

	Overarching theme	EYFS How do we know what life was like long ago?	KS1 What can castles tell us about life in the past?	LKS2 Why did the Romans invade Britain, and how did they change it?
Key knowledge	What have we learned from the past? How do we know what life was like long ago?	• Castles were strong buildings in the past used for protection. • Kings and queens are important leaders. • In the past, kings and queens lived in castles. • Today, we have a king, King Charles III. • Knights wore armour and protected people. • St George is a character in a legend about bravery. • King Arthur is a legendary king. • Castles, knights and the stories studied are connected with the past. • We live in the present. • Things change over time. • Castles can be compared with modern homes. • Armour can be compared with modern clothing. • □ Some stories from the past are legends and may not be historically true.	• Castles and their purpose • Castles were built in the past. • Castles were built to protect people and land. • Castles are different from modern homes. • Some castles are more than 1,000 years old. • Some castles still exist and can be visited today. • Features of castles • Castles have features such as towers and walls. • Thick walls and towers helped keep people safe. • A moat is a deep ditch, usually filled with water, around a castle. • A drawbridge is a bridge that can be raised and lowered to cross a moat. • Moats and drawbridges made it more difficult for attackers to enter. • Some castles had several layers of defence. • Soldiers used shields and armour for protection. • People and castle life • Monarchs lived in castles. • A monarch is a king or queen who rules a country. • Different people lived and worked in castles. • Different people had different jobs. • Servants helped to run castles. • Some castles housed hundreds of people. • Castle life was different from life today. • Homes, jobs and daily routines have changed over time. • Castles did not have modern technology.	• Core knowledge • Roman chronology • Julius Caesar invaded Britain in 55 BC but was unsuccessful. • Julius Caesar invaded again in 54 BC. • The second invasion was more successful but short-lived. • Emperor Claudius successfully invaded Britain in AD 43. • Britain remained under Roman control for nearly 400 years. • Roman events can be placed chronologically using BC and AD. • Reasons for the Roman invasion • The Romans wanted wealth, land and power. • Britain had valuable resources, including gold, silver and tin. • Some Britons had supported the Gauls, which angered Julius Caesar. • Invasion helped Roman leaders gain power and strengthen their reputations. • The Romans invaded territories to expand the Roman Empire. • Controlling more land made Rome more powerful. • The Roman army • The Roman army was disciplined and well trained. • The army included legionaries and auxiliaries. • Legionaries were Roman citizens. • Auxiliaries came from outside Rome. • Roman soldiers used formations, shields and short swords. • Strict training and discipline made the army effective.

			• Some aspects of life have changed while others have stayed the same. • Historical evidence • An artefact is an object made or used in the past. • Artefacts help us learn about the past. • Sources provide information about how people lived. • Historians use sources to answer questions about the past. • Museums preserve and protect artefacts. • Different sources may provide different information. • Castles themselves are historical sources. • Castles help us understand aspects of British history.	• The army helped Rome invade and control new territories. • Roman soldiers built forts and roads as they travelled. • Changes to Britain • The Romans built towns such as Londinium. • Londinium was the Roman name for London. • The Romans built roads to improve travel. • Aqueducts carried water. • Roman baths were used for washing, relaxing and socialising. • Roman rule changed how people lived and worked. • Roman towns, roads, buildings and systems affected the development of Britain. • Some Roman roads and structures still exist. • A legacy is something left behind that continues to have an effect. • Boudicca and resistance • Boudicca was queen of the Iceni tribe. • Boudicca led a revolt against Roman rule in AD 60. • Her army destroyed Roman towns. • The Romans eventually defeated Boudicca's army. • Boudicca is remembered as a symbol of resistance. • Different historical sources give different versions of Boudicca's story. • Hadrian's Wall • Emperor Hadrian ordered the wall to be built in AD 122. • Hadrian's Wall was built to defend Roman Britain against northern tribes. • It helped the Romans control movement across Britain.
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				• The wall included forts, gates and watchtowers. • Parts of Hadrian's Wall still exist today. • Hadrian's Wall provides evidence about Roman priorities, defence and control. • Roman legacy • The Romans changed Britain by building towns, roads, aqueducts, baths, forts and defensive structures. • Roman developments affected travel, settlement and daily life. • Roman remains provide archaeological evidence. • Roman influence continued after Roman rule ended. • Roads, towns, baths and Hadrian's Wall are examples of Roman legacy.
Vocabulary	What have we learned from the past?	• Core vocabulary • Castle - a big, strong building where people lived a long time ago. • King - a man who is in charge of a country. • Queen - a woman who is in charge of a country. • Knight - a soldier from the past who protected people. • Past - things that have already happened. • Present - what is happening now. • Old - something from a long time ago. • New - something from now or recently made. • Same - when things are alike. • Different - when things are not the same. • Brave - when you try something even if you feel a little scared.	• Core vocabulary • Castle - a strong building built to defend people and land. • Monarch - a king or queen who rules a country. • Artefact - an object made or used in the past. • Compare - to look at what is the same and different. • Moat - a deep ditch, usually filled with water, around a castle. • Drawbridge - a bridge that can be raised and lowered to cross a moat. • Previously taught vocabulary retrieved and applied: • Past - something that has already happened. • Source - something that tells us about the past. • Change - when something becomes different.	• Core vocabulary • Empire - a group of countries or lands controlled by one ruler or government. • Emperor - the ruler of an empire. • Invade - to enter a place or country by force to take control. • Roman army - the organised military force of the Romans. • Revolt - a fight or uprising against a ruler or government. • Legacy - something left behind that continues to have an effect today.

		The knowledge document identifies armour, shield, sword, dragon, legend, St George and King Arthur as wider vocabulary introduced through teaching and discussion.		
Skills taught	What have we learned from the past?	- Skills taught - Observe pictures, videos and models of castles. - Talk about what can be seen in historical images. - Notice and describe features such as castle walls and towers. - Compare castles with modern homes. - Compare a king from the past with the king today. - Describe knights and the role they performed. - Listen to historical and legendary stories. - Retell the story of St George and the Dragon. - Sequence a familiar story using pictures. - Use storytelling, role play and small-world play to communicate understanding. - Listen to and respond to the story of King Arthur. - Sort pictures and objects into old and new. - Compare past and present. - Use simple time vocabulary when talking and playing. - Ask simple questions such as, "What was it like?" - Begin to recognise the distinction between a story or legend and knowledge about the past.	- Skills taught - Chronology - Recognise the difference between past and present. - Identify castles as buildings from the past. - Place castle life within a simple chronological framework. - Use historical vocabulary when discussing the past. - Recognise that life changes over time. - Historical enquiry - Ask simple questions about castle life. - Use sources to answer questions about the past. - Observe and handle artefacts. - Use artefacts and pictures to find information. - Identify evidence in historical sources. - Explain how different sources help us learn about castle life. - Similarity, difference and change - Identify similarities and differences between castle life and life today. - Compare castles with modern homes. - Compare past jobs and daily routines with those of the present. - Describe ways in which life has changed. - Recognise that some things have stayed the same. - Cause and explanation - Explain why castles were built. - Explain why people constructed castles in particular ways.	- Skills taught - Chronological understanding - Begin to date historical events. - Understand and use BC and AD. - Place the Roman period, artefacts and historical figures on a timeline. - Sequence significant events and people using dates and period labels. - Explain the sequence of the Roman invasions. - Place Roman Britain within a wider historical chronology. - Cause and consequence - Identify reasons why the Romans invaded Britain. - Describe relevant causes of historical events. - Explain how wealth, land, resources and power influenced Roman decisions. - Explain causes and consequences using historical evidence. - Explain why Boudicca led a revolt. - Describe the causes and consequences of Boudicca's revolt. - Explain why Hadrian's Wall was built. - Explain how Roman rule changed Britain. - Using sources and evidence - Use a range of sources for historical research. - Choose sources that are relevant to a historical enquiry. - Select and record relevant information.

			• Explain how moats, drawbridges, walls and towers were used for defence. • Explain the roles of different people within a castle. • Explain why castles are important historical buildings. • Communicating historically • Describe key features of a castle. • Describe who lived and worked in castles. • Use historical vocabulary accurately. • Select information from sources to support an explanation. • Answer the enquiry question using relevant knowledge and evidence.	• Use archaeological evidence, artefacts, buildings and written accounts. • Use evidence to reconstruct life in Roman Britain. • Use evidence to support historical explanations and conclusions. • Investigate what Hadrian's Wall reveals about Roman priorities. • Interpretations • Describe different representations of Roman Britain. • Distinguish between different historical sources. • Compare different versions of the same story. • Identify reasons why the past may be represented in different ways. • Compare accounts of Boudicca. • Recognise that sources may present Roman and native British viewpoints differently. • Begin to evaluate the usefulness of evidence for a particular question. • Similarity, difference and change • Compare life in Roman Britain with life today. • Find out about the everyday lives of people during the Roman period. • Describe how Roman rule changed how people lived and worked. • Identify developments such as roads, towns, baths and aqueducts. • Explain what changed and what elements of Roman influence continued. • Significance and legacy • Explain the significance of Julius Caesar and Emperor Claudius. • Select the events that are most significant in a historical account.
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Expectations within the mixed - age class		• Difference between Nursery and Reception • Nursery children: • Explore castles, characters and stories. • Begin to talk about things from the past. • Notice simple differences between old and new. • Use words such as old and new with adult support. • Reception children: • Describe recognisable features of the past. • Compare past and present, such as castles and modern homes. • Sequence and retell familiar stories.	• Difference between Year 1 and Year 2 • Year 1 pupils: • Identify a castle as a building from the past. • Name features such as towers and walls. • Identify people who lived and worked in castles. • Describe simple aspects of castle life. • Identify features that helped protect a castle. • Use artefacts and pictures to find information. • Identify a simple similarity or difference between castle life and modern life. • Year 2 pupils: • Explain why castles were built. • Describe the purpose of key defensive features.	• Difference between Year 3 and Year 4 • Year 3 pupils: • Identify and sequence key Roman dates. • Identify reasons for the invasion. • Describe features of the Roman army. • Identify changes made to Britain. • Describe Boudicca and Hadrian's Wall. • Use sources to find relevant information. • Give simple explanations using historical vocabulary. • Year 4 pupils: • Explain the sequence and significance of Roman invasions. • Explain multiple causes of the invasion. • Explain why the Roman army was successful.

		• Use past, present, old and new more confidently. • Explain a simple way that life has changed.	• Explain the roles of different people. • Compare castle life with life today. • Use artefacts and sources to answer questions. • Explain how different sources provide information. • Explain how life has changed over time. • Use evidence and historical vocabulary to answer the enquiry question.	• Use evidence to explain changes to Britain. • Compare different accounts of Boudicca. • Evaluate what Hadrian's Wall reveals about Roman priorities. • Describe causes, consequences and significance. • Support conclusions with relevant sources. • Explain the lasting legacy of Roman Britain.
Progression across the thread		• EYFS establishes the foundations: children recognise that castles, characters and stories belong to the past. They observe and compare, sequence stories and use simple language associated with the passing of time.	• KS1 turns this familiarity into a historical enquiry: pupils acquire more precise knowledge of castle construction, defence, inhabitants and daily life. They use artefacts, buildings and other historical sources to investigate castle life and compare the past with the present.	• LKS2 increases the chronological and conceptual demand: pupils study a substantial period of British history. They use dates and BC/AD, explain connected causes and consequences, compare historical accounts, select relevant evidence and evaluate the significance and legacy of Roman rule.
	Overarching theme	• EYFS • Unit and enquiry question • People Who Help Us • Who helps us and why?	• KS1 • What can castles tell us about life in the past? • Significant Individuals • How have people from the past changed our lives today?	• LKS2 • Why did the Romans invade Britain, and how did they change it? • Lord Shaftesbury and Dr Barnardo • What impact did Lord Shaftesbury and Dr Barnardo have on the lives of children?
Key Knowledge	Why Do we remember people?	• Core knowledge • Police help keep people safe. • Firefighters put out fires and help people. • Firefighters today use equipment such as fire engines. • The role of firefighters has changed over time. • Firefighting today is different from how fires were fought during the Great Fire of London. • Nurses and doctors care for people who are ill. • Florence Nightingale was a nurse from the past. • Florence Nightingale cared for soldiers.	• Core knowledge • Florence Nightingale • Florence Nightingale was a nurse. • She cared for injured soldiers. • She worked during the Crimean War. • She became known as the Lady with the Lamp. • She improved conditions in hospitals. • She helped make hospitals cleaner and safer. • She changed the way nurses worked. • Her work influenced hospitals and nursing today. • Florence Nightingale is remembered because her actions improved people's lives. • Louis Braille • Louis Braille created a reading system for blind people.	• Core knowledge • The Victorian period • The Victorian period lasted from 1837 to 1901. • Queen Victoria was the monarch during this period. • The Industrial Revolution caused significant changes to Britain. • Factories were built and cities grew. • Many people moved to towns and cities to find work. • Many children worked instead of attending school. • Children worked in factories, coal mines and other dangerous workplaces.

