

Subject

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Objectives by Subject

Objectives by Big idea

Big idea	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Human features and landmarks	AOL: World Name and talk about man-made features in the local environment, including shops, houses, streets and parks.	Name and describe the purpose of human features and landmarks. covered optional x 2	Use geographical vocabulary to describe how and why people use a range of human features. covered x 4 optional x 4	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. covered x 2 optional x 3	Describe a range of human features and their location and explain how they are interconnected. covered x 2 optional	Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. covered x 2 optional	Explain how humans function in the place they live. covered x 2
	Settlements and land use	AOL: World Describe a contrasting environment to their own. covered	Identify the characteristics of a settlement. covered x 2 optional x 2	Describe the size, location and function of a local industry. covered	Describe the type and characteristics of settlement or land use in an area or region. covered x 2 optional	Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. covered x 2 optional	Describe in detail the different types of agricultural land use in the UK. covered	Describe the distribution of natural resources in an area or country. optional
Processes	Climate and weather	AOL: World Record observations about the way the local environment changes throughout each season.	Identify patterns in daily and seasonal weather. covered x 5 optional x 3	Describe simple weather patterns of hot and cold places.	Explain how the weather affects the use of urban and rural environments.	Explain climatic variations of a country or continent. optional x 2	Explain how the climate affects land use. covered	Evaluate the extent to which climate and extreme weather affect how people live.
	Physical processes	AOL: World Describe how different types of weather affect the local environment.	Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.	Describe, in simple terms, the effects of erosion. covered	Explain the physical processes that cause earthquakes and volcanic eruptions. covered x 4 optional x 2	Use specific geographical vocabulary and diagrams to explain the water cycle. covered	Describe how soil fertility, drainage and climate affect agricultural land use. covered x 3 optional	Describe the physical processes, including weather, that affect two different locations.
Investigation	Geographical resources	AOL: World Use photographs and maps to identify and describe human and physical features from their locality.	Identify features and landmarks on an aerial photograph or plan perspective. covered x 2 optional x 3	Study aerial photographs to describe the features and characteristics of an area of land. covered optional	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. covered x 6 optional x 2	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. covered x 10 optional x 3	Analyse and compare a place, or places, using aerial photographs, atlases and maps. covered x 4 optional	Use satellite imaging and maps of different scales to find out geographical information about a place. optional x 3
	Data analysis	AOL: World Begin to collect simple geographical data during fieldwork activities.	Collect simple data during fieldwork activities. optional	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). covered	Analyse primary data, identifying any patterns observed. covered	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. covered optional x 2	Summarise geographical data to draw conclusions. optional x 4	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.

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				covered		covered optional x 2		
	Fieldwork	AOL: World Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	Carry out fieldwork tasks to identify characteristics of the school grounds or locality. covered x 2	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. covered x 3 optional	Gather evidence to answer a geographical question or enquiry. optional x 4	Investigate a geographical hypothesis using a range of fieldwork techniques. covered x 2 optional x 2	Construct or carry out a geographical enquiry by gathering and analysing a range of sources. covered x 2	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. optional x 2
Materials	Natural and man-made materials	AOL: World Name some natural and man-made materials in the environment.	Identify natural and man-made materials in the environment.	Describe the properties of natural and man-made materials and where they are found in the environment. optional x 2	Name and describe the types, appearance and properties of rocks. covered x 3 optional	Describe and explain the transportation of materials by rivers. covered Describe the properties of different types of soil. covered	Explain how the topography and soil type affect the location of different agricultural regions. covered	Explain how the presence of ice makes the polar oceans different to other oceans on Earth. optional
Nature	Physical features	AOL: World Name some common physical features in the locality and beyond.	Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. covered optional	Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. covered x 2 optional	Describe the parts of a volcano or earthquake. covered x 3 Name and describe properties of the Earth's four layers. covered	Identify, describe and explain the formation of different mountain types. covered optional	Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. covered optional x 2	Compare and describe physical features of polar landscapes.
	Environment	AOL: World Describe ways to look after the immediate environment.	Describe how pollution and litter affect the local environment and school grounds.	Describe ways to improve the local environment. optional	Identify the five major climate zones on Earth.	Describe altitudinal zonation on mountains. covered	Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. covered	Explain how climate change affects climate zones and biomes across the world.
	Sustainability		Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.	Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.	Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.	Describe how natural resources can be harnessed to create sustainable energy.	Identify and explain ways that people can improve the production of products without compromising the needs of future generations.	Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.

