &amp; San Andreas fault, Indian Ocean tsunamis          Effects of earthquakes          How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p><i>Geographical skills: Thematic maps</i></p> <p><i>Disciplinary question: interaction How do earthquakes affect people and environments?</i></p>	<p><b>Christianity 5 – The message of Jesus spreads</b>          Stories from Acts of the Apostles and Paul’s epistles: The Ascension of Jesus and the apostles          The Day of Pentecost          Paul’s conversion and missionary journeys          Gentile Christians, the Council of Jerusalem and multi-ethnic nature of the early Church          Letters of Paul          Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world.          Early Christian Church incl beliefs, worship and practices</p> <p><i>Disciplinary question: How did Christianity develop in the early Church and how do we know?</i></p>
<p><b>YEAR 4 Summer 2</b></p>	<p><b>Islamic civilisations (2) The Rise of Islam</b>          Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.          How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.          The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p><i>Disciplinary question: How did worlds come together in Cordoba?</i></p>	<p><b>Deserts</b>          Distribution and climate of deserts          Depth focus: The Sahara Desert          How deserts are formed, variety of landscapes.          Plants and animals in deserts          How humans live and adapt in deserts          Depth focus: The Patagonian Desert</p> <p><i>Geographical skills: Interpreting thematic maps and satellite photographs</i></p> <p><i>Disciplinary question: diversity Why are deserts located where they are?</i></p>	<p><b>Islam 1</b>          Muhammad’s teachings about Sawm and Ramadan          Ramadan and the Muslim calendar          The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions          The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions</p> <p><i>Disciplinary question: What does Ramadan mean to Muslims?</i></p>

5	<b>YEAR 5 Autumn 1</b>	<b>Islamic Civilisations (3)</b> Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.  <i>Disciplinary question: causation Why were there so many restless minds in Cordoba and in Baghdad?</i>	<b>Why is California so thirsty?</b> Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California. <i>Geographical skills: Interpreting a range of thematic maps</i>  <i>Disciplinary question: change How have the actions of people affected the drought in California?</i>	<b>Islam 2</b> Stories from the Qur'an and Muslim tradition, including: Stories of the prophets: Adam, Nuh, Ibrahim, Musa, Suleyman, Dawud The Valley of the Ants What Muslims learn from these stories, both in the past and today. Where these stories can be found and how they have been passed on Continuities and contrasts in stories within different faiths in the Abrahamic tradition  <i>Disciplinary question: What do Muslim peoples learn from their stories?</i>
---	----------------------------	---	---	---

<p><b>YEAR 5 Autumn 2</b></p>	<p><b>Anglo-Saxon Britain</b>  Reasons for migration Anglo-Saxon kingdoms  Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664).  Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels').  Early monasteries in British Isles; Bede. Offa and Cwynethrith of Mercia  How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo</p> <p><i>Disciplinary question: How have historians learned about Anglo-Saxon Britain?</i></p>	<p><b>Oceans</b>  Locational framework – world oceans, seas in Europe  Oceans and trade, oceans and climate, major currents.  Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America.  Oceans and climate change, the human impact on oceans.  Geographical skills: Interpreting world and thematic maps</p> <p><i>Disciplinary question: How can oceans affect human behaviour and settlements?</i></p>	<p><b>Islam 3</b>  Living as a Muslim in contrasting traditions: Five pillars of Islam (Sunni)  The ten obligatory acts (Shia)  Focus on the hajj and its relationship with stories learned in Islam 2</p> <p><i>Disciplinary question: How is tradition important in the lives and worship of Muslims?</i></p>
-----------------------------------	--	--	---

	<p><b>YEAR 5 Spring 1</b></p>	<p><b>Vikings in Britain (1) Lady of the Mercians</b> The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army' Alfred in Athelney Alfred's victory over Guthrun, Guthrun's baptism Danelaw w Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia Aethelflaed &amp; Aethelred take on the Vikings Aethelflaed &amp; Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p> <p><i>Disciplinary question: How did the Vikings change England?</i></p>	<p><b>Migration</b> Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale.</p> <p><i>Geographical skills: Asking questions, eight-point compass</i></p> <p><i>Disciplinary question: Why do people migrate?</i></p>	<p><b>Christian traditions and practices</b> Christianity around the world: Britain (inc Wales – chapels and churches), Greek Orthodox Christianity (link with work on Byzantine Empire, Constantinople in history), Christianity in South America (links to Brazil in Year 5, Autumn 1, geography). Visits to churches: how to 'read' a church Interviews with Christians from various traditions (Anglican, Baptist, pentecostal, Catholic) How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse traditions?</p> <p><i>Disciplinary question: How are Christian beliefs and practices around the world similar and different?</i></p>
	<p><b>YEAR 5 Spring 2</b></p>	<p><b>Norse culture</b> including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p> <p><i>Disciplinary question: What connections* and similarities did the Norse peoples have with other peoples?</i></p>	<p><b>North and South America</b> Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like <i>favelas</i>. Challenge stereotypes often held of the <i>favelas</i>.</p> <p><i>Geographical skills: 4-figure references, thematic maps</i></p>	<p><b>Buddhism 1</b> Geographical and historical setting incl story of Siddhartha Gotama Suffering and human desire Hindu origins Enlightenment Siddhartha, Devadatta and the swan Links to ancient civilisations</p> <p><i>Disciplinary question: How does the life and teaching of Siddhartha Gotama affect the way in</i></p>