		• Florence Nightingale helped improve hospitals. • Hospitals in the past were different from hospitals today. • Dentists help keep our teeth healthy. • People did not always have toothbrushes like those used today. • Vets care for animals and help them stay healthy. • Different occupations help people and animals in different ways. • Some people help us in the present. • Other people helped people in the past. • We remember people because they helped others or made things better. • People's actions can create change. • The Great Fire of London was a large fire that happened a long time ago. • Past means something that has already happened. • Present means what is happening now.	• Louis Braille became blind when he was a child. • Braille uses patterns of raised dots. • Braille enables blind people to read through touch. • His invention helped more people learn to read. • Braille is used around the world today. • Louis Braille's work continues to affect people's lives. • He is remembered because his invention created lasting change. • Rosa Parks • The current KS1 knowledge document also states: • Rosa Parks stood up for equal rights. • Rosa Parks refused to give up her seat on a bus. • Her action challenged unfair treatment. • Many people joined the movement for equal rights. • Rosa Parks helped bring about social change. • She is remembered because her actions contributed to the struggle for equality. • Connecting the individuals • Florence Nightingale, Louis Braille and Rosa Parks helped other people. • Their actions improved people's lives. • They lived during different historical periods. • They helped different groups of people. • People can make a difference in different ways. • A significant person is someone whose actions were historically important. • Historical significance should be explained using reasons. • These individuals' contributions continue to affect people today. • Historians use sources to find out about significant people. • Historical sources can include photographs, books and objects. • Different sources can provide different information. • Historians often use more than one source. • Sources help historians answer questions about people from the past.	• The Victorian period was a time of industrial and social change. • Lord Shaftesbury • Lord Shaftesbury was a politician during the Victorian period. • He investigated poor and dangerous working conditions. • Children worked long hours in dangerous jobs. • Lord Shaftesbury campaigned to improve children's lives. • He supported reforms to working conditions. • He helped bring about laws designed to protect children. • These included the Factory Act of 1833 and the Coal Mines Act of 1842. • Laws gradually improved children's working conditions. • Lord Shaftesbury also supported reform in education. • Children working in coal mines • Many children worked in coal mines. • Their jobs included trappers, hurriers, drawers and coal miners. • Trappers opened and closed ventilation doors. • Hurriers pulled coal through underground tunnels. • Working conditions were dangerous and unhealthy. • Children worked for long hours. • Children received little pay. • Coal mining could cause illness and injury. • Some children worked alone in darkness for long periods. • Children working in factories • Many children worked in textile factories. • Their jobs included scavengers, piecers and tenters. • Factories were noisy, hot and dangerous. • Children worked long hours with few breaks. • Moving machinery could cause serious injuries.
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				• They created change in different ways. • Lord Shaftesbury worked primarily through campaigns, Parliament and legal reform. • Dr Barnardo worked primarily through direct care, homes and education. • Their work had an impact beyond their own lifetimes. • Their legacy can still be recognised today. • Their significance must be considered in the context of Victorian poverty, child labour and limited educational provision.
Vocabulary		• Core vocabulary • Police – people who help keep us safe. • Firefighter – someone who puts out fires and helps people. • Nurse – a person who looks after people who are ill. • Dentist – a person who helps keep our teeth healthy. • Vet – a person who helps animals when they are ill. • Doctor – a person who helps us when we are poorly. • Past – things that have already happened. • Present – what is happening now. • The knowledge document also introduces the following wider vocabulary: • Hospital • Emergency • Help • Fire engine • History • Old • New • Important • Change • Remember • Florence Nightingale • Great Fire of London	• Core vocabulary • Florence Nightingale – a nurse who improved hospitals and cared for soldiers. • Louis Braille – the creator of a reading system for blind people. • Rosa Parks – a woman who stood up for equal rights by refusing to give up her seat on a bus. • Source – something that tells us about the past, such as an object, picture or piece of writing. • Change – when something becomes different. • Significance – how important something is in history. • Previously taught vocabulary retrieved and applied: • Past – something that has already happened. • Present – what is happening now. • Wider vocabulary introduced through the unit includes: • Nurse • Soldier • Hospital • Blind • Reading • Disability • Equality • Discrimination • Protest • Artefact • Evidence • Famous • Courageous • Achievement • Influence	• Core vocabulary • Victorian period – the period from 1837 to 1901 when Queen Victoria was monarch. • Child labour – when children worked instead of going to school. • Workhouse – a place where very poor people lived and worked. • Working conditions – the environment and situation in which people work. • Reform – changes made to improve something. • Orphanage – a home for children who do not have parents. • Legacy – something left behind that still affects us today. • Wider vocabulary taught through the unit includes: • Lord Shaftesbury • Dr Barnardo • Industrial Revolution • Factory • Coal mine • Chimney sweep • Ragged school • Campaign • Law • Politician • Philanthropy • Social change • Evidence • Source • Significance • Scavenger • Piecer

			• Contribution • Legacy	• Tenter • Trapper • Hurrier • Poverty • Punishment • Discipline • Routine • Machinery • Industry • Textile • Charity
Skills taught		• Skills taught • Speak about familiar people and occupations. • Observe pictures of people performing different roles. • Describe how different people help others. • Make links between occupations and children's own experiences. • Sequence pictures relating to the Great Fire of London. • Compare firefighting in the past with firefighting today. • Listen to and recall parts of Florence Nightingale's story. • Compare hospitals in the past with hospitals today. • Sort people and events into past and present. • Compare different occupations. • Explain how dentists, doctors, nurses, police officers, firefighters and vets help. • Recall important people and events. • Recognise simple changes over time. • Use past and present vocabulary in discussion. • Give a simple reason why a person is remembered. • Begin to answer the enquiry question using because. • Retell simple parts of an event from the past.	• Skills taught • Chronology • Recognise the difference between past and present. • Identify the individuals as people from the past. • Place significant individuals within a simple chronological framework. • Recognise that the individuals lived during different periods. • Use historical vocabulary when discussing the past. • Historical significance • Describe a significant person from the past. • Explain why Florence Nightingale is remembered. • Explain why Louis Braille is remembered. • Explain why Rosa Parks is remembered. • Give reasons why a person is historically significant. • Explain how an individual's actions improved other people's lives. • Recognise the lasting effects of historical achievements. • Similarity and difference • Identify similarities and differences between people from different periods. • Recognise that all three individuals helped others. • Compare the different ways they helped people. • Compare their achievements and contributions. • Explain that people can be significant for different reasons.	• Skills taught • Chronological understanding • Date events within the Victorian period. • Place the Victorian period from 1837 to 1901. • Sequence events using dates and period labels. • Use century and decade vocabulary accurately. • Place Victorian reforms and individuals within a chronological framework. • Identify and describe people and events across the Victorian period. • Constructing knowledge of the past • Give a broad overview of the Victorian period. • Describe children's everyday lives. • Reconstruct working and living conditions. • Identify connections between industrialisation, poverty and child labour. • Compare children's lives in the Victorian period with children's lives today. • Identify and describe changes over time. • Cause and consequence • Explain why children worked in dangerous conditions. • Explain why reform was needed. • Explain how industrialisation affected children's lives. • Explain how laws changed working conditions. • Explain the impact of coal mines, factories and workhouses on children.

		Ask and answer simple questions about familiar occupations and people from the past.	- Cause, change and impact - Identify why a person acted in a particular way. - Explain how Florence Nightingale changed nursing and hospitals. - Explain how Louis Braille changed access to reading. - Explain how Rosa Parks contributed to social change. - Recognise how people from the past have influenced modern life. - Describe the lasting impact of an individual's actions. - Historical enquiry and sources - Ask simple questions about historical people and events. - Use photographs, books, artefacts and other sources. - Identify information in a historical source. - Use sources to answer questions about the past. - Use evidence from a range of sources. - Explain how sources help us learn about significant individuals. - Recognise that different sources may tell us different things. - Communicating historically - Describe what each individual did. - Explain how each person helped others. - Use historical vocabulary accurately. - Compare significant individuals. - Use information from sources to support an answer. - Answer the enquiry question by explaining how people from the past changed lives today.	- Explain the effects of Lord Shaftesbury's campaigns. - Explain the effects of Dr Barnardo's homes and schools. - Compare the effects of change over time. - Historical significance - Identify Lord Shaftesbury and describe his actions. - Identify Dr Barnardo and describe his actions. - Explain why their reforms and work were important. - Explain the historical significance of reform. - Compare the contributions of Shaftesbury and Barnardo. - Explain why both individuals are remembered. - Explain their longer-term legacies. - Sources, evidence and interpretation - Use photographs, census information, reports and written accounts. - Use a range of sources to reconstruct Victorian childhood. - Select relevant information from historical sources. - Distinguish between different types of source. - Compare different sources. - Explain why viewpoints may differ. - Evaluate the usefulness of a source for a particular enquiry. - Consider the reliability of evidence. - Use evidence to support a conclusion. - Communicating historically - Describe Victorian working and living conditions accurately. - Explain child labour using historical vocabulary. - Explain the actions of Lord Shaftesbury and Dr Barnardo. - Construct a supported explanation of their impact. - Present a balanced argument or museum-style response.
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Expectation within the mixed aged class		• Expectations within the mixed-age class • Nursery • Recognise familiar adults who help them. • Name some occupations. • Talk about what familiar people do. • Begin to recognise that some people and events belong to the past. • Use simple vocabulary such as help, police, firefighter, nurse, old and new. • Begin to compare something from the past with something from the present. • Reception • Explain how a range of people help the community. • Distinguish between people who help us now and people who helped in the past. • Explain that Florence Nightingale helped improve hospitals. • Compare hospitals or firefighting in the past with the present. • Retell a simple part of Florence Nightingale's story or the Great Fire of London. • Use past, present, change, help, remember and important accurately. • Explain why some people are remembered.	• Expectations within the mixed-age class • Year 1 • Identify Florence Nightingale, Louis Braille and Rosa Parks. • Recognise that they are people from the past. • Describe one important action or achievement for each person. • Identify simple ways each person helped others. • Recognise a similarity between the individuals. • Use photographs, books and artefacts to find information. • Identify information in a source. • Give a simple reason why each individual is remembered. • Year 2 ■ Place the individuals within a chronological framework. • Explain why each person is historically significant. • Explain how Florence Nightingale changed hospitals and nursing. • Explain how Louis Braille's invention changed people's lives. • Explain how Rosa Parks' actions contributed to social change. • Compare the individuals' contributions. • Use evidence from several sources to answer historical questions. • Explain how sources help historians learn about significant individuals. • Describe the lasting impact of the individuals' achievements. • Use evidence and historical vocabulary to answer the enquiry question.	• Expectations within the mixed-age class • Year 3 • Place the Victorian period on a timeline. • Identify Queen Victoria as the monarch. • Describe significant features of Victorian childhood. • Identify Lord Shaftesbury and Dr Barnardo. • Describe how each person helped children. • Describe working conditions in mines, factories and workhouses. • Retrieve information from photographs, reports and written accounts. • Identify a simple cause or consequence of reform. • Use the core vocabulary correctly. • Year 4 • Use dates and period labels accurately. • Explain how industrialisation contributed to child labour and poor working conditions. • Explain why reform was necessary. • Explain how Lord Shaftesbury used campaigns and laws to create change. • Explain how Dr Barnardo used homes and education to support children. • Compare the contributions of the two individuals. • Evaluate the usefulness and reliability of sources. • Explain why historical viewpoints may differ. • Use evidence to explain causes and consequences. • Reach a reasoned judgement about the impact, significance and legacy of both individuals.

Progression across the thread		EYFS establishes the foundation: children learn that people have different roles and that some people are remembered because they helped others or made things better. They use familiar occupations and Florence Nightingale to distinguish between people who help us now and people who helped in the past.	KS1 develops the concept of historical significance: pupils acquire precise knowledge of the actions and achievements of Florence Nightingale, Louis Braille and, in the current knowledge document, Rosa Parks. They compare how the individuals helped different people, use historical sources and explain how their actions continue to influence life today.	LKS2 places individual action within a more complex historical context: pupils learn about industrialisation, poverty, child labour and Victorian working conditions before evaluating the work of Lord Shaftesbury and Dr Barnardo. They distinguish between legal reform and direct charitable action, evaluate historical sources and reach supported conclusions about impact, significance and legacy.
	Overarching theme	- EYFS - How has life changed since before I was born?	- KS1 - The Great Fire of London - Why do we still remember the Great Fire of London today?	- LKS2 - What can we learn about life in Ancient Egypt from the evidence they left behind?
Key knowledge		- Core knowledge - Guy Fawkes and Bonfire Night - Guy Fawkes lived a long time ago. - Bonfire Night is celebrated because of something that happened a long time ago. - Bonfire Night helps people remember an event from the past. - People celebrate Bonfire Night in different ways. - Bonfires, fireworks and sparklers are associated with Bonfire Night. - Celebrations today can be compared with photographs of celebrations in the past. - Remembrance - Remembrance is a time when people remember those who helped to keep others safe. - People wear poppies to remember soldiers. - Soldiers help protect their country. - Poppies and photographs can help children talk about Remembrance. - Guy Fawkes, the Gunpowder Plot and the people remembered on Remembrance Day belong to the past.	- Core knowledge - Chronology and significance - The Great Fire of London happened in 1666. - It happened before living memory. - The fire began on 2 September 1666. - It continued until 5 September 1666. - The fire lasted for several days. - It destroyed a large part of London. - Thousands of homes were destroyed. - The Great Fire is an important event in British history. - It is remembered because it changed London and can be investigated through historical sources. - How the fire began - The fire started in Thomas Farriner's bakery. - The bakery was on Pudding Lane. - The fire began during the night. - It spread from the bakery to nearby buildings. - A cause explains why something happened. - Why the fire spread - Many houses were made mainly from wood.	- Core knowledge - Chronology, location and civilisation - Ancient Egypt developed in north-eastern Africa. - Egypt can be located on a map. - Ancient Egyptian civilisation existed from approximately 3100 BC to 30 BC. - Ancient Egypt lasted for thousands of years. - Egyptian society changed during this long period. - Ancient Egypt can be placed on a timeline alongside other periods studied. - A civilisation is a group of people with an organised society, culture and laws. - Civilisations require resources, organisation and systems that enable them to develop. - The River Nile - The River Nile was essential to Ancient Egyptian civilisation. - The Nile provided water. - Its flooding deposited fertile soil. - Fertile soil supported agriculture. - The river provided transport routes. - The Nile supported trade.