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			regions and modern	environment, not and in the longer term.	the map and can be referred to protect the environment.		models comprehending the need of future generations.	natural resource management can protect natural resources to support life on Earth.
Place and space	World	AOL: World Begin to notice and talk about the different places around the world, including oceans and seas. <div>optional</div>	Name and locate the world's seven continents and five oceans on a world map. <div>covered x 2</div>	Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. <div>covered x 2</div>	Locate countries and major cities in Europe (including Russia) on a world map. <div>optional</div>	Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. <div>covered</div> <div>optional</div>	Name, locate and describe major world cities. <div>covered</div> <div>optional</div>	Explain interconnections between two or more areas of the world.
	UK	AOL: World Identify the United Kingdom on a world map or globe.	Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. <div>covered x 2</div> <div>optional x 2</div>	Identify characteristics of the four countries and major cities of the UK. <div>optional</div>	Name, locate and describe some major counties and cities in the UK.	Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. <div>covered x 2</div> <div>optional</div> Identify the topography of an area of the UK using contour lines on a map. <div>covered x 2</div>	Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. <div>optional x 2</div>	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world. <div>optional x 2</div>
	Location	AOL: World Describe how the weather, plants and animals of one place is different to another using simple geographical terms. <div>covered</div>	Locate hot and cold areas of the world in relation to the equator. <div>covered</div> <div>optional</div>	Locate the equator and the North and South Poles on a world map or globe. <div>covered</div> <div>optional</div>	Locate significant places using latitude and longitude. <div>covered x 2</div>	Identify the location of the Tropics of Cancer and Capricorn on a world map. <div>covered x 2</div>	Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). <div>covered x 2</div> <div>optional</div>
	Position	AOL: Maths Use simple positional language to describe where things are in relation to each other and give directions.	Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.	Use simple compass directions to describe the location of features or a route on a map. <div>covered x 2</div> <div>optional x 4</div>	Use the eight points of a compass to locate a geographical feature or place on a map. <div>covered</div>	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. <div>covered x 2</div> <div>optional x 2</div>	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. <div>covered x 7</div> <div>optional</div>

	Maps	AOL: World Make and use simple maps in their play to represent places and journeys, real and imagined.	Draw or read a simple picture map. covered x 3 optional x 3	Draw or read a range of simple maps that use symbols and a key. covered x 9 optional x 6	Use four-figure grid references to describe the location of objects and places on a simple map. covered x 3 optional	Use four or six-figure grid references and keys to describe the location of objects and places on a map. covered x 5 optional x 2	Identify elevated areas, depressions and river basins on a relief map.	Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
Comparison	Compare and contrast	AOL: World Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. optional	Identify the similarities and differences between two places. covered x 2	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. covered x 2	Classify, compare and contrast different types of geographical feature. covered optional x 2	Describe and compare aspects of physical features. covered x 4 optional x 4	Identify and describe the similarities and differences in physical and human geography between continents. covered optional	Describe the climatic similarities and differences between two regions. covered
Significance	Significant places	AOL: World Discuss and describe places that are important to them.	Name important buildings and places and explain their importance. covered x 2 optional	Name, locate and explain the significance of a place. covered x 5 optional x 2	Name and locate significant volcanoes and plate boundaries and explain why they are important. covered x 2 optional x 4	Name, locate and explain the importance of significant mountains or rivers. covered x 2 optional x 2	Identify some of the problems of farming in a developing country and report on ways in which these can be supported. covered	Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.
Change	Geographical change	AOL: World Discuss how the local environment has changed over time using photographs and first-hand experiences.	Describe how a place or geographical feature has changed over time.	Describe how an environment has or might change over time. covered x 2	Describe how a significant geographical activity has changed a landscape in the short or long term. covered x 3 optional x 2 Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). covered	Explain how the physical processes of a river, sea or ocean have changed a landscape over time. covered x 2 optional	Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). covered x 2	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. covered x 3 optional