			<p>Disciplinary question: <i>What are the pros and cons of living in a megacity?</i></p>	<p><i>which Buddhists live?</i></p>
--	--	--	--	-------------------------------------



<p><b>YEAR 5 Summer 1</b></p>	<p><b>Vikings in Britain (2) Changing Rulers, Changing Worlds</b> Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings &amp; Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p><i>Disciplinary question: How did Angles, Saxons and Vikings shape England and Scotland?</i></p>	<p><b>The Amazon</b> A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest.</p> <p><i>Geographical skills: Flow diagrams, interpreting satellite photos.</i></p> <p><i>Disciplinary question: In what ways does the geography of South America affect life in the Amazon?</i></p>	<p><b>Buddhism 2</b></p> <p>Stories of the spread of Buddhism More Buddhist stories incl: King Banyan and the deer The god in the Banyan tree The monkey king and the water demon Buddhist practices including prayer beads, and attitudes towards alcohol, violence, and vegetarianism (link to Y3 Spring 2 Agriculture)</p> <p>Buddhism today in UK, Tibet, Thailand.</p> <p><i>Disciplinary question: What do Buddhist stories teach Buddhists about enlightenment?</i></p>
-----------------------------------	---	---	--

	<p><b>YEAR 5 Summer 2</b></p>	<p><b>Local history study – school planned unit</b></p> <p>See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it.</p> <p><i>Enquiry question developed by school to suit school-planned local study</i></p>	<p><b>Interconnected Amazon</b></p> <p>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation.</p> <p><i>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</i></p> <p><i>Disciplinary question: How does agriculture in the Amazon interact with other parts of the world?</i></p>	<p><b>Sikhism</b></p> <p>Hindu origins Guru Nanak The Guru Granth Sahib. Comparisons with other sacred texts. Sikh stories incl The Milk and the Jasmine Flower, Duni Chand and the Silver Needle The gurdwara Sikhism today incl communities in Wolverhampton and Sandwell</p> <p><i>Disciplinary question: How do Sikhs use their stories and sayings in their everyday lives?</i></p>
<p><b>6</b></p>	<p><b>YEAR 6 Autumn 1</b></p>	<p><b>The Maya</b></p> <p>Geography of Maya on Yucatán peninsula (link to Y5 Spring 2 North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians’ explanations for what happened to the Maya civilisation.</p> <p><i>Disciplinary question: How do historians know about the Maya?</i></p>	<p><b>Energy and climate change</b></p> <p>How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global</p> <p><i>Geographical skills focus: Interpreting line graphs</i></p> <p><i>Disciplinary question: Interaction How do local actions in the UK affect global climate?</i></p>	<p>Synoptic overview of the origins of two major families of religion Abrahamic religions (Judaism, Christianity, Islam) and Dharmic religions (Hinduism, Buddhism and Sikhism).</p> <p>Overview: on <u>origins</u> (comparisons of place, culture, stories, time, beliefs) plus one or two <u>issues</u> only (e.g worship or justice).</p> <p><b>Still under review at Opening Worlds.</b></p>

	<p><b>YEAR 6 Autumn 2</b></p>	<p><b>Life in two kingdoms in the African continent</b> This half-term's unit will focus on (i) material culture, society and technology in the kingdom of Benin and (ii) a second, East African kingdom, contemporary to Benin, which builds on pupils' earlier knowledge of East African worlds gained in Years 3 and 4, especially the Year 4 work on the empire of Aksum.</p>	<p><b>Ethiopia</b> An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project</p> <p><i>Geographical skills focus: Population pyramids, longitude and time zones</i></p> <p><i>Disciplinary question: Interaction How do global changes affect local places in Ethiopia?</i></p>	<p><b>Changing religion in Britain over time</b> Christianity – diverse nature of Christianity in modern Britain</p> <p><b>Still under review at Opening Worlds.</b></p>
	<p><b>YEAR 6 Spring 1</b></p>	<p><b>A theme through time - Part 1</b>  Detail to follow</p>	<p><b>Changing Birmingham</b> This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures</p> <p><i>Geographical skills: Interpretation and presentation of data</i></p> <p><i>Disciplinary question: change How much did Birmingham change between</i></p>	<p><b>Changing religion in Britain over time</b> Big picture: spread of religions linked to demographic change (recall specific geog knowledge). Then examine religious traditions in two British communities with strong links with two different parts of the world (Turkey, North Africa and/or Pakistan). One London, one Liverpool or Peterborough. e.g. focus could be Islam and Hinduism, or Alevism and Christianity.</p> <p>Final chapters on worldviews beyond (though often connected with) the 6 great religious traditions eg humanism, secularism and atheism.</p> <p><u>Light, overview</u> reference to religious traditions and worldviews existing <i>beyond</i> these two families and/or as <i>offshoots</i> of these two families</p>