		• Toys and materials • Some toys from the past are different from toys today. • Toys from the past and modern toys can be compared. • Toys can be made from different materials. • Materials used to make toys include wood, plastic, metal and fabric. • Some materials are more suitable for particular toys than others. • Old and new toys can be sorted by their materials, appearance and how they work. • Some toys have changed because of new materials and technology. • Some ways of playing have stayed the same. • Change over time • Past means something that has already happened. • Present means what is happening now. • Some events happened before the children were born. • Things change over time. • Some traditions remain the same. • Stories, photographs, artefacts and objects help us learn about things that happened before we were born.	• Some roofs were made from thatch. • Buildings were constructed close together. • Streets were narrow. • There had been a period of dry weather. • Strong winds helped the fire spread. • Firefighting equipment was limited. • People used leather buckets, water and basic equipment to fight the fire. • There was no modern fire service. • Consequences and change • A large part of London was destroyed. • Thousands of people lost their homes. • Buildings and streets had to be rebuilt. • Some buildings were reconstructed using safer materials. • Streets became wider in some areas. • Fire safety and approaches to firefighting changed. • A consequence is what happens as a result of an event. • Some parts of London changed significantly after the fire. • Sources and evidence • Samuel Pepys witnessed the Great Fire. • Samuel Pepys recorded his experiences in a diary. • His diary is a historical source. • Paintings and pictures provide visual representations of the fire. • Buildings, objects and written accounts can provide evidence. • Different sources give different kinds of information. • Sources help historians answer questions about how the fire began, spread and changed London. • Sources may not provide a complete or identical account.	• Settlements developed along the Nile. • The river influenced where and how people lived. • The Nile helped Ancient Egypt become a successful and wealthy civilisation. • Pharaohs and social organisation • Pharaohs were the rulers of Ancient Egypt. • Pharaohs held political and religious power. • Egyptian society included people with different roles and status. • Tutankhamun was an Egyptian pharaoh. • Howard Carter discovered Tutankhamun's tomb in 1922. • Tutankhamun's tomb contained a large collection of artefacts. • These artefacts provide evidence about Egyptian beliefs, wealth, rulers and daily life. • Archaeological discoveries can change or deepen our understanding of the past. • Mummification and beliefs • Ancient Egyptians believed in an afterlife. • They believed that the body needed to be preserved after death. • Mummification was the process of preserving a body. • The mummification process involved removing and treating parts of the body. • The preserved body was wrapped. • Mummies and tombs provide evidence about Ancient Egyptian religion and society. • Historical sources can be used to infer what people believed. • Different sources may reveal different aspects of Egyptian belief.
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				• Hieroglyphs and record-keeping • Hieroglyphs formed the Ancient Egyptian writing system. • A hieroglyph is a symbol used in Egyptian writing. • Scribes were skilled workers who wrote and kept records. • Egyptians used papyrus as a writing material. • Inscriptions were carved into stone and other materials. • Writing was used for religious, political and economic purposes. • Record-keeping helped pharaohs govern Ancient Egypt. • Hieroglyphs and inscriptions are important historical sources. • Pyramids and monuments • Pyramids were large stone structures. • Many pyramids were built as tombs for pharaohs. • Pyramids were connected with beliefs about death and the afterlife. • They demonstrated the wealth and power of rulers. • Building pyramids required organisation, planning, resources and labour. • Monuments reveal information about leadership, belief and society. • Pyramids and monuments are important physical sources. • Historians use evidence to investigate how and why they were built. • Evidence about Ancient Egypt • Artefacts are objects made or used in the past. • Sources include artefacts, mummies, tombs, pyramids, hieroglyphs and inscriptions.
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				• Different sources answer different historical questions. • Evidence can reveal information about rulers, beliefs, daily life, writing, farming and trade. • Sources do not provide a complete record of every person's life. • Historians combine evidence from several sources. • The usefulness of a source depends on the question being asked. • Interpretations may change when new evidence is discovered.
Vocabulary		• Core vocabulary • Past - things that happened a long time ago. • Present - what is happening now. • Old - something from a long time ago. • New - something made recently or happening now. • Bonfire - a large outdoor fire used during Bonfire Night celebrations. • Firework - something that lights up the sky with bright colours. • Poppy - a flower people wear to remember soldiers. • Remember - to think about something that happened before. • Toy - something children play with. • Material - what something is made from. • Wood - a hard, natural material that comes from trees. • Plastic - a material used to make many everyday objects. • Wider vocabulary introduced through the unit includes: • Guy Fawkes • Remembrance • Soldier	• Core vocabulary • Great Fire of London - a large fire that destroyed much of London in 1666. • Event - something that happens in history. • Cause - why something happened. • Consequence - what happened as a result. • Source - something that tells us about the past, such as an object, picture or piece of writing. • Change - when something becomes different. • Wider vocabulary introduced through the unit includes: • Past • 1666 • London • Samuel Pepys • Diary • Evidence • Significance • Bakery • Pudding Lane • Drought • Wooden • Narrow • Thatched	• Core vocabulary • Civilisation - a group of people with an organised society, culture and laws. • Mummification - the process of preserving a body after death. • Pharaoh - a king or ruler of Ancient Egypt. • Hieroglyph - a symbol used in the Ancient Egyptian writing system. • Pyramid - a large stone structure built as a tomb for pharaohs. • Artefact - an object made or used in the past. • Source - something that tells us about the past, such as an object, picture or piece of writing. • Wider vocabulary introduced through the unit includes: • Ancient Egypt • Mummy • Tutankhamun • Howard Carter • Scribe • Nile • Papyrus • Inscription • Monument

		• Celebration • Sparkler • Traditional • Modern • Memory • Museum • Metal • Fabric • Rubber • Cardboard • Compare • Similar • Different • Change	• Leather bucket • Monument	• Agriculture • Trade • Settlement • Cause • Consequence • Timeline • BC • Afterlife • Evidence
Skills taught		• Skills taught • Listen to an age-appropriate story about Guy Fawkes. • Sequence pictures from the Guy Fawkes story. • Talk about something that happened in the past. • Observe photographs and artefacts associated with Bonfire Night. • Discuss how Bonfire Night is celebrated. • Compare celebrations today with celebrations in the past. • Observe and describe poppies and Remembrance photographs. • Talk about why people wear poppies. • Handle or observe old and modern toys. • Identify similarities and differences between toys. • Sort toys and pictures into old and new. • Investigate materials used to make toys. • Sort toys according to material. • Describe what toys are made from.	• Skills taught • Chronology • Recognise that the Great Fire happened before living memory. • Identify the Great Fire as an event from the past. • Place 1666 within a simple chronological framework. • Sequence the main events of the fire. • Use time vocabulary and dates when describing the event. • Cause and consequence • Identify where and how the fire began. • Identify individual causes of the fire. • Explain why the fire spread quickly. • Distinguish between the start of the fire and the conditions that helped it spread. • Identify consequences of the fire. • Explain how London changed after the fire. • Use cause and consequence accurately. • Sources and evidence • Ask questions about the Great Fire. • Use Samuel Pepys' diary to find information.	• Skills taught • Chronology • Locate Ancient Egypt within a world-history chronology. • Use dates and BC accurately. • Place Ancient Egypt on a timeline. • Sequence significant events, people and periods. • Recognise that Ancient Egypt lasted for a long period and changed over time. • Compare its chronology with other periods studied. • Historical enquiry • Ask historically valid questions about Ancient Egyptian life. • Select sources relevant to a particular question. • Record relevant information from sources. • Use several sources to investigate an enquiry. • Plan and answer questions about rulers, belief, writing, monuments and daily life. • Sources and evidence

		• Compare the past with the present. • Explain a simple change over time. • Recognise that some traditions have stayed the same. • Use taught vocabulary during play and discussion.	• Use paintings, pictures and objects as historical sources. • Identify information in a source. • Use evidence to answer questions. • Recognise that different sources may provide different information. • Explain how sources help us know about an event beyond living memory. • Change and significance • Compare London before and after the fire. • Identify changes to buildings and streets. • Explain why the Great Fire remains significant. • Recognise that important events can produce lasting change. • Explain why people continue to remember the event. • Communicating historically • Describe what happened during the Great Fire. • Use historical vocabulary accurately. • Sequence information clearly. • Give reasons why the fire spread. • Describe consequences using evidence. • Answer the enquiry question using knowledge from the unit.	• Use artefacts to draw conclusions about Egyptian society. • Use evidence to reconstruct aspects of Ancient Egyptian life. • Examine mummies, tombs, pyramids, hieroglyphs and inscriptions. • Explain what individual sources reveal. • Combine information from more than one source. • Distinguish between different types of historical source. • Recognise the limitations of surviving evidence. • Interpretation and evaluation • Compare different accounts or representations. • Explain why interpretations may differ. • Begin to evaluate a source's usefulness. • Begin to consider reliability. • Explain how archaeological discoveries can change historical understanding. • Support conclusions with relevant evidence. • Similarity, difference and significance • Compare Ancient Egyptian life with life today. • Compare Ancient Egypt with other periods studied. • Explain why Ancient Egypt is considered a significant civilisation. • Explain the significance of Tutankhamun's tomb. • Explain why hieroglyphs and record-keeping were important. • Explain the significance of pyramids and monuments. • Connect power, wealth and belief. • Cause, consequence and connection
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				• Explain how the Nile affected settlement, agriculture, transport and trade. • Explain how physical geography affected human activity. • Describe the advantages and disadvantages of living near the Nile. • Explain why writing and record-keeping helped rulers govern. • Explain why pyramids were constructed. • Describe consequences of pyramid building and monumental construction. • Communicating historically • Give a broad overview of life in Ancient Egypt. • Use subject-specific vocabulary accurately. • Organise information around an enquiry. • Explain what evidence reveals. • Use evidence to support conclusions about rulers, beliefs and daily life. • Produce a reasoned final answer to the enquiry question.
Expectation within the mixed aged class		• Expectations within the mixed-age class • Nursery • Begin to recognise that some events happened before they were born. • Talk about Bonfire Night and Remembrance using stories and photographs. • Explore old and new toys. • Identify simple materials such as wood and plastic. • Begin to use old and new. • Listen to and sequence a simple story with adult support.	• Expectations within the mixed-age class • Year 1 • Identify the Great Fire of London as an event from the past. • State that it happened in 1666. • Describe what happened during the fire. • Identify that the fire began in a bakery on Pudding Lane. • Give one reason why the fire spread. • Identify one consequence. • Recognise Samuel Pepys' diary as a source. • Use past, event, fire and source appropriately. • Year 2	• Expectations within the mixed-age class • Year 3 • Locate Egypt on a map. • Place Ancient Egypt on a simple timeline. • Describe what a civilisation is. • Compare one aspect of Ancient Egyptian life with life today. • Describe why the Nile was important. • Describe the process of mummification. • Identify the role of a pharaoh. • Identify hieroglyphs as Egyptian writing.

		• Notice a simple difference between a past object and a modern object. • Reception • Explain that Bonfire Night remembers something that happened in the past. • Explain that poppies are worn to remember soldiers. • Compare toys from the past with modern toys. • Identify and describe materials used to make toys. • Sort pictures and objects into past and present. • Explain that some things change while others stay the same. • Use past, present, old, new, material and remember confidently. • Use observations from photographs, stories and objects to support an explanation.	• Place the <i>Great Fire</i> within a simple chronological framework. • Sequence the main stages of the event. • Explain several connected causes of the fire's spread. • Distinguish clearly between cause and consequence. • Explain how London changed after the fire. • Use evidence from Samuel Pepys' diary and other sources. • Explain how different sources help historians investigate the event. • Explain why the <i>Great Fire</i> remains historically significant. • Answer the enquiry question using evidence and precise vocabulary.	• Describe what pyramids were used for. • Use sources and artefacts to find information. • Use core vocabulary correctly. • Answer the enquiry question using selected evidence. • Year 4 • Place Ancient Egypt within a wider chronological framework. • Explain why Ancient Egypt became a significant civilisation. • Describe changes across the Ancient Egyptian period. • Explain how the Nile influenced settlement, farming and trade. • Explain how mummification reflected Egyptian beliefs. • Explain the relationship between pharaohs, religion, wealth and power. • Evaluate what artefacts from Tutankhamun's tomb reveal. • Explain why writing and record-keeping were important. • Explain the significance of pyramids and monuments. • Compare different sources and interpretations. • Evaluate the usefulness and reliability of evidence. • Use several sources to support a reasoned conclusion.
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		EYFS establishes the idea of a past beyond personal experience: children learn that Guy Fawkes, Bonfire Night and Remembrance relate to events and people from before they were born. They listen, sequence, observe and compare, using simple time language and familiar objects.	KS1 develops a structured historical event enquiry: pupils place the Great Fire of London in 1666, beyond living memory. They distinguish causes from consequences, sequence the event and use Samuel Pepys' diary and other sources to explain how the fire changed London.	LKS2 extends pupils into ancient world history: pupils place Ancient Egypt within a dated chronology stretching from approximately 3100 BC to 30 BC. They investigate a complex civilisation by selecting, comparing and evaluating archaeological and written evidence, using it to draw conclusions about rulers, beliefs, society, writing and daily life.
	Overarching theme	- EYFS - What makes me who I am?	- KS1 - Why do people choose different places to go on holiday?	- LKS2 - How does location affect how people live?
Key knowledge	Who am I and where am I from?	- Key knowledge - Children will know that: - Every person is unique. - Everyone has characteristics, interests and experiences that make them special. - Families are all different. - Everyone has a family history. - A home is the place where someone lives. - People live in different types of homes in the local area and around the world. - Types of homes include houses, bungalows, flats, caravans, igloos and stilt houses. - The type of home people live in can be connected to where they live. - Our bodies have different parts, and each part has an important job. - The main parts of the body include the head, body, arms, hands, legs and feet. - The skeleton supports the body and helps it move. - We use five senses to find out about the world around us.	- Key knowledge - Pupils will know that: - People go on holiday in the United Kingdom and around the world. - Holidays can take place in cities, villages, resorts and seaside locations. - Some people travel abroad for holidays. - Different holiday destinations have different human and physical features. - Human and physical features can make a place attractive to visitors. - Holidays can help people learn about different places and cultures. - Maps, atlases and globes help people find and locate places. - A map shows places from above. - The United Kingdom is surrounded by seas. - Seas and oceans can be located on maps and globes. - Different countries are located on different continents. - Maps can show both human and physical features. - Beaches and cliffs are physical features. - A coast is where the land meets the sea. - Beaches can be sandy or pebbly.	- Key knowledge - Pupils will know that: - Maps show places and where they are in relation to one another. - Maps are drawn from a plan or bird's-eye view. - Maps use symbols to represent real features. - A map key explains the symbols used on a map. - Different maps are used for different purposes, including road maps and physical maps. - The United Kingdom can be located on a world map. - The United Kingdom is made up of England, Scotland, Wales and Northern Ireland. - Countries have capital cities. - London is the capital city of England and the United Kingdom. - The Earth is divided into continents. - The seven continents and five oceans can be named and located. - Continents contain different countries and geographical features. - Continents vary in size, climate and population.