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Objectives by Big idea

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Humankind	Human features and landmarks	AOL: World Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.	Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. covered optional x 2	Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel. covered x 4 optional x 4	Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. covered x 2 optional x 3	Human features can be interconnected by function, type and transport links. covered x 2 optional	Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. covered x 2 optional	The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. covered x 2
	Settlements and land use		A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. covered x 2 optional x 2	Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these. covered	Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs. covered x 2 optional	Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. covered x 2 optional	Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs. covered	Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water. optional

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Processes	Climate and weather	<div>AOL: World</div> <p>There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns.</p>	<p>There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.</p> <div>covered x 5</div> <div>optional x 3</div>	<p>A weather pattern is a type of weather that is repeated.</p>	<p>Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.</p>	<p>Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.</p> <div>optional x 2</div>	<p>Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.</p> <div>covered</div>	<p>Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.</p>
	Physical processes	<div>AOL: World</div> <p>All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen.</p>	<p>Weather is a physical process.</p>	<p>Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.</p> <div>covered</div>	<p>Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. The centre of an earthquake is called the epicentre.</p> <div>covered x 4</div> <div>optional x 2</div>	<p>Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.</p> <div>covered</div>	<p>Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <div>covered x 3</div> <div>optional</div>	<p>Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.</p>

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Investigation	Geographical resources	AOL: World Maps and photographs can be used to show key features of the local environment.	An aerial photograph or plan perspective shows an area of land from above. covered x 2 optional x 3	An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). covered optional	Maps, globes and digital mapping tools can help to locate and describe significant geographical features. covered x 6 optional x 2	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. covered x 10 optional x 3	Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. covered x 4 optional	Satellite images are photographs of Earth taken by imaging satellites. optional x 3
	Data analysis	AOL: World Geographical information can be collected by using simple tally charts and pictograms.	Data is information that can be collected and used to answer a geographical question. optional	Data can be recorded in different ways, including tables, charts and pictograms. covered	Primary data includes information gathered by observation and investigation. covered	Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. covered optional x 2	Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions. optional x 4	Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).
	Fieldwork	AOL: World Fieldwork includes going on walks and visits to collect information about the environment.	Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. covered x 2	Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. covered x 3 optional	The term geographical evidence relates to facts, information and numerical data. optional x 4	Fieldwork techniques, such as sketch maps, data collection and digital technologies, can provide evidence to support and answer a geographical hypothesis. covered x 2 optional x 2	A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment. covered x 2	Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions. optional x 2
Materials	Natural and man-made materials	AOL: World Natural materials include wood, stone and sand. Man-made materials include metal, plastic, glass and fabric. Materials can be used to build and make things.	A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties.	Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features. optional x 2	There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. covered x 3 optional	Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed. covered Different types of soil include clay, sandy, silty and loamy. covered	The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion. covered	The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs. optional

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Nature	Physical features	AOL: World Large physical features include rivers, mountains, oceans and the coastline.	Physical features are naturally-created features of the Earth. covered optional	A physical feature is one that forms naturally, and can change over time due to weather and other forces. covered x 2 optional	A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage. covered x 3 The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle. covered	Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau. covered optional	North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands. covered optional x 2	The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.

Environment	<div><div>AOL: World</div><div>Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.</div></div>	Litter and pollution have a harmful effect on the areas where we live, work and play.	<div><div>The local environment can be improved by picking up litter, planting flowers and improving amenities.</div><div>optional</div></div>	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.	Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life. <div>covered</div>	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. <div>covered</div>	Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.
Sustainability		Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully.	Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.	A person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.	The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.	Industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources.	Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.