			<i>1750 and the present day?</i>	Still under review at Opening Worlds.
--	--	--	----------------------------------	---------------------------------------

<p><b>YEAR 6 Spring 2</b></p>	<p><b>A theme through time - Part 2</b></p> <p>Detail to follow</p> <p>Still under review at Opening Worlds.</p>	<p><b>Jamaica</b></p> <p>An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History.</p> <p>Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean.</p> <p>What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry.</p> <p>Sustainable futures – environmental challenges faced due to tourism, ways forward</p> <p><i>Geographical skills: tbc</i></p> <p><i>Disciplinary question: What is a preferable future for Jamaica's tourist industry?</i></p>	<p><b>Changing religion in Britain over time</b></p> <p>Judaism and Jewish traditions in England. How Jewish communities have interacted with other religious and secular communities</p> <p>compared with: (last two lessons) Judaism and Jewish traditions in medieval Muslim Cordoba and Norman Sicily. How and why did Jewish, Muslim and Christian art and architecture come together in the city of Cordoba and in the Royal Palace of the Kings of Sicily?</p> <p>Link to cities theme in history which will include a thread of religious diversity in cities (globally) past and present.</p> <p>Still under review at Opening Worlds.</p>
<p><b>YEAR 6 Summer 1</b></p>	<p><b>Britain in the era of the Second World War</b></p> <p>This unit will include the impact of war and post-war developments. It will include evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people, impact on small towns; the involvement of diverse peoples in a global war; the causes and effect of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling.</p> <p>Still under review at Opening Worlds.</p>	<p><b>Local area enquiry (double unit)</b></p> <p>How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies)</p> <p>What questions can we ask about the local area? Setting up a fieldwork enquiry and going through</p>	<p><b>Deepening understanding of religious traditions through religious art, music and literature</b> - term-long project to be planned with focus on:</p> <ol style="list-style-type: none"> <li>1) traditions ancient and modern in Christian art, music and poetry</li> <li>2) traditions ancient and modern in Hindu art, music and poetry</li> <li>3) traditions in Muslim art, music and poetry</li> </ol> <p>How do the arts relate to worship in these traditions?</p> <p>Still under review at Opening Worlds.</p>

		<p>the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</p> <p><i>Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork</i></p>	<p>Special depth focus on religious change and religious fusions in music: e.g. John Tavener's <i>Veil of the Temple</i>. Performed in London for the first time in 2003. Why did Tavener include Rumi and also Hindu chants in a Christian work? Who was this for? How was it received? How did this work musically? What were the influences on Tavener's Christianity? (Greek Orthodox; monastic traditions; mysticism from contrasting traditions).</p> <p>Two other examples: art, drama, literature and/or music with interesting inter-faith dimensions.</p> <p>***** Linking with history and English, this term will also include recommendations for children's novels (suitable for class reader and/or independent reading). This will be literature not specifically religious but through which religious traditions and/or philosophical questions are visible and can be discussed. A migration and refugee theme could be prominent to tie in with Summer 1, history and/or Summer 2 if schools choose to continue a migration and refugee theme into Summer 2 via local history. A list of novels will be suggested, with commentary, such as those by Fabio Geda, Jamila Gavin, Catherine Bruton, Heeran Andandani, Jasbinder Bilan, and allegorical novels for children or novels with transcendent philosophical themes such as C.S.Lewis, Phillip Pullman or Jostein Gaarder.</p>
<b>YEAR 6 Summer 2</b>	<p><b>Local history study – school planned unit</b> See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it.</p> <p>For this unit, guidance will be developed for those schools wishing to do local history specifically related to the Second World War and the post-war period, with a focus on later twentieth-century social and cultural history.</p> <p>Still under review at Opening Worlds.</p>	<p><i>Disciplinary focus: How geographers investigate a place</i></p> <p><i>Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</i></p>	