		• The five senses are sight, hearing, smell, taste and touch. • Healthy food, water, exercise, sleep and good hygiene help our bodies grow and stay healthy. • Teeth help us bite and chew food. • Brushing our teeth, eating healthy foods and visiting the dentist help keep our teeth healthy.	• Lighthouses help ships travelling near the coast. • Many people visit seaside locations for holidays. • Weather changes throughout the year. • Seasons affect people's holiday choices. • Some places are hotter than others. • Different countries have different climates. • Some people choose destinations because they want snow, while others choose destinations because they want sunshine. • Places near the Equator are usually hotter. • The North Pole and South Pole are cold places. • The Earth can be divided into the Northern and Southern Hemispheres. • Climate can affect how people live. • People choose holiday destinations for different reasons. • Weather, climate, culture and the human and physical features of a place influence holiday choices. • Some people prefer busy destinations, while other people prefer quieter places.	• The Equator is an imaginary line around the middle of the Earth. • The Earth is divided into the Northern and Southern Hemispheres. • Latitude and longitude help people locate places accurately. • The Prime Meridian passes through Greenwich in London. • Compass points show direction. • Grid references help locate places on a map. • Scale bars show the relationship between distance on a map and distance in the real world. • Physical features are natural features of the Earth. • Human features are features that have been built or made by people. • Places contain a mixture of human and physical features. • Physical features can influence human activity. • Rivers can influence where people choose to settle. • A settlement is a place where people live. • Settlements can be urban or rural. • Urban areas contain many buildings and people. • Rural areas contain fewer people and more open land. • People choose settlement locations for different reasons. • Settlements often develop near rivers, transport routes, suitable land and useful resources. • Human and physical features influence settlement patterns. • Location affects where people live, how they travel, the work they do and how they use the land.
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Vocabulary	Who am I and where am I from?	- Core vocabulary - Family - The people who love and care for you. - Home - The place where you live. - House - A building where people live. - Body - All the parts that make you. - Head - The top part of your body where your brain is. - Arms - The parts of your body used to lift, carry and hold things. - Legs - The parts of your body used to walk, run and jump. - Senses - The five ways our bodies help us learn about the world. - Healthy - Looking after your body so it can grow strong and stay well. - Exercise - Moving your body to help keep it healthy and strong. - Teeth - The hard, white parts in the mouth that help us bite and chew food. - Dentist - A person who helps keep our teeth healthy. - Wider vocabulary - Me, myself, name, unique, same, different, special, relative, grandparent, past, present, detached house, semi-detached house, terraced house, bungalow, flat, apartment, caravan, igloo, stilt house, skeleton, muscles, sight, hearing, smell, taste, touch, nutrition, balanced diet, water, sleep, hygiene, toothbrush, toothpaste.	- Core vocabulary - Destination - The place where people go on holiday. - Resort - A place where people go on holiday. - Map - A drawing that shows places from above. - Coast - Where the land meets the sea. - Weather - What it is like outside each day. - Climate - The usual weather in a place over time. - Wider vocabulary - Holiday, culture, city, village, location, sea, ocean, atlas, globe, season, beach, cliff, lighthouse, seaside, sunny, rainy, windy, Equator, hemisphere, North Pole, South Pole, compare, same, different, human feature and physical feature.	- Core vocabulary - Map - A drawing that shows places from above. - Country - A large area of land where people live, with its own government. - Continent - One of the seven large areas of land on Earth. - Direction - The way something is going or facing. - Human feature - Something built or made by people, such as a house, road or school. - Physical feature - A natural part of the Earth, such as a mountain, river or forest. - Settlement - A place where people live. - Urban - An area with many buildings and people. - Rural - An area with fewer people and more open land. - Wider vocabulary - United Kingdom, capital city, plan view, bird's-eye view, map key, globe, compass point, grid reference, scale bar, Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, Prime Meridian, tropics, Europe, North America, South America, river, transport route, resource and settlement pattern.
Skills taught	Who am I and where am I from?	- Skills taught - Children learn to: - Speak about themselves and listen to others.	- Skills taught - Pupils learn to: - Identify different places around the world.	- Skills taught - Pupils learn to: - Identify the purpose of different maps.

		• Observe and describe their physical characteristics. • Explain what makes them unique. • Talk about members of their family and the people who are important to them. • Recognise and respect similarities and differences between families. • Observe, sort and compare different types of homes. • recognise similarities and differences between homes in this country and homes in other countries. • Draw information from photographs, stories, nonfiction texts and simple maps. • Identify and name the main parts of the body. • Investigate the five senses through practical experiences. • Observe, compare and describe what they discover. • Sort healthy and less healthy choices. • Explain how to look after their body and teeth. • Use new vocabulary during play, discussion and explanation	• Identify and describe holiday destinations. • Use maps and globes to find places. • Locate destinations using maps, atlases and globes. • Locate seas and oceans. • Recognise that maps represent real places. • Use geographical vocabulary to describe location. • Identify human and physical features. • Describe the physical features of a coastal environment. • Use geographical vocabulary to describe beaches, cliffs, coasts and seaside locations. • Describe the weather in different places. • Recognise seasonal changes. • Compare the weather and climate of different places. • Locate the Equator, North Pole and South Pole on a globe. • Identify hot and cold areas of the world. • Recognise and describe simple geographical patterns. • Compare different holiday destinations. • Identify similarities and differences between places. • Explain why people choose different destinations. • Use human features, physical features, climate and culture to support comparisons.	• Use maps, atlases and globes to locate places. • Interpret symbols using a map key. • Explain how maps represent real places from a plan view. • Locate the United Kingdom on a world map. • Name and locate the four countries of the United Kingdom. • Identify the capital city of each UK country. • Name and locate the world's continents and oceans. • Use a globe confidently. • Compare continents by size, location and physical features. • Identify the Equator and hemispheres. • Use latitude and longitude to locate places. • Use four- and eight-point compass directions. • Use grid references to locate places. • Interpret scale bars. • Follow, plan and describe routes. • Identify human and physical features on maps and photographs. • Compare the human and physical geography of different places. • Make connections between landscape and human activity. • Identify settlements on maps. • Describe and compare urban and rural settlements. • Explain why settlements develop in particular locations. • Use geographical evidence to explain how physical and human features influence settlement patterns.
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Expectation within mixed age		• Difference between Nursery and Reception • Nursery children will: • Talk about themselves and members of their family. • Recognise their own home. • Begin to understand that people live in different types of homes. • Name some parts of the body. • Explore their senses through play. • Begin to understand that healthy food, exercise and brushing their teeth help keep them healthy. • Reception children will: • Describe themselves and explain what makes them unique. • Describe their family and recognise that families are different. • Compare different types of homes, including homes from around the world. • Name basic body parts and explain their functions. • Explain how the five senses help us learn about the world. • Describe how diet, exercise, sleep, hygiene and oral hygiene keep the body healthy. • Use the topic vocabulary confidently in conversation and explanation.	• Difference between Year 1 and Year 2 • Year 1 pupils will: • Identify different holiday destinations. • Recognise human and physical features in holiday locations. • Describe places using simple geographical vocabulary. • Use a map or globe to find simple locations. • Identify seas and oceans on a map. • Recognise that maps help people find places. • Identify physical features found at the seaside. • Describe beaches, cliffs and coasts. • Identify different types of weather. • Recognise that weather changes throughout the year. • Locate the Equator, North Pole and South Pole on a globe. • Describe simple differences between hot and cold places. • Identify similarities and differences between holiday destinations. • Give simple reasons why people might choose different places to visit. • Year 2 pupils will: • Compare different holiday destinations. • Explain how human and physical features attract visitors. • Locate destinations using maps, atlases and globes. • Explain how maps represent human and physical features. • Describe locations using more precise geographical vocabulary. • Explain how physical features make coastal areas distinctive. • Compare different seaside locations. • Compare weather and climate in different places.	• Difference between Year 3 and Year 4 • Year 3 pupils will: • Identify the purpose of a map. • Use a map key to identify symbols. • Describe what a map shows. • Locate the United Kingdom and name its four countries and capital cities. • Name and locate the world's continents and oceans. • Identify the Equator and hemispheres. • Recognise that latitude and longitude help locate places. • Use the four main compass points. • Use simple grid references and follow a simple route. • Identify human and physical features. • Describe basic differences between human and physical features. • Identify different types of settlements. • Describe the characteristics of urban and rural areas. • Recognise some reasons why people choose particular places to live. • Year 4 pupils will: • Explain how maps represent real places from a plan view. • Interpret a range of symbols and map keys. • Explain why different maps are used for different purposes. • Describe the position of the United Kingdom within Europe. • Use maps and atlases confidently to describe locations. • Compare continents using location, size and physical features. • Explain how latitude and longitude locate places accurately.
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			• Explain how seasons affect holiday choices. • Explain why places near the Equator are usually hotter. • Use maps and globes to compare hot and cold regions. • Explain how weather, climate, culture and geographical features influence people's choices. • Justify comparisons using geographical vocabulary and evidence.	• Describe the significance of the Equator, hemispheres and Prime Meridian. • Use eight-point compass directions and four-figure grid references. • Plan and describe routes using maps, keys and scale bars. • Explain how human and physical features influence places. • Compare locations using human and physical geography. • Compare urban and rural settlements. • Explain why settlements develop in particular locations. • Use maps, atlases and geographical evidence to explain how location affects people's lives.
Progression across the thread		• EYFS establishes the children's sense of identity and belonging. Children begin with themselves, their families and their homes. They recognise that people and families are different and compare familiar homes with homes elsewhere in the world. Their geographical thinking begins through observation, talk, comparison, sorting and engagement with photographs, stories and simple maps.	• KS1 moves from the child's home to places people visit. Pupils use maps, atlases and globes to locate destinations and develop knowledge of coasts, seas, oceans, weather, climate and global patterns. They distinguish between human and physical features and begin to explain why the characteristics of a place influence people's holiday choices.	• LKS2 extends this understanding from visiting places to explaining why places develop where they do. Pupils use increasingly sophisticated mapping skills, including compass points, grid references, scale, latitude and longitude. They identify and compare urban and rural settlements and explain how physical features, transport links, land and resources affect where people settle and how they live.
	Overarching theme	• EYFS • How does the Earth change through the year?	• KS1 • Why are some places on Earth hot and others cold?	• LKS2 • Where are rainforests found, and why are they important?
Key knowledge	What on earth?	• Key knowledge • Children will know that: • There are four seasons in a year. • The four seasons are spring, summer, autumn and winter. • The natural world changes as the seasons change.	• Key knowledge • Pupils will know that: • Some places in the world are hot. • Some places in the world are cold. • Hot places are often dry and sandy. • Cold places can be icy and snowy. • A desert is a very dry place with little rainfall.	• Key knowledge • Pupils will know that: • South America is a continent. • South America contains a number of different countries. • The Amazon rainforest is located in South America.

		• Autumn and winter are generally colder seasons. • During autumn, leaves change colour and fall from some trees. • Winter is usually the coldest season and can bring frost, ice or snow. • Spring and summer are generally warmer seasons. • During spring, the weather begins to get warmer and flowers and other plants begin to grow. • Summer is usually the warmest season. • Different types of weather include sunshine, rain, wind and snow. • Weather can change between seasons and from day to day. • Seasonal changes affect the natural environment. • The weather affects what people wear and what they do. • Coats, hats, scarves and boots help protect people in cold or wet weather. • The seasons follow a repeating sequence.	• Some deserts are hot, while some deserts are cold. • People and animals live in both hot and cold environments. • Animals in cold places may have thick fur or blubber to keep them warm. • Maps, atlases and globes help us locate places around the world. • A globe is a round model of the Earth. • Oceans and continents can be located on maps and globes. • Hot and cold places can be located using maps, atlases and globes. • The Equator is an imaginary line around the middle of the Earth. • The Equator divides the Earth into north and south. • Places near the Equator are usually hotter. • Countries near the Equator can experience similar weather throughout the year. • The North Pole and South Pole are very cold places. • The polar regions are covered in ice and snow. • Places farther away from the Equator are generally colder. • The Arctic is the cold region around the North Pole. • Antarctica is the cold continent around the South Pole. • Polar bears live in the Arctic, near the North Pole. • Penguins live in and around Antarctica, near the South Pole. • Weather is different around the world. • Hot places usually have higher temperatures. • Cold places usually have lower temperatures.	• The Amazon River and Andes Mountains are significant physical features of South America. • South America is located mainly in the Southern Hemisphere, although part of it lies north of the Equator. • Maps, atlases and globes can be used to locate South America and its countries. • A rainforest is a dense, hot and wet forest. • Rainforests receive large amounts of rainfall. • A rainforest is a type of biome. • A biome is a large region with a similar climate, plants and animals. • Rainforests contain a very wide variety of plants and animals. • Biodiversity refers to the variety of living things within an environment. • Rainforests are among the most biodiverse environments on Earth. • Rainforests are mainly found around the Equator. • Tropical rainforests are generally found between the Tropic of Cancer and the Tropic of Capricorn. • Rainforests have a tropical climate. • Climate is the usual pattern of weather in a place over a long period. • The hot, wet climate near the Equator provides the conditions needed for rainforests to grow. • The rainforest has four layers: the emergent layer, canopy, understory and forest floor. • Each layer has different levels of light, temperature and humidity. • Different plants and animals are adapted to different rainforest layers.
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Vocabulary	What on earth?	• Core vocabulary • Season - A time of the year when the weather changes. • Weather - What it is like outside.	• Core vocabulary • Temperature - How hot or cold something is. • Desert - A very dry place with little rain. • Globe - A round model of the Earth.	• Core vocabulary • Rainforest - A dense, hot and wet forest with a large amount of rainfall. • Biodiversity - The variety of living things found in an environment.

		• Spring - The season when it starts to get warmer and flowers begin to grow. • Summer - The warmest season of the year, with more sunshine. • Autumn - The season when leaves change colour and fall and the weather becomes colder. • Winter - The coldest season of the year, sometimes with snow. • Hot - Very warm. • Cold - Not warm; having little heat. • Change - When something becomes different. • Wider vocabulary • Sunny, rainy, windy, snowy, cloudy, warm, sun, rain, wind, snow, leaf, flower, tree, frost, coat, hat, scarf, boots, same and different.	• Map - A drawing that shows places from above. • Equator - An imaginary line around the middle of the Earth, where it is usually hot. • North Pole - The northernmost point of the Earth. • South Pole - The southernmost point of the Earth. • Wider vocabulary • Weather, climate, atlas, continent, ocean, Arctic, Antarctica, season, habitat, icy, snowy, freezing, hemisphere, north, south, polar, rainfall, forecast, survive, adapt and blubber.	• Climate - The usual pattern of weather in a place over time. • Equator - An imaginary line around the middle of the Earth. • Habitat - The natural place where a plant or animal lives. • Deforestation - The cutting down and clearing of large areas of forest. • Wider vocabulary • South America, continent, country, Amazon rainforest, Amazon River, Andes Mountains, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, biome, tropical, temperate, physical feature, human feature, emergent layer, canopy, understory, forest floor, humidity, indigenous, Yanomami, inhabitants, settlement, land use, adapt, sustainable, endangered, extinction, destruction and conservation.
Skills taught	What on earth?	• Skills taught • Children learn to: • Use their senses to explore the natural world. • Observe changes in the weather and natural environment. • Talk about what they see, hear and feel outside. • Name and sequence the four seasons. • Sort photographs, objects, clothing and activities according to season. • Match suitable clothing to different weather conditions. • Identify and describe different types of weather. • Record the weather using pictures, symbols or a simple weather chart. • Compare warm and cold seasons.	• Skills taught • Pupils learn to: • Recognise and describe different natural environments. • Use geographical vocabulary to describe hot and cold places. • Describe the weather in different locations. • Use world maps, atlases and globes. • Locate hot and cold places on maps and globes. • Locate continents and oceans connected with the places studied. • Locate the Equator, North Pole and South Pole. • Recognise geographical patterns in the location of hot and cold places.	• Skills taught • Pupils learn to: • Use maps, atlases and globes to locate South America. • Locate countries and important physical features within South America. • Describe South America's position in relation to the Equator and hemispheres. • Compare South America with another continent. • Recognise and describe natural features. • Describe the physical geography of a rainforest. • Explain the characteristics of a rainforest biome.