Place and space	World	<div><div>AOL: World</div><div>Globes and maps can show us the location of different places around the world.</div><div>optional</div></div>	<p>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <div>covered x 2</div>	<p>An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <div>covered x 2</div>	<p>Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.</p> <div>optional</div>	<p>The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.</p> <div>covered</div> <div>optional</div>	<p>Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq, Damascus in Syria and Mecca in Saudi Arabia.</p> <div>covered</div> <div>optional</div>	<p>Geographical interconnections are the ways in which people and things are connected.</p>
	UK		<p>The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <div>covered x 2</div> <div>optional x 2</div>	<p>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.</p> <div>optional</div>	<p>Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.</p>	<p>Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.</p> <div>covered x 2</div> <div>optional</div> <p>Topography is the arrangement of the natural and artificial physical features of an area.</p> <div>covered x 2</div>	<p>Relative location is where something is found in comparison with other features.</p> <div>optional x 2</div>	<p>A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.</p> <div>optional x 2</div>
	Location		<p>Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.</p> <div>covered</div> <div>optional</div>	<p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <div>covered</div> <div>optional</div>	<p>Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p> <div>covered x 2</div>	<p>The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.</p> <div>covered x 2</div>	<p>The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.</p>	<p>The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <div>covered x 2</div> <div>optional</div>
	Position	<div><div>AOL: Maths</div><div>Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath.</div></div>	<p>Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p> <div>covered x 3</div> <div>optional</div>	<p>The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p> <div>covered x 2</div> <div>optional x 4</div>	<p>The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.</p> <div>covered</div>	<p>The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).</p> <div>covered x 2</div> <div>optional x 2</div>	<p>Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.</p> <div>covered x 2</div> <div>optional x 2</div>	<p>Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.</p> <div>covered x 7</div> <div>optional</div>

	Maps	<div>AOL: World</div> <div>A map is a picture or drawing of an area of land or sea.</div>	<div>A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.</div> <div>covered x 3</div> <div>optional x 3</div>	<div>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</div> <div>covered x 9</div> <div>optional x 6</div>	<div>A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</div> <div>covered x 3</div> <div>optional</div>	<div>A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.</div> <div>covered x 5</div> <div>optional x 2</div>	<div>The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.</div>	<div>A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.</div>
Comparison	Compare and contrast	<div>AOL: World</div> <div>Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities.</div> <div>optional</div>	<div>Places can be compared by size, amenities, transport, location, weather and climate.</div> <div>covered x 2</div>	<div>A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</div> <div>covered x 2</div>	<div>Geographical features created by nature are called physical features. Physical features include beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations.</div> <div>covered</div> <div>optional x 2</div>	<div>A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.</div> <div>covered x 4</div> <div>optional x 4</div>	<div>The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate.</div> <div>covered</div> <div>optional</div>	<div>Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.</div> <div>covered</div>
Significance	Significant places	<div>AOL: World</div> <div>A place can be important because of its location, use buildings or landscape.</div>	<div>A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.</div> <div>covered x 2</div> <div>optional</div>	<div>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.</div> <div>covered x 5</div> <div>optional x 2</div>	<div>Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.</div> <div>covered x 2</div> <div>optional x 4</div>	<div>Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.</div> <div>covered x 2</div> <div>optional x 2</div>	<div>Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.</div> <div>covered</div>	<div>North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).</div>

Change

Geographical change

Geographical features can change over time.

An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.

covered x 2

Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage.

covered x 3

optional x 2

Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.

covered x 2

optional

Settlements come in many different sizes and these can be ranked according to their population and the level of services available. A settlement hierarchy includes hamlet, village, town, city and large city.

covered x 2

Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.