		• Identify similarities and differences between seasons. • Describe changes such as leaves falling, flowers growing and temperatures becoming warmer or colder. • Explain how weather affects what people wear and do. • Use simple evidence from direct observation. • Use seasonal and weather vocabulary in talk and play.	• Describe how temperature changes with distance from the Equator. • Compare the physical characteristics of hot and cold environments. • Compare weather patterns in different parts of the world. • Describe seasonal changes. • Identify how an environment affects the way people and animals live. • Describe human and physical environments. • Make connections between climate, homes, clothing, habitats and living things. • Explain geographical patterns using maps, globes and geographical vocabulary.	• Locate major rainforest regions on a world map. • Identify the Equator, hemispheres and tropical regions. • Identify patterns in the global distribution of rainforests. • Explain the relationship between location, climate and biome. • Create and interpret labelled diagrams. • Describe how conditions vary between rainforest layers. • Explain how plants and animals adapt to different conditions. • Identify human settlements in rainforest environments. • Compare life in the rainforest with life in the United Kingdom. • Explain how people use and adapt to their environment. • Describe the environmental impact of human activity. • Make connections between human and physical geography. • Explain the advantages and disadvantages of different forms of land use. • Use evidence to explain why rainforests are important. • Suggest and evaluate ways of protecting rainforest environments. • Present geographical findings using annotated maps and geographical vocabulary.
Expectation within mixed age		• Difference between Nursery and Reception • Nursery children will: • Experience different types of weather through outdoor exploration.	• Difference between Year 1 and Year 2 • Year 1 pupils will: • Identify examples of hot and cold places. • Describe simple characteristics of hot and cold environments.	• Difference between Year 3 and Year 4 • Year 3 pupils will: • Locate South America on a world map. • Identify some countries and physical features within South America. • Locate major rainforest regions.

		• Notice simple changes in the environment. • Begin to name familiar weather, such as sunny, rainy, windy or cold. • Recognise some seasonal objects and clothing. • Sort simple pictures and objects by weather or season. • Begin to understand that the weather changes. • Reception children will: • Name and sequence all four seasons. • Describe typical weather associated with each season. • Explain how the natural world changes across the seasons. • Compare seasons using language such as warmer, colder, same and different. • Explain how weather affects clothing, activities and daily life. • Record and discuss observations of the natural world. • Use the core vocabulary independently and accurately. • Answer the enquiry question by explaining how the world changes through the year.	• Use words such as hot, cold, desert, icy and snowy. • Find simple locations on a map or globe. • Recognise that maps and globes help people find places. • Identify the Equator on a globe. • Recognise that places near the Equator are usually hot. • Locate the North Pole and South Pole. • Describe the polar regions as cold and icy. • Describe simple weather differences. • Identify how people and animals live in hot and cold places. • Describe simple animal adaptations. • Name one hot place and one cold place. • Year 2 pupils will: • Explain differences between hot and cold environments. • Describe how weather and climate vary between places. • Locate hot and cold places using maps, atlases and globes. • Identify relevant continents and oceans. • Explain the relationship between the Equator and temperature. • Use maps and globes to identify countries near the Equator. • Explain why polar regions are colder than places near the Equator. • Compare weather patterns in different parts of the world. • Explain how seasons affect weather. • Use vocabulary such as climate, temperature, rainfall and season accurately. • Explain how climate affects homes, clothing and habitats. • Describe adaptations that help animals survive.	• Identify the Equator and tropical regions. • Describe a rainforest as a hot, wet environment. • Recognise that a rainforest is an important habitat. • Use the terms rainforest and biodiversity correctly. • Name the four layers of the rainforest. • Describe simple characteristics of each layer. • Create a labelled diagram of rainforest structure. • Describe how people live in the rainforest. • Identify similarities and differences between rainforest life and life in the UK. • Explain why rainforests are important. • Identify some causes of deforestation. • Suggest simple ways rainforests can be protected. • Year 4 pupils will: • Explain the location of South America using maps, atlases and globes. • Describe its position in relation to the Equator and hemispheres. • Compare South America with another continent. • Explain why a rainforest is classified as a biome. • Explain how a tropical climate supports high biodiversity. • Identify patterns in the global distribution of rainforests. • Explain why rainforests are concentrated near the Equator.
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Progression across the thread		• EYFS establishes children's understanding that the natural world changes over time. Children experience weather and seasonal change directly, name the four seasons and observe how changes affect plants, clothing and everyday activities. Their skills are rooted in sensory exploration, observation, sorting, sequencing and oral explanation.	• KS1 moves from seasonal changes in the local environment to global patterns of temperature and climate. Pupils use maps and globes to locate the Equator and polar regions, compare hot and cold environments and explain how climate influences people, animals, clothing, homes and habitats.	• LKS2 applies this knowledge to a specific biome. Pupils explain why tropical rainforests are concentrated near the Equator and investigate the relationship between location, climate, vegetation, wildlife and human life. They move beyond description to explaining environmental interdependence, the consequences of deforestation and the importance of conservation.
	Overarching theme	• EYFS • What can we discover about the United Kingdom?	• KS1 • How are places in the United Kingdom similar and different?	• LKS2 • How do mountains shape the land and the way people live?
Knowledge	On our travels	• Key knowledge • Children will know that: • We live in the United Kingdom. • The United Kingdom is made up of four countries.	• Key knowledge • Pupils will know that: • The United Kingdom is made up of four countries.	• Key knowledge • Pupils will know that: • A mountain is a natural physical feature.

		• The four countries are England, Scotland, Wales and Northern Ireland. • A map is a picture that shows where places are. • England, Scotland, Wales and Northern Ireland can be identified on a simple map. • London is the capital city of England. • London has famous landmarks, including Big Ben, Buckingham Palace and Tower Bridge. • People can travel to London by train. • Edinburgh is a city in Scotland. • Edinburgh Castle is a famous landmark in Scotland. • People can travel by aeroplane. • Belfast is a city in Northern Ireland. • Titanic Belfast is a museum and landmark in Belfast. • People can travel by boat. • Cardiff is the capital city of Wales. • The National Museum Cardiff is a landmark in Cardiff. • People can travel by car. • Transport helps people travel from one place to another. • Different forms of transport travel in different ways: trains travel on railway tracks, cars travel on roads, boats travel on water and aeroplanes fly. • A journey involves travelling from one place to another. • A landmark is a famous or easily recognised place. • Postcards can provide information about places someone has visited.	• The four countries are England, Scotland, Wales and Northern Ireland. • The United Kingdom can be located on a world map and globe. • The United Kingdom is part of Europe. • Seas surround the United Kingdom. • The countries of the United Kingdom have different flags and national symbols. • Each country of the United Kingdom has a capital city. • London is the capital city of England. • Edinburgh is the capital city of Scotland. • Cardiff is the capital city of Wales. • Belfast is the capital city of Northern Ireland. • Capital cities are important places. • Governments are commonly based in capital cities. • Many people live and work in capital cities. • Capital cities often contain famous landmarks. • London is a large city. • London contains many human features and famous landmarks. • The River Thames is a physical feature that flows through London. • London also contains parks and open spaces. • Many tourists visit London. • A settlement is a place where people live. • Cities, towns and villages are different types of settlement. • Villages are generally smaller than towns and cities. • Towns are generally larger than villages but smaller than cities. • Cities usually contain more buildings, services and people.	• Mountains are generally higher and steeper than hills. • Mountains form over very long periods. • A mountain range is a group of connected mountains. • Forces beneath the Earth's surface form mountains. • The Earth's crust consists of large tectonic plates that move slowly. • Tectonic plates can push together and force the land upwards, creating mountains and mountain ranges. • Volcanic activity can also form mountains. • Magma is hot, molten rock beneath the Earth's surface. • A volcano is a natural feature through which molten rock escapes from inside the Earth. • Heat inside the Earth causes movement beneath the crust. • Mountain ranges are found on different continents. • Maps and atlases can be used to locate mountain ranges. • The Himalayas are a major mountain range in Asia. • The Himalayas contain some of the highest mountains in the world. • Mount Everest is part of the Himalayas. • Mountains continue to change after they have formed. • Erosion wears mountains away over time. • Water, ice and wind cause erosion. • Weathering is the breaking down of rock over time. • Changes in temperature can cause mountain rocks to crack.
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Vocabulary	On our travels	• Core vocabulary • United Kingdom - A country made up of England, Scotland, Wales and Northern Ireland. • England - One of the four countries of the United Kingdom. • Scotland - One of the four countries of the United Kingdom. • Wales - One of the four countries of the United Kingdom.	• Core vocabulary • Country - A large area of land where people live, with its own government. • Capital city - The main city of a country where the government is based. • City - A large place where many people live and work. • Town - A place where people live that is bigger than a village. • Village - A small place where people live.	• Core vocabulary • Mountain - A high natural area of land with steep sides. • Volcano - A natural feature through which molten rock escapes from inside the Earth. • Mountain range - A group of mountains joined together. • Continent - One of the seven large areas of land on Earth.

		- Northern Ireland - One of the four countries of the United Kingdom. - Map - A picture that shows where places are. - Country - A place where people live. - Transport - Something used to help people travel. - Landmark - A famous or easily recognised place that people may visit. - Journey - Travelling from one place to another. - Postcard - A card sent to tell someone about a place that has been visited. - Travel - To go from one place to another. - Wider vocabulary - Barnaby Bear, London, Edinburgh, Cardiff, Belfast, capital city, Big Ben, Buckingham Palace, Tower Bridge, Edinburgh Castle, Titanic Belfast, National Museum Cardiff, museum, train, railway, aeroplane, boat, car and road.	- Landmark - An object or feature that makes a place easy to recognise. - Wider vocabulary - England, Scotland, Wales, Northern Ireland, United Kingdom, Europe, sea, map, globe, settlement, urban, rural, compare, similar, different, local area, physical feature, human feature, government, capital, River Thames, tourist and park.	- Erosion - The wearing away of rock and soil by forces such as water, ice and wind. - Settlement - A place where people live. - Previously taught vocabulary retrieved - Physical feature - A natural part of the Earth, such as a mountain, river or forest. - Wider vocabulary - Hill, Himalayas, Mount Everest, tectonic plates, crust, magma, volcanic activity, weathering, glacier, strata, limestone, river, valley, gorge, cave, water cycle, earthquake, barrier, transport, tourism, recreation, farming and land use.
Skills taught	On our travels	- Skills taught - Children learn to: - Observe a simple map of the United Kingdom. - Identify and point to places on a map. - Recognise that maps represent real places. - Name the countries of the United Kingdom. - Match cities and landmarks to the correct UK country. - Draw information from maps, photographs, stories, videos and nonfiction texts.	- Skills taught - Pupils learn to: - Use world maps, atlases and globes to locate the United Kingdom. - Name and locate the four countries of the United Kingdom. - Identify the seas surrounding the United Kingdom. - Locate the four UK capital cities. - Use maps to identify important places. - Describe the location of places using geographical vocabulary. - Identify human and physical features in London.	- Skills taught - Pupils learn to: - Recognise mountains as physical features. - Describe and compare mountains and hills. - Use geographical vocabulary to describe mountain environments. - Explain how mountains form. - Use diagrams to represent physical processes. - Explain the role of tectonic plates and volcanic activity. - Use maps, atlases, globes and digital mapping.

		• Recognise landmarks from photographs. • Compare different places within the United Kingdom. • Identify and compare different forms of transport. • Match forms of transport to land, water or air. • Talk about places and journeys. • Sequence postcards to reconstruct a journey. • Recall the countries, cities, landmarks and transport encountered during a journey. • Use positional and geographical vocabulary in discussion. • Communicate observations and knowledge through speaking, play, pictures and a travel book	• Distinguish between human and physical features. • Use maps, photographs and other geographical sources to describe a city. • Identify and describe cities, towns and villages. • Recognise similarities and differences between settlements. • Compare the size, appearance and features of settlements. • Distinguish between urban and rural areas. • Locate Staffordshire on a map. • Observe and describe the school's local area. • Identify human and physical features in Staffordshire. • Compare Staffordshire and the local area with London or another UK location. • Use fieldwork and observational evidence. • Use maps and geographical vocabulary to support comparisons. • Present findings through a comparison poster or annotated map.	• Locate major mountain ranges. • Identify the continents in which mountain ranges are located. • Compare mountain ranges on different continents. • Describe patterns in the global distribution of mountains. • Describe how erosion changes mountain landscapes. • Identify water, ice and wind as agents of erosion. • Explain how weathering, erosion and glaciers shape mountains over time. • Identify landforms found in mountain environments. • Explain how rivers and flowing water shape the land. • Make connections between mountains, rivers and the water cycle. • Identify different uses of mountain environments. • Explain how physical geography influences human activity. • Describe the opportunities and challenges of living near mountains. • Compare the advantages and disadvantages of mountain locations. • Use geographical evidence to answer an enquiry question. • Communicate understanding through maps, labelled diagrams and oral explanations.
Expectation within mixed aged		• Difference between Nursery and Reception • Nursery children will: • Explore a simple map of the United Kingdom. • Recognise that they live in the United Kingdom.	• Difference between Year 1 and Year 2 • Year 1 pupils will: • Name England, Scotland, Wales and Northern Ireland. • Locate the United Kingdom on a map or globe. • Identify some of the seas surrounding the United Kingdom.	• Difference between Year 3 and Year 4 • Year 3 pupils will: • Identify a mountain as a physical feature. • Describe the difference between a mountain and a hill. • Use geographical vocabulary to describe mountain environments.