covered x 3

optional

covered

Big idea	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Everyday life	AOL: World Talk about past and present events in their own lives and those who are important to them.	Describe an aspect of everyday life within or beyond living memory.	Describe the everyday lives of people in a period within or beyond living memory. covered x 3 optional x 2	Describe the everyday lives of people from past historical periods. covered x 8 optional x 4 Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. covered x 2 optional x 2 Create an in-depth study of an aspect of British history beyond 1066. optional Explain how artefacts provide evidence of everyday life in the past.	Explain how everyday life in an ancient civilisation changed or continued during different periods.	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. covered x 6 optional x 3
	Hierarchy and power	AOL: World Explore and talk about pictures, stories and information books on the theme of royalty. covered	Describe the role of a monarch. covered	Describe the hierarchy of a past society. covered x 2	Describe the roles of tribal communities and explain how this influenced everyday life. covered optional Describe the hierarchy and different roles in past civilisations. Describe the significance and impact of power struggles on Britain.	Describe the hierarchy and different roles in ancient civilisations.	Describe the significance, impact and legacy of power in ancient civilisations.	Describe and explain the significance of a leader or monarch. covered x 2 optional Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. covered
	Civilisations				Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. covered x 2 optional x 4 Describe ways in which human invention and ingenuity have changed how people live. covered x 3 optional x 2 Describe the achievements and influence of the ancient Greeks on the wider world. covered x 4 optional x 2 Describe the achievements and influence of the ancient Romans on the wider world.	Explain the cause and consequence of invasion and migration by the Romans into Britain. optional x 2 Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). covered x 2 Describe the significance and impact of power struggles on Britain. covered x 2 optional	Describe the achievements and influence of the ancient Greeks on the wider world. Study a feature of a past civilisation or society. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). covered x 10 optional x 4	Describe and explain the common traits and motives of leaders and monarchs from different historical periods. covered optional x 3 Describe some of the significant achievements of mankind and explain why they are important. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). covered x 5 optional x 2

Creativity	Report and conclude	<div><div>AOL: World</div><div>covered</div></div> <div>Share stories and talk about events in the past.</div>	Create stories, pictures, independent writing and role play about historical events, people and periods.	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. <div><div>covered x 11</div><div>optional x 7</div></div>	Make choices about the best ways to present historical accounts and information. <div><div>covered</div><div>optional x 5</div></div>	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. <div><div>covered x 6</div><div>optional x 10</div></div>	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. <div><div>covered</div><div>optional x 3</div></div>	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. <div><div>covered x 5</div><div>optional x 4</div></div>
	Communication	<div><div>AOL: World</div></div> <div>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</div>	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use the historical terms year, decade and century. <div><div>covered</div><div>optional x 3</div></div>	Use historical terms to describe different periods of time. <div><div>covered</div><div>optional x 2</div></div> <div>Ask well composed historical questions about aspects of everyday life in ancient periods.</div>	Use more complex historical terms to explain and present historical information. <div><div>covered</div><div>optional x 3</div></div>	Articulate and organise important information and detailed historical accounts using topic related vocabulary. <div><div>covered x 2</div><div>optional x 2</div></div>	Use abstract terms to express historical ideas and information. <div><div>covered x 2</div><div>optional x 3</div></div>
Materials	Artefacts and sources	<div><div>AOL: World</div></div> <div>Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</div> <div>optional x 3</div>	Use a range of historical artefacts to find out about the past. <div>Express an opinion about a historical source.</div>	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. <div><div>covered x 2</div><div>optional</div></div> <div>Use historical sources to begin to identify viewpoint.<div><div>covered x 2</div><div>optional x 2</div></div></div>	Make deductions and draw conclusions about the reliability of a historical source or artefact. <div><div>covered x 9</div><div>optional x 6</div></div> <div>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.<div>optional</div></div>	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. <div><div>covered</div><div>optional x 2</div></div> <div>Identify bias in primary and secondary sources.<div>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</div></div>	Use a range of historical sources or artefacts to build a picture of a historical event or person. <div>optional</div> <div>Find evidence from different sources, identify bias and form balanced arguments.</div>	Ask perceptive questions to evaluate an artefact or historical source. <div><div>covered x 3</div><div>optional</div></div> <div>Identify different types of bias in historical sources and explain the impact of that bias.<div><div>covered</div></div></div>

Place and space	Local history	AOL: World Explore and talk about important events in the school or locality's history.	Describe important events in the school's history.	Describe, in simple terms, the importance of local events, people and places. covered	Analyse a range of historical information to explain how a national or international event has impacted the locality. covered x 3 optional	Describe and explain the impact of a past society on a local settlement or community.	Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.	Present an in-depth study of a local town or city, suggesting how to source the required information.
Comparison	Compare and contrast	AOL: World Describe some similarities and differences between things in the past and the present. optional	Identify similarities and differences between ways of life within or beyond living memory.	Describe what it was like to live in a different period. covered optional x 2	Explain the similarities and differences between two periods of history. covered optional x 2	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied. optional x 3	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. covered x 5
Significance	Significant events	AOL: World Listen to stories and discuss significant events from the past.	Identify some key features of a significant historical event beyond living memory. covered	Explain why an event from the past is significant. covered optional	Explain the cause and effect of a significant historical event. covered x 4 optional	Explain in detail the multiple causes and effects of significant events. optional	Explain why an aspect of world history is significant. covered x 4 optional x 3	Present a detailed historical narrative about a significant global event. covered x 2 optional
	Significant people	AOL: World Share stories and talk about significant people who lived in the past.	Understand the term significant and explain why a significant individual is important. covered x 3 optional x 2	Use historical models to make judgements about significance and describe the impact of a significant historical individual. covered x 18 optional x 5	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. covered optional	Construct a profile of a significant leader using a range of historical sources. covered x 6	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. covered x 7 optional x 5	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. covered x 3 optional x 5
Change	Changes over time	AOL: World Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. covered x 2	Describe changes within or beyond living memory.	Describe how an aspect of life has changed over time. covered x 2	Summarise how an aspect of British or world history has changed over time. covered optional x 2	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them optional x 5	Frame historically valid questions about continuity and change and construct informed responses. optional	Describe the causes and consequences of a significant event in history. covered x 5 optional x 4
	British history	AOL: World Listen to and talk about stories describing significant events from the past.	Describe a significant historical event in British history. covered	Describe and explain the importance of a significant individual's achievements on British history. covered x 3 optional x 7	Describe how a significant event or person in British history changed or influenced how people live today. covered x 2 optional x 2 Explain the cause, consequence and impact of invasion and settlement in Britain.	Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Explain the cause, consequence and impact of invasion and settlement in Britain. covered optional x 2	Create an in-depth study of an aspect of British history beyond 1066. covered x 5 optional x 2	Articulate the significance of a historical person, event, discovery or invention in British history. covered x 10 optional x 7 Describe the growth of the British economy and the ways in which its growth impacted on British life. covered
	Chronology	AOL: World Put familiar events in chronological order, using pictures and discussion.	Order information on a timeline. optional	Sequence significant information in chronological order. covered x 12	Sequence dates and information from several historical periods on a timeline. covered x 4 optional x 2	Sequence significant dates about events within a historical time period on historical timelines. covered x 3 optional x 2	Sequence and make connections between periods of world history on a timeline. covered	Articulate and present a clear, chronological world history narrative within and across historical periods studied. covered x 4 optional x 4

Objectives by Subject

Objectives by Big idea

Big idea	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Everyday life		Aspects of everyday life include houses, jobs, objects, transport and entertainment.	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. <div>covered x 3optional x 2</div>	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. <div>covered x 8optional x 4</div> <div>Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</div> <div>Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</div>	The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. <div>covered x 2optional x 2</div> <div>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</div> <div>optional</div> <div>The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time.</div>	Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.	War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. <div>covered x 6optional x 3</div>

Hierarchy and power

AOL: World

Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.

covered

A monarch is a king or queen who rules

a country.

covered

Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.

covered x 2

Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.

covered optional

Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.

After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people.

These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.

Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.

Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.

Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.

covered x 2 optional

The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.

covered

The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.

covered x 2 optional x 4

Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.

covered x 3 optional x 2

The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.

covered x 4 optional x 2

The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.

The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.

optional x 2

The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.

The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.

covered x 2

The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.

covered x 2 optional

The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.

The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.

The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.

covered x 10 optional x 4

Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.

covered optional x 3

An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.