		• Join in with Barnaby Bear's journey through stories and postcards. • Talk about different ways of travelling. • Recognise some famous places in photographs. • Match familiar forms of transport to land, water or air. • Begin to use words such as map, country, travel and transport. • Reception children will: • Name England, Scotland, Wales and Northern Ireland. • Locate the four countries on a simple UK map. • Identify London as the capital city of England and Cardiff as the capital city of Wales. • Match famous cities and landmarks to the correct country. • Compare different forms of transport. • Sequence the different stages of a journey. • Recall geographical information from maps, photographs, stories and postcards. • Use simple geographical vocabulary when explaining places and journeys. • Answer the enquiry question by describing what they have discovered about the United Kingdom	• Identify London as the capital city of England. • Recognise that countries have capital cities. • Identify human and physical features in London. • Name at least one famous London landmark. • Identify features of towns and villages. • Recognise simple differences in the size and appearance of settlements. • Identify human and physical features in Staffordshire. • Describe familiar features of the local area. • Describe a city, town or village using simple geographical vocabulary. • Year 2 pupils will: • Locate and name the four UK countries confidently. • Explain that the United Kingdom is organised into four countries. • Use maps and globes to describe locations accurately. • Name the capital cities of all four UK countries. • Explain why capital cities are important. • Associate landmarks with particular capital cities. • Describe London using accurate geographical vocabulary. • Explain the difference between human and physical features in a city. • Compare London with a familiar place. • Compare cities, towns and villages. • Explain similarities and differences between urban and rural settlements. • Compare Staffordshire with another place in the United Kingdom. • Use maps, observations and geographical vocabulary to support explanations.	• Describe how mountains form. • Identify the role of volcanoes in mountain formation. • Locate major mountain ranges using maps and atlases. • Identify the continent in which a mountain range is found. • Name the Himalayas as a significant mountain range. • Describe how erosion changes mountains. • Identify water, ice and wind as causes of erosion. • Identify valleys, gorges and caves as mountain landforms. • Recognise that many rivers begin in mountains. • Describe how mountains affect travel and settlements. • Identify ways people use mountain environments. • Recognise some challenges of living in mountain regions. • Year 4 pupils will: • Explain why mountains are classified as physical features. • Compare mountains and hills using precise geographical vocabulary. • Explain how mountains influence wider landscapes. • Explain how movements of tectonic plates create mountain ranges. • Describe the role of volcanic activity in mountain formation. • Compare mountain ranges on different continents. • Explain patterns in the global distribution of mountains. • Use maps and atlases confidently to support explanations.
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Progression across the thread		• EYFS establishes children's first spatial understanding of the United Kingdom. Children follow a journey, explore a simple map and connect the four UK countries with cities, landmarks and different forms of transport. Their skills develop through observation, matching, sequencing, comparison and geographical talk.	• KS1 secures more precise locational knowledge of the United Kingdom. Pupils name and locate its countries and capital cities, identify human and physical features and distinguish between cities, towns and villages. They move from recognising individual places to making supported comparisons between London, Staffordshire and other urban and rural locations.	• LKS2 extends the idea of travelling through and comparing places into a detailed study of a major physical landscape. Pupils locate mountain ranges globally and explain the processes that form and change them. They then connect physical geography with human geography by explaining how mountains affect transport, settlement, tourism, farming and land use.
	Overarching theme	• EYFS • How is life different in other parts of the world?	• KS1 • How is life in Kenya similar to and different from life in the United Kingdom?	• KS2 • How do rivers shape the land, and why are they important to people?
Key knowledge	Where in the World?	• Key knowledge • Children will know that: • The world is made up of different places. • Africa is a continent. • Africa is a very large place made up of many countries.	• Key knowledge • Pupils will know that: • Kenya is a country in East Africa. • Africa is one of the world's seven continents. • Kenya can be located on a world map, atlas and globe.	• Key knowledge • Pupils will know that: • A river is a natural flow of water across land. • Rivers are physical features. • Rivers flow downhill from higher land to lower land.

		• Africa can be located on a simple world map or globe. • Africa and the United Kingdom are in different parts of the world. • A habitat is a place where plants and animals live. • Africa contains different habitats and environments. • A savanna is a hot, grassy environment. • Animals such as lions and elephants live in African savannas. • A rainforest is a warm, wet environment containing many trees and plants. • Animals such as monkeys live in rainforests. • A desert is a hot, dry and sandy environment. • Camels can live in desert environments. • Different environments can be hot, cold, wet, dry, grassy or covered with trees. • Different animals live in different habitats. • Animals live in habitats that provide suitable conditions for them. • Africa and the United Kingdom have similarities and differences. • The climate, animals and environments found in Africa can be different from those found in the United Kingdom. • Maps, globes, photographs and stories help us learn about places around the world.	• Kenya is located near the Equator. • Kenya is beside the Indian Ocean. • Kenya is larger than the United Kingdom. • Kenya has a larger population than the United Kingdom. • Nairobi is the capital city of Kenya. • Kenya contains cities, towns and villages. • Kenya has forests, deserts, mountains and lakes. • Kenya contains a range of landscapes and habitats. • Some mountains in Kenya have snow. • Lake Turkana is the world's largest permanent desert lake. • Human features are built or created by people. • Physical features are natural features of the Earth. • Kenya is known for its wildlife and safari animals. • Lions, elephants, rhinoceroses, leopards and buffalo live in Kenya. • Wildlife lives in natural habitats. • Many wild animals roam freely in protected Kenyan environments. • Kenya has taken action to protect wildlife, including banning the hunting of many animals. • Flamingos can be found around Lake Turkana. • Kenya is generally hotter than the United Kingdom. • Kenya's location near the Equator affects its climate. • Kenya has wet and dry seasons. • Some parts of Kenya experience drought. • Weather and climate can vary across Kenya. • The United Kingdom has a temperate climate.	• Rivers are formed and shaped by natural processes over time. • The source is the place where a river begins. • The mouth is the place where a river ends, usually where it meets a sea or ocean. • Rivers may flow into a sea, lake or another river. • A tributary is a smaller river that joins a larger river. • A confluence is the place where two rivers meet. • Water moves through a continuous water cycle. • The water cycle includes evaporation, condensation, precipitation and collection. • Energy from the Sun drives the water cycle. • Rainfall supplies rivers with water. • Increased rainfall can cause river levels to rise. • Excessive rainfall can cause flooding. • Flooding is a natural hazard that affects people and places. • Rivers change landscapes through erosion. • Weathering breaks down rock over time. • The current is the speed and direction of flowing water. • Rivers cut into and wear away the land. • Rivers form features including waterfalls, gorges and deltas. • Different types of rock erode at different rates. • Sediment is material carried by water. • Deposition happens when a river drops the sediment it has transported.
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			• People in both Kenya and the United Kingdom live in towns and cities. • People in Kenya and the UK use homes, schools, roads and transport. • Some homes, settlements and jobs differ between Kenya and the United Kingdom. • Bumala'B is a town in Kenya. • Kenya exports products including tea, coffee, flowers and vegetables. • Christianity is the principal religion in Kenya. • Kenya and the United Kingdom have both similarities and differences in their landscapes, weather, wildlife and ways of life.	• Deltas form when sediment is deposited near the mouth of a river. • Settlements are often built near rivers. • Rivers provide water and fertile land. • Rivers are used for farming, trade and transport. • Living near a river brings benefits but also creates a risk of flooding. • Major rivers are found on different continents. • Some rivers are longer than others. • Some rivers carry more water than others. • The Nile is one of the world's longest rivers. • The Amazon carries more water than any other river. • Rivers form part of connected global systems. • The United Kingdom has many rivers. • Rivers flow through towns and cities in the United Kingdom. • Rivers influence where UK settlements develop. • Maps use symbols, grid references and directions. • Fieldwork helps geographers investigate and understand their local environment.
Vocabulary	Where in the World?	• Core vocabulary • Africa - A very large place in the world made up of many countries. • Map - A picture that shows places. • Habitat - A place where an animal or plant lives. • Savanna - A hot, grassy place where animals such as lions live.	• Core vocabulary • Kenya - A country in East Africa. • Africa - One of the world's seven continents. • City - A large place where many people live and work. • Climate - The usual weather of a place over a long period. • Wildlife - Animals living in their natural habitats.	• Core vocabulary • River - A natural flow of water across land. • Flow - The movement of water in a particular direction. • Source - The place where a river begins. • Mouth - The place where a river ends, usually where it meets the sea.

		• Rainforest – A warm, wet place containing many trees, plants and animals. • Desert – A hot, dry and sandy place. • Hot – Having a very warm temperature. • Cold – Having a very low temperature. • Compare – To look at how things are the same or different. • Wider vocabulary • World, continent, country, globe, United Kingdom, climate, environment, grassland, wet, dry, sandy, jungle, tree, vegetation, lion, elephant, monkey, camel, animal, same and different.	• Export – A product sold and sent to another country. • Previously taught vocabulary retrieved • Map – A drawing that shows places from above. • Globe – A round model of the Earth. • Equator – An imaginary line around the middle of the Earth, where it is generally hot. • Wider vocabulary • Continent, country, Indian Ocean, Nairobi, capital city, ocean, village, town, mountain, forest, desert, landscape, habitat, weather, season, wet season, dry season, drought, safari, British, Kenyan, temperate, population, Lake Turkana, Bumala'B and compare.	• Flood – When water overflows onto normally dry land. • Erosion – The wearing away of rock and soil. • Wider vocabulary • Lake, tributary, confluence, water cycle, evaporation, condensation, precipitation, collection, rainfall, marsh, current, weathering, waterfall, gorge, delta, sediment, deposition, settlement, trade, transport, continent, Nile, Amazon, urban, rural, grid reference, compass direction and fieldwork.
Skills taught	Where in the World?	• Skills taught • Children learn to: • Explore a simple world map and globe. • Locate Africa by pointing to it on a map or globe. • Recognise that maps and globes represent real places. • Talk about places shown in photographs and videos. • Observe and describe different environments. • Use their senses to explore natural materials. • Sort animals according to their habitats. • Match animals to appropriate environments. • Identify simple features of savannas, rainforests and deserts. • Compare different environments. • Sort photographs into Africa and United Kingdom groups.	• Skills taught • Pupils learn to: • Use a world map, atlas and globe. • Locate Africa and Kenya. • Identify Kenya as a country within Africa. • Describe Kenya's location in relation to the Equator and Indian Ocean. • Identify countries, continents and oceans. • Identify human and physical features. • Describe Kenya's landscapes using geographical vocabulary. • Recognise features of different environments. • Identify animals found in Kenya. • Connect wildlife with particular habitats. • Describe weather and climate. • Compare weather in Kenya and the United Kingdom. • Explain how location influences climate. • Identify similarities and differences between places.	• Skills taught • Pupils learn to: • Recognise and describe a river as a physical feature. • Explain how rivers flow from high land to low land. • Describe the journey of a river from source to mouth. • Identify tributaries and confluences. • Locate rivers using maps, atlases and globes. • Sequence and explain the water cycle. • Connect rainfall and the water cycle with river flow. • Explain how physical processes create natural hazards. • Explain the effects of flooding on people and places. • Describe how rivers shape landscapes. • Explain erosion, weathering, transportation and deposition. • Identify and describe river landforms.

		• Identify simple similarities and differences between places. • Use words such as hot, cold, wet, dry, same and different. • Place pictures and animals onto a large floor map. • Recall previously learned information about habitats. • Ask questions and show curiosity about unfamiliar places. • Communicate their observations through talk, play, pictures and practical activities.	• Compare human and physical features. • Compare homes, settlements, work and daily life. • Use photographs, maps and other geographical sources as evidence. • Organise information into a comparison. • Use geographical vocabulary to support oral and written explanations.	• Explain how waterfalls, gorges and deltas form. • Identify different human uses of rivers. • Explain why settlements develop near rivers. • Compare the advantages and disadvantages of living near rivers. • Locate and compare major world rivers. • Locate rivers, cities and settlements in the United Kingdom. • Distinguish between physical and human features in river environments. • Use compass directions, symbols and grid references. • Plan and conduct a simple fieldwork investigation. • Observe, measure and record geographical information. • Present fieldwork findings using maps, diagrams and geographical vocabulary. • Use geographical evidence to answer an enquiry question.
Expectation within mixed aged		• Difference between Nursery and Reception • Nursery children will: • Explore maps, globes and photographs of unfamiliar places. • Recognise that Africa is another place in the world. • Notice that different environments look and feel different. • Explore savanna, rainforest and desert environments through sensory play. • Name some animals associated with each habitat. • Sort familiar animals and environmental pictures.	• Difference between Year 1 and Year 2 • Year 1 pupils will: • Locate Africa and Kenya on a map or globe. • Identify Kenya as a country in Africa. • Recognise that Kenya is near the Equator. • Identify cities, towns and villages as human features. • Identify forests, deserts and mountains as physical features. • Describe simple features of Kenya. • Identify animals that live in Kenya. • Recognise that animals live in different habitats. • Describe the weather in Kenya.	• Difference between Year 3 and Year 4 • Year 3 pupils will: • Identify rivers as physical features. • Describe how rivers flow from high land to low land. • Identify the source and mouth of a river. • Recognise that tributaries join larger rivers. • Name and sequence the stages of the water cycle. • Describe how rainfall affects river levels. • Identify flooding as a natural hazard. • Recognise erosion as a process that shapes landscapes.

		• Use simple descriptive words such as hot, wet, dry and grassy. • Reception children will: • Locate Africa on a simple map or globe. • Understand that Africa is a continent made up of many countries. • Name and describe savanna, rainforest and desert habitats. • Explain simple connections between animals and their habitats. • Compare Africa and the United Kingdom using photographs, maps and geographical language. • Explain how environments can be similar or different. • Use map skills such as pointing, matching and placing images. • Use the core vocabulary confidently when answering the enquiry question.	• Recognise that Kenya is generally warmer than the United Kingdom. • Identify simple similarities between life in Kenya and life in the UK. • Use simple geographical vocabulary to describe Kenya. • Year 2 pupils will: • Locate Kenya accurately using maps, atlases and globes. • Explain Kenya's position within Africa and in relation to the Equator and Indian Ocean. • Compare Kenya's human and physical features. • Explain how physical features influence places and people. • Explain connections between wildlife and Kenya's physical environment. • Compare weather and climate in Kenya and the United Kingdom. • Explain how Kenya's proximity to the Equator affects its climate. • Compare human environments in Kenya and the UK. • Explain similarities and differences in homes, settlements, work and daily life. • Use geographical evidence and vocabulary to answer the enquiry question.	• Identify waterfalls, gorges and deltas. • Describe some ways people use rivers. • Identify advantages and disadvantages of living near a river. • Recognise that settlements often develop near rivers. • Locate some major world and UK rivers. • Describe links between rivers, towns and cities. • Make observations and record simple fieldwork information. • Year 4 pupils will: • Explain how rivers are formed and shaped by physical processes. • Explain the roles of tributaries and confluences. • Describe a river's journey using precise geographical terminology. • Explain the water cycle as a continuous process. • Explain how changing rainfall affects river systems. • Describe the effects of flooding on people and places. • Explain how erosion and weathering alter landscapes. • Explain how waterfalls, gorges and deltas form. • Explain the roles of transportation and deposition. • Explain how rivers influence settlement, farming, trade and transport. • Compare the benefits and risks of living near rivers. • Compare rivers in different locations using maps and atlases. • Explain how rivers influence settlement patterns in the UK.
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Progression of skills		• EYFS introduces children to the idea that the world contains contrasting places and environments. Children locate Africa on a simple map, explore savanna, rainforest and desert habitats, and match animals to the environments that meet their needs. Knowledge is developed through sensory exploration, observation, sorting, comparison and talk.	• KS1 moves from a broad encounter with Africa to an in-depth study of Kenya. Pupils locate a specific country and use maps, atlases and globes to describe its position. They compare Kenya and the United Kingdom through climate, landscapes, wildlife, settlements, homes, employment and daily life. Their work develops from identifying differences to explaining how location and physical geography affect people and animals.	• LKS2 extends pupils' knowledge to a major physical system operating locally and globally. Pupils trace rivers from source to mouth, explain the physical processes that shape river landscapes and investigate how rivers influence settlement, trade and transport. Mapping and comparison are supplemented by fieldwork, measurement, evidence and causal explanation.
	Overarching theme	• EYFS • What do living things need to grow and survive?	• KS1 • How can maps help us learn about our local area and places that are different from it?	• KS2 • How do rivers shape the land, and why are they important to people?
Key Knowledge	What's at the bottom of the garden?	• Key knowledge • Children will know that: • Living things grow and change. • Non-living things do not grow. • Plants are living things. • Plants grow from seeds. • A seed is a small part from which a new plant can grow. • Plants need water, sunlight and soil to grow. • A plant may not grow successfully if it does not have what it needs. • Plants have different parts. • The main parts of a plant are the roots, stem, leaves and flower. • Roots grow beneath the ground and absorb water.	• Key knowledge • Pupils will know that: • A local area is the area where someone lives or goes to school. • Places contain human and physical features. • Human features are built or made by people. • Physical features occur naturally. • Buildings, roads, schools, churches and shops are human features. • Trees, hills and rivers are physical features. • Different local areas contain different features. • Some features are landmarks.	• Key knowledge • Pupils will know that: • A river is a natural flow of water across land. • A river is a physical feature. • Rivers flow downhill from high land to low land. • Natural processes form and shape rivers over time. • The source is the place where a river begins. • The mouth is the place where a river ends, usually where it meets the sea. • A river may flow into a sea, lake or another river. • A tributary is a smaller river that joins a larger river.

		• The stem supports the plant. • Leaves help the plant grow. • The flower is the colourful part of many plants. • Plants grow and change in stages. • A simple plant life cycle progresses from seed to plant to flower. • Growth and change take place over time. • Plants and other living things need care. • People have a responsibility to respect and care for the natural environment	• A landmark is a feature that makes a place easy to recognise. • Landmarks may be human or physical features. • Landmarks can be important to local communities. • Landmarks help people recognise places and give directions. • Maps show where places and features are located. • Maps are usually drawn from an aerial or plan view. • Aerial photographs show places from above. • Map symbols represent real features. • A key explains the symbols used on a map. • Directions help people travel from one place to another. • A compass indicates direction. • The four main compass directions are north, south, east and west. • A route is the way taken from one place to another. • Routes and landmarks can be represented on maps. • Fieldwork helps geographers learn about places. • Fieldwork involves observing and collecting information outside the classroom. • Human and physical features can be identified during fieldwork. • Photographs and maps can be used to record fieldwork observations. • Geographers can create maps to communicate information. • A map of the school can include routes, landmarks, symbols and a key. • Bumala'B is a village in Kenya. • Kenya is a country in Africa.	• A confluence is the point where two rivers meet. • Water moves through a continuous water cycle. • The water cycle includes evaporation, condensation, precipitation and collection. • The Sun provides the energy that drives the water cycle. • Rainfall supplies rivers with water. • Increased rainfall raises river levels. • Excessive rainfall can cause flooding. • A flood occurs when water overflows onto normally dry land. • Flooding is a natural hazard that can affect people and places. • Rivers change the land through erosion. • Weathering breaks rock down over time. • Rivers cut into and wear away the land. • A current is the speed and direction of flowing water. • Rivers can create waterfalls, gorges and deltas. • Different rock types erode at different rates. • Sediment is material transported by water. • Deposition occurs when a river drops the sediment it has carried. • Deltas form from deposited sediment near the mouth of a river. • Settlements are often built near rivers. • Rivers are used for farming, trade and transport. • Living near a river has benefits but also creates a risk of flooding. • Major rivers are found on different continents.
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			• Africa is a continent. • Kenya is near the Equator. • Bumala'B contains human and physical features. • Villages in different parts of the world may look different. • Homes, roads and schools in Bumala'B may differ from those in the local area. • Climate and available materials can influence how places look. • Maps help geographers compare familiar and distant places. • Places can have both similarities and differences	• Some rivers are longer than others. • Some rivers carry more water than others. • The Nile is one of the world's longest rivers. • The Amazon carries more water than any other river. • The United Kingdom has many rivers. • Rivers flow through towns and cities in the UK. • Rivers influence where settlements develop. • Maps use symbols, grids and directions. • Fieldwork involves observing and recording the environment. • Rivers contain observable human and physical features. • Fieldwork data can be presented in different ways. • Graphs help geographers identify and interpret patterns.
Vocabulary	What's at the bottom of the garden?	• Core vocabulary • Plant - A living thing that grows in the ground. • Seed - A small part that can grow into a new plant. • Grow - To get bigger and change. • Water - Something plants need to stay alive and grow. • Sunlight - Light from the Sun that helps plants grow. • Soil - The ground in which plants grow. • Root - The part under the ground that takes in water. • Stem - The part that holds the plant upright. • Leaf/leaves - The green parts of a plant that help it grow.	• Core vocabulary • Local area - The area where a person lives or goes to school. • Human feature - Something built or made by people, such as a house, road or school. • Physical feature - A natural part of the Earth, such as a hill, river or forest. • Landmark - An object or feature that makes a place easy to recognise. • Key - A guide that explains what the symbols on a map mean. • Compass - A tool that shows direction. • Journey - A trip from one place to another. • Previously taught vocabulary retrieved • Map, village, compare, Kenya, Africa, continent and climate.	• Core vocabulary • River - A natural flow of water across land. • Flow - The movement of water in a particular direction. • Source - The place where a river begins. • Mouth - The place where a river ends, usually where it meets the sea. • Flood - When water overflows onto normally dry land. • Erosion - The wearing away of rock and soil. • Wider vocabulary

		- Flower - The colourful part of a plant. - Change - When something becomes different. - Wider vocabulary - Living, non-living, alive, life cycle, sunflower, shoot, observe, predict, survive, environment and care.	- Wider vocabulary - Building, road, tree, hill, church, post office, shop, aerial photograph, aerial view, location, symbol, direction, north, south, east, west, route, observe, photograph, environment, similar, different, fieldwork and sketch map.	Lake, tributary, confluence, water cycle, evaporation, condensation, precipitation, collection, rainfall, marsh, current, weathering, waterfall, gorge, delta, sediment, deposition, settlement, farming, trade, transport, continent, Nile, Amazon, urban, rural, map symbol, grid reference, compass direction, scale, fieldwork, data, observation and graph.
Skills taught	What's at the bottom of the garden?	- Skills taught - Children learn to: - Use their senses to explore plants and natural materials. - Sort objects into living and non-living groups. - Observe plants closely. - Plant and care for seeds. - Predict what might happen after a seed is planted. - Observe and record changes over time. - Discuss what plants need to grow. - Identify and label the main parts of a plant. - Sequence the stages of a simple plant life cycle. - Compare plants at different stages of growth. - Explain changes they have observed. - Draw pictures of plants and their parts. - Use observations as evidence when talking about growth. - Use appropriate vocabulary during play and discussion. - Demonstrate care and respect for living things.	- Skills taught - Pupils learn to: - Identify human and physical features. - Observe and describe a familiar place. - Identify landmarks in the local area. - Explain how landmarks help people recognise places. - Use maps to locate places and features. - Interpret aerial photographs and plan views. - Recognise and use map symbols. - Interpret and construct a simple map key. - Use north, south, east and west. - Follow and describe routes. - Conduct fieldwork in the school grounds and local area. - Observe geographical features systematically. - Record observations using notes, drawings, photographs or simple maps. - Collect and organise geographical information. - Draw a simple map of the school. - Represent routes and landmarks with appropriate symbols. - Locate Kenya and Bumala'B on maps and globes. - Identify a village, country and continent.	- Skills taught - Pupils learn to: - Identify and describe rivers as physical features. - Explain how rivers flow from high land to low land. - Describe the journey of a river from source to mouth. - Identify tributaries and confluences. - Sequence and explain the water cycle. - Connect rainfall with river flow and flooding. - Explain how natural processes create hazards. - Describe the effects of flooding on people and places. - Explain how erosion and weathering shape landscapes. - Identify and explain river landforms. - Explain the processes of erosion, transportation and deposition. - Locate rivers using maps, atlases, globes and digital maps. - Compare rivers in different locations. - Explain why settlements develop near rivers. - Compare the benefits and risks of living near rivers. - Explain how rivers support farming, trade and transport.

			• Compare human and physical features in two locations. • Explain how climate and environment influence places. • Organise geographical evidence to answer an enquiry question.	• Use map symbols, grids, compass directions and scale. • Plan a fieldwork investigation. • Observe and record river features. • Collect data systematically. • Present information using maps, diagrams and graphs. • Interpret data and identify patterns. • Draw conclusions from geographical evidence.
Expectation within mixed aged class		• Difference between Nursery and Reception • Nursery children will: • Explore living and non-living things. • Take part in planting seeds. • Notice that plants grow and change. • Begin to understand that plants need water and sunlight. • Name some familiar plant parts. • Observe changes with adult support. • Talk about what they can see. • Reception children will: • Explain the difference between living and non-living things. • Explain that plants grow from seeds. • Explain that plants need water, sunlight and soil. • Name and identify roots, stems, leaves and flowers. • Sequence the basic life cycle of a plant. • Make predictions and record observations. • Describe how a plant has changed over time. • Explain how to care for plants and the natural environment. • Use the core vocabulary independently.	• Difference between Year 1 and Year 2 • Year 1 pupils will: • Identify human and physical features in the local area. • Describe familiar places using simple geographical vocabulary. • Identify and describe familiar landmarks. • Recognise that maps show real places. • Use an aerial photograph to recognise familiar features. • Follow simple directions using a map. • Recognise north, south, east and west. • Make simple observations during fieldwork. • Record features seen on a journey around the school. • Draw a simple map using basic symbols. • Locate Kenya and Africa on a map. • Identify Bumala'B as a village in Kenya. • Identify simple features of Bumala'B. • Describe simple similarities and differences between Bumala'B and the local area. • Year 2 pupils will: • Explain the difference between human and physical features. • Describe the local area using a wider range of vocabulary. • Compare features found in different parts of the local area.	• Difference between Year 3 and Year 4 • Year 3 pupils will: • Identify a river as a physical feature. • Describe how rivers flow from high land to low land. • Identify the source and mouth. • Recognise that tributaries join larger rivers. • Name and sequence the stages of the water cycle. • Describe how rainfall affects river levels. • Identify flooding as a natural hazard. • Recognise erosion as a landscape-shaping process. • Identify waterfalls, gorges and deltas. • Describe ways people use rivers. • Identify benefits and risks of living near a river. • Locate some world and UK rivers. • Use simple grids, map symbols and directions. • Plan simple fieldwork observations. • Collect information as part of a group. • Present findings using simple graphs. • Year 4 pupils will: • Explain how rivers are formed and shaped by physical processes. • Explain the roles of tributaries and confluences.

			• Explain why landmarks are important. • Use aerial photographs to interpret places. • Use keys and symbols to read maps. • Use compass directions accurately to describe routes. • Explain how directions help people navigate. • Collect and organise fieldwork information. • Explain observations using geographical vocabulary. • Create a map with an accurate key, symbols, routes and landmarks. • Explain the relationship between a village, country and continent. • Compare Bumala'B with the local area. • Explain how climate and environment influence the appearance of places. • Use geographical evidence to explain similarities and differences.	• Describe a river's journey using precise terminology. • Explain how the water cycle operates continuously. • Explain how changing rainfall affects river systems. • Explain the effects of flooding on people and places. • Explain how erosion and weathering change landscapes. • Explain how waterfalls, gorges and deltas form. • Explain the roles of transportation and deposition. • Explain how rivers influence settlement, farming, trade and transport. • Compare the benefits and risks of river locations. • Locate and compare a range of rivers confidently. • Use four-figure grid references and compass directions. • Plan and carry out fieldwork systematically. • Record observations accurately. • Select suitable graphs to present data. • Interpret evidence and draw geographical conclusions.
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Progression across the thread		EYFS establishes children's relationship with the immediate natural world. Children distinguish living from non-living things, grow plants and observe changes over time. They develop foundational enquiry skills through sensory exploration, sorting, prediction, observation, sequencing and explanation.	KS1 broadens this immediate experience into a geographical investigation of the school and local area. Pupils distinguish human and physical features, undertake fieldwork and represent what they observe through maps, symbols, keys and routes. They then use these skills to compare their locality with a contrasting place.	LKS2 applies these observational, mapping and enquiry skills to a significant physical feature. Pupils explain how rivers operate as systems, how they shape landscapes and how they influence settlement and human activity. Fieldwork becomes increasingly systematic: pupils plan enquiries, collect data, present findings and draw evidence-based conclusions.
	Overarching theme	- EYFS - How does our world change throughout the year?	- KS1 - What can castles tell us about life in the past?	- LKS2 - What was life like in Tudor times, and how do we know?
Key Knowledge	Time Gone by	- Key knowledge - Children will know that: - A year is divided into four seasons. - The four seasons are spring, summer, autumn and winter. - The seasons occur in a repeating order. - Each season brings different changes to the weather and natural environment. - Spring is the season when the weather becomes warmer and flowers begin to grow. - Summer is usually the warmest season. - In autumn, leaves change colour and fall from some trees. - Winter is usually the coldest season. - Weather describes what it is like outside. - Weather can be sunny, rainy, windy, snowy or cloudy. - Weather changes throughout the year. - Seasonal changes affect trees, plants, animals and people.	- Key knowledge - Pupils will know that: - Castles are buildings from the past. - Some castles are more than 1,000 years old. - Castles were built to protect people and land. - Castles are different from modern homes. - A monarch is a king or queen who rules a country. - Monarchs and their households lived in castles. - Many other people lived and worked in castles. - Servants carried out work needed to run a castle. - Some castles housed hundreds of people. - People living in castles had different jobs and responsibilities. - Castle life was different from life today. - Castles had defensive features. - Thick walls and towers helped keep people safe. - A moat was a deep ditch, sometimes filled with water, around a castle.	- Key knowledge - Pupils will know that: - The Tudor period lasted from 1485 to 1603. - The Tudor period followed the medieval period. - A monarch is a king or queen who rules a country. - A reign is the period during which a monarch rules. - Tudor monarchs included Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. - Tudor events can be placed within a wider chronological framework. - Tutbury Castle is an important local historical site. - Tutbury Castle was first recorded in 1071. - Henry VIII visited Tutbury Castle in 1511. - Mary Queen of Scots was imprisoned at Tutbury Castle on several occasions. - Tutbury Castle is now a historical site and visitor attraction. - The function and use of a historical site can change over time.