The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.

covered x 5 optional x 2

Creativity	Report and conclude	<div><div>AOL: World</div><div>Stories, books and pictures are used to help people to find out about people and events from the past.</div><div>covered</div></div>	<div><div></div><div>Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</div><div></div></div>	<div><div></div><div>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</div><div>covered x 11</div><div>optional x 7</div></div>	<div><div></div><div>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</div><div>covered</div><div>optional x 5</div></div>	<div><div></div><div>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</div><div>covered x 6</div><div>optional x 10</div></div>	<div><div></div><div>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</div><div>covered</div><div>optional x 3</div></div>	<div><div></div><div>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</div><div>covered x 5</div><div>optional x 4</div></div>
	Communication	<div><div>AOL: World</div><div>Words that help us to describe the passage of time include yesterday, last week, before and then.</div><div></div></div>	<div><div></div><div>Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</div><div></div></div>	<div><div></div><div>A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</div><div>covered</div><div>optional x 3</div></div>	<div><div></div><div>Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</div><div>covered</div><div>optional x 2</div></div> <div><div></div><div>Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.</div><div></div></div>	<div><div></div><div>Historical terms include abstract nouns, such as invasion and monarchy.</div><div>covered</div><div>optional x 3</div></div>	<div><div></div><div>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</div><div>covered x 2</div><div>optional x 2</div></div>	<div><div></div><div>Abstract terms include nouns, such as empire, civilisation, parliament , peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</div><div>covered x 2</div><div>optional x 3</div></div>
Materials	Artefacts and sources	<div><div>AOL: World</div><div>Objects from the past can look different to objects from the present.</div><div>optional x 3</div></div>	<div><div></div><div>Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</div><div></div></div> <div><div></div><div>Historical sources include artefacts, written accounts, photographs and paintings.</div><div></div></div>	<div><div></div><div>Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</div><div>covered x 2</div><div>optional</div></div> <div><div></div><div>A viewpoint is a person's own opinion or way of thinking about something.</div><div>covered x 2</div><div>optional x 2</div></div>	<div><div></div><div>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</div><div>covered x 9</div><div>optional x 6</div></div> <div><div></div><div>Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.</div><div>optional</div></div>	<div><div></div><div>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</div><div>covered</div><div>optional x 2</div></div> <div><div></div><div>Bias is the act of supporting or opposing a person or thing in an unfair way.</div><div></div></div> <div><div></div><div>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</div><div></div></div>	<div><div></div><div>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</div><div>optional</div></div> <div><div></div><div>Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</div><div></div></div>	<div><div></div><div>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</div><div>covered x 3</div><div>optional</div></div> <div><div></div><div>Different types of bias include political, cultural or racial.</div><div>covered</div></div>

Place and space	Local history		Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. covered	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. covered x 3 optional	A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.	Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).	Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
Comparison	Compare and contrast		Identifying similarities and differences helps us to make comparisons between life now and in the past.	A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. covered optional x 2	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. covered optional x 2	Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.	Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. optional x 3	Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. covered x 5
Significance	Significant events	AOL: World A significant event is something that is important to them or other people. Photographs and videos are used to record these events.	Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. covered	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War. covered optional	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. covered x 4 optional	Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. optional	Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. covered x 4 optional x 3	Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. covered x 2 optional
	Significant people	AOL: World Some people in history are significant because they did important things that changed the world or how we live.	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. covered x 3 optional x 2	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. covered x 18 optional x 5	Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. covered optional	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. covered x 6	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. covered x 7 optional x 5	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. covered x 3 optional x 5

Change

Changes over time

AOL: World The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.

covered x 2

Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.

Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.

covered x 2

Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.

covered optional x 2

Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.

optional x 5

Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.

optional

The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.

covered x 5 optional x 4

British history

AOL: World Stories, or narratives, can tell us about important things that happened in the past.

Significant historical events include those that cause great change for large numbers of people.

covered

Important individual achievements include great discoveries and actions that have helped many people.

covered x 3 optional x 7

Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.

covered x 2 optional x 2

The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in

Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.

Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.

Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.

covered optional x 2

Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.

covered x 5 optional x 2

Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.

covered x 10 optional x 7

The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.

covered

Chronology

Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.

optional

A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.

covered x 12

Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.

covered x 4 optional x 2

Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.

covered x 3 optional x 2

Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

covered

Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

covered x 4 optional x 4