		• Weather affects what people wear and what they do. • Ice is frozen water. • Ice melts and becomes water when it gets warm. • Water freezes and becomes ice when it gets very cold. • Melting and freezing are examples of change. • The natural world changes over time.	• A drawbridge could be raised to prevent people entering. • Soldiers used weapons, shields and armour. • Some castles had several layers of defence. • Artefacts are objects made or used in the past. • Artefacts and historical sources help us investigate castle life. • Historians ask questions and use evidence to reach conclusions. • Museums preserve and display historical artefacts. • Different sources provide different information. • Homes, jobs and daily routines have changed over time. • Some aspects of life have continued. • Castles did not have modern electricity or technology. • Surviving castles are important historical buildings. • Castles provide evidence about how people lived, worked and protected themselves.	• Local history connects with national history. • Life was different for wealthy and poor Tudor people. • Poor children often worked from a young age. • Many poor children received little or no formal education. • Wealthy boys could attend grammar schools. • Tudor school life could be strict. • Wealth and social position affected education, work and opportunities. • Childhood in Tudor times was different from childhood today. • Tudor trade, architecture and material culture reflected wealth and power. • William Shakespeare lived and wrote during the Tudor period. • Tudor achievements influenced law, government, religion and culture. • Religion was central to Tudor life and politics. • Tudor monarchs exercised authority over the Church in England. • Religious change affected people's lives. • Conflicts between monarchs and members of the nobility shaped English history. • Historians use buildings, portraits, letters, documents and artefacts to investigate Tudor life. • Different sources reveal the experiences of different groups. • Evidence must be selected and interpreted to answer historical questions.
Vocabulary	Time Gone by	• Core vocabulary	• Core vocabulary	• Core vocabulary

		- Season - A time of the year when the weather changes. - Spring - The season when flowers begin to grow and the weather becomes warmer. - Summer - The warmest season of the year. - Autumn - The season when leaves change colour and fall from trees. - Winter - The coldest season of the year. - Weather - What it is like outside. - Change - When something becomes different. - Melt - When something solid changes into a liquid because it becomes warm. - Freeze - When a liquid changes into a solid because it becomes cold. - Ice - Frozen water. - Water - A liquid that can be poured. - Warm - Having more heat. - Cold - Having little heat. - Wider vocabulary - Sunny, rainy, windy, snowy, cloudy, temperature, observe, predict, investigation, environment, leaf, flower, tree, solid and liquid.	- Castle - A strong building built to defend people and land. - Monarch - A king or queen who rules a country. - Artefact - An object made or used in the past. - Compare - To look at what is the same and different. - Moat - A deep ditch, often filled with water, around a castle. - Drawbridge - A bridge that can be raised and lowered across a moat. - Previously taught vocabulary retrieved - Past, present, source and change. - Wider vocabulary - King, queen, servant, tower, wall, defence, soldier, shield, armour, museum, evidence, significance, old, new and Britain.	- Tudor period - The period of English history from 1485 to 1603. - Monarch - A king or queen who rules a country. - Reign - The period during which a monarch rules. - Lifestyle - The way a person lives. - Artefact - An object made or used in the past. - Source - Evidence that helps us learn about the past. - Wider vocabulary - Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I, Mary Queen of Scots, William Shakespeare, Tutbury Castle, local history, castle, wealthy, poor, education, childhood, society, trade, culture, religion, Reformation, power, authority, government, significance and evidence.
Skills taught	Time Gone by	- Skills taught - Children learn to: - Observe the weather and natural environment. - Identify and name the four seasons. - Sort photographs and objects by season. - Look for evidence of seasonal change outdoors. - Compare the environment at different times of the year.	- Skills taught - Pupils learn to: - Recognise that castles belong to the past. - Place castles within a simple chronological framework. - Identify and describe castle features. - Explain why castles were built. - Explain the purpose of defensive features. - Identify people who lived and worked in castles.	- Skills taught - Pupils learn to: - Place the Tudor period on a timeline. - Sequence Tudor monarchs and events. - Relate local events to a national chronology. - Use sources to reconstruct the history of a local site. - Describe how Tutbury Castle has changed over time. - Compare the castle's past and present functions.

		• Match clothing to appropriate seasons and weather. • Describe what they see, hear and feel outside. • Make simple predictions. • Observe ice melting and water freezing. • Compare ice and water. • Sequence the seasons correctly. • Recall observations made at different points in time. • Explain simple changes using appropriate vocabulary. • Record learning through talk, pictures and a changing-world booklet.	• Describe aspects of everyday castle life. • Compare past and present homes, jobs and routines. • Identify similarities, differences, changes and continuities. • Ask historical questions. • Examine artefacts, pictures, buildings and written sources. • Use sources to find information about castle life. • Select evidence to answer questions. • Recognise that different sources provide different information. • Explain why castles are historically important. • Present conclusions through a poster, museum card or booklet.	• Explain connections between local and national history. • Investigate everyday life in Tudor times. • Compare wealthy and poor people. • Compare Tudor childhood with childhood today. • Explain how social position affected people's experiences. • Examine historical artefacts and written and visual sources. • Select relevant evidence. • Explain causes and consequences of Tudor developments. • Explain why people and events were significant. • Recognise that historical accounts are constructed from evidence. • Use evidence to reach and support conclusions.
Expectation within mixed aged		• Difference between Nursery and Reception • Nursery children will: • Notice changes in the weather and natural environment. • Explore seasonal objects and clothing. • Recognise some familiar types of weather. • Observe ice melting and water freezing. • Begin to use words such as hot, cold and weather. • Sort simple pictures and objects with adult support. • Reception children will: • Name and sequence the four seasons. • Describe changes in the natural world during each season.	• Difference between Year 1 and Year 2 • Year 1 pupils will: • Identify a castle as a building from the past. • Name features such as towers, walls, moats and drawbridges. • Identify people who lived and worked in castles. • Describe simple aspects of castle life. • Identify features that helped protect a castle. • Recognise artefacts as objects from the past. • Use artefacts and pictures to find information. • Identify similarities and differences between castle life and life today. • Describe one way life has changed. • Year 2 pupils will: • Explain why castles were built.	• Difference between Year 3 and Year 4 • Year 3 pupils will: • Identify the Tudor period on a timeline. • Name significant Tudor monarchs. • Describe the importance of Tutbury Castle. • Identify Tudor figures connected with the castle. • Use sources to find information about a local site. • Describe aspects of everyday Tudor life. • Identify differences between wealthy and poor children. • Compare Tudor childhood with childhood today. • Identify Tudor achievements. • Recognise William Shakespeare as a significant Tudor figure.

		• Explain how weather changes throughout the year. • Compare seasons using appropriate vocabulary. • Predict and describe what happens when ice melts and water freezes. • Explain how weather affects clothing and activities. • Use observations to answer the enquiry question.	• Describe the purpose of important castle features. • Explain the roles of different people in a castle. • Explain how several defensive features worked together. • Compare homes, jobs and daily life in the past and present. • Use artefacts and sources to answer historical questions. • Identify relevant evidence in sources. • Explain how different sources contribute to our knowledge. • Explain what castles reveal about life in the past. • Explain why surviving castles are historically significant.	• Describe the importance of religion in Tudor life. • Use artefacts and sources to answer questions. • Year 4 pupils will: • Place Tudor events within a wider chronological framework. • Explain how Tudor monarchs influenced Britain. • Explain why Tutbury Castle is historically significant. • Use evidence to explain how the castle changed over time. • Explain connections between local and national history. • Explain how wealth affected opportunity and lifestyle. • Compare the experiences of different social groups. • Explain how Tudor achievements influenced later society. • Explain how religion affected Tudor politics and daily life. • Describe causes and consequences of religious change. • Select and evaluate evidence to support conclusions. • Construct a reasoned answer to the enquiry question.
Progression		• EYFS establishes the concept that time passes in recurring patterns. Children observe seasonal change, sequence the year and describe visible changes in weather, materials and the natural world.	• KS1 moves into historical time. Pupils use castles, surviving buildings and artefacts to investigate how people lived in a period beyond living memory. They identify changes between castle life and life today and begin to use sources as evidence.	• LKS2 develops a more secure chronological and evidential understanding. Pupils study Tudor society and connect local history at Tutbury Castle with national people and events. They explain how wealth, religion and power shaped people's lives and use different sources to construct supported conclusions.
	Overarching theme	• EYFS	• KS1 • How has life changed since the 1960s?	• KS2

		What do plants need to grow and change?		How did World War Two change the lives of people in Britain?
Key Knowledge		- Key knowledge - Children will know that: - Living things grow and change. - Non-living things do not grow. - Plants are living things. - Plants begin life as seeds. - A bean seed can grow into a bean plant. - Plants need water, sunlight, air and soil. - Plants have roots, stems, leaves and flowers. - Roots grow beneath the ground and absorb water. - The stem holds a plant upright. - Leaves help the plant grow. - Plants grow in stages. - The stages of growth form a life cycle. - Seeds can sprout and produce shoots. - Plants change in size and appearance over time. - Regular observation helps us identify change. - Plants need care to grow successfully.	- Key knowledge - Pupils will know that: - The 1960s were in the past. - The 1960s were the decade from 1960 to 1969. - A decade is a period of ten years. - The 1960s can be placed on a timeline. - Life changes over time. - People in the 1960s used different technology. - Modern technology supports communication and work. - New inventions can change daily life. - Children played with different toys in the 1960s. - Some toys have changed, while others have remained popular. - Many modern toys use electronic technology. - Older toys were often made from different materials. - Fashion has changed since the 1960s. - A wider variety of food is available today. - More food is now imported from other countries. - Home-grown food was more common in the past. - The Beatles were a popular 1960s music group. - The Mini was a popular British car. - Photographs, objects and videos can be historical sources. - Sources help historians answer questions. - Different sources provide different information. - Sources allow comparisons between past and present.	- Key knowledge - Pupils will know that: - German dissatisfaction with the Treaty of Versailles contributed to the Second World War. - Adolf Hitler and the Nazi Party came to power in Germany in 1933. - Germany expanded its territory during the 1930s. - Germany invaded Poland on 1 September 1939. - Neville Chamberlain declared war on Germany on 3 September 1939. - The countries involved were divided into the Allies and Axis powers. - Britain, France, Poland, the United States and the USSR were among the Allies. - Germany, Italy and Japan were the principal Axis countries. - The Blitz was a period of German bombing attacks on British cities. - The bombing caused deaths, injuries and widespread destruction. - Civilians used shelters and blackout measures. - Operation Pied Piper moved children from cities to safer rural locations. - Evacuation separated children from their families. - Evacuees had a range of different experiences. - Rationing was introduced in 1940 to manage shortages. - Food, clothing and fuel were rationed. - People used ration books and adapted their daily lives. - Civilians contributed to the war effort on the Home Front.

			Some aspects of life change while others continue.	- World War Two ended in Europe on 8 May 1945. - This date is commemorated as VE Day. - The war ended officially on 2 September 1945. - Britain and Europe faced reconstruction after the war. - The war changed childhood, family life, work, food, housing and everyday routines. - Photographs, letters, diaries, newspapers, propaganda and artefacts provide evidence. - Different sources present different wartime experiences.
Vocabulary		- Core vocabulary - Living, non-living, seed, plant, grow, change, water, sunlight, soil, root, stem, leaf and life cycle. - Wider vocabulary - Bean plant, air, shoot, sprout, flower, pod, healthy, observe, predict, investigation, environment, care, alive, nature and compare.	- Core vocabulary - Timeline, decade, technology, invention, 1960s and compare. - Previously taught vocabulary retrieved - Past, present, change, artefact and source. - Wider vocabulary - Old, new, evidence, fashion, importation, home-grown, toy, The Beatles, Mini, communication, similarity and continuity.	- Core vocabulary - War, Blitz, evacuation, evacuee, ration, Nazi, civilian, impact and victory. - Wider vocabulary - Treaty of Versailles, Adolf Hitler, Neville Chamberlain, Winston Churchill, Allies, Axis, alliance, invasion, conflict, air raid, blackout, destruction, Operation Pied Piper, refugee, ration book, food shortage, Home Front, propaganda, surrender, peace and VE Day.
Skills taught		- Skills taught - Children learn to: - Sort living and non-living things. - Plant and care for a seed. - Make simple predictions. - Observe growth over time. - Record changes in a plant diary. - Investigate what plants need. - Identify and label plant parts. - Sequence a plant's life cycle. - Compare earlier and later observations.	- Skills taught - Pupils learn to: - Distinguish past from present. - Place the 1960s on a timeline. - Identify change and continuity. - Compare technology, toys, food and fashion. - Explain how inventions affected everyday life. - Ask questions about the past. - Examine objects, photographs and videos. - Use sources to retrieve information.	- Skills taught - Pupils learn to: - Sequence the causes and events of the war. - Place significant events on a timeline. - Explain causes and consequences. - Identify the countries and alliances involved. - Explain the significance of historical individuals. - Investigate the Blitz, evacuation and rationing.

		• Explain observable change. • Recall what happened during an investigation. • Use drawings, photographs and talk as evidence.	• Select evidence to support comparisons. • Explain how and why daily life has changed. • Use historical vocabulary accurately.	• Compare different civilian experiences. • Explain the impact of war on daily life. • Use photographs, accounts, letters and artefacts. • Compare evidence from different sources. • Select evidence relevant to an enquiry. • Recognise different viewpoints and experiences. • Compare life before, during and after the war. • Construct an evidence-based historical conclusion.
Expectation within mixed age		• Difference between Nursery and Reception • Nursery children will: • Explore living and non-living things. • Plant and care for a seed. • Notice that plants grow. • Name some plant parts. • Begin to understand that plants need water and sunlight. • Talk about simple changes. • Reception children will: • Distinguish between living and non-living things. • Explain what a plant needs to grow. • Name and describe principal plant parts. • Sequence the life cycle of a bean plant. • Record observations at different points in time. • Explain changes using appropriate vocabulary.	• Difference between Year 1 and Year 2 • Year 1 pupils will: • Identify the 1960s as part of the past. • Describe simple differences between then and now. • Identify examples of technology and toys from each period. • Describe similarities and differences. • Identify changes in food and clothing. • Recognise objects and photographs as historical sources. • Describe at least one change. • Year 2 pupils will: • Place the 1960s accurately on a timeline. • Use decade, change and compare correctly. • Explain how technology changed. • Explain how inventions affected people's lives. • Identify both change and continuity. • Compare technology, toys, food and fashion. • Suggest reasons for changes. • Use several sources to answer questions. • Support explanations with evidence.	• Difference between Year 3 and Year 4 • Year 3 pupils will: • Identify events that led to the war. • Place important events on a timeline. • Identify the Allies and Axis powers. • Describe the Blitz. • Explain why children were evacuated. • Describe what rationing was. • Identify how people adapted. • Describe VE Day. • Use sources to describe wartime life. • Explain how the Blitz, evacuation and rationing changed daily life. • Year 4 pupils will: • Explain the principal causes of the war. • Explain why countries formed alliances. • Analyse the impact of the Blitz on civilians. • Compare different evacuation experiences. • Explain why rationing was necessary. • Explain how different groups contributed to the war effort. • Explain the significance of VE Day.

				• Compare life during and after the conflict. • Select and compare evidence from several sources. • Explain causes, consequences and significance. • Produce a reasoned, evidence-supported answer to the enquiry question.
Progression		• EYFS introduces change as something children can observe directly. Children watch a seed develop, record what happens and sequence stages of growth.	• KS1 transfers this understanding to change within living memory. Pupils compare the 1960s with today, identify change and continuity and use familiar sources to support their observations.	• LKS2 examines change caused by a major historical event. Pupils explain how the Second World War transformed civilian life and use multiple sources to compare experiences and reach supported conclusions.