



Year 1 - Geography					
Term	Key topic content	Location and place	Human and physical	Map skills	Vocabulary
	Children learn about...	Children learn how to...			Weather Seasons, Summer, Autumn Winter, Spring Continents. Country Locate Near Far Map Globe Ocean Land City Town Village
Spring	Weather		Describe seasonal and daily weather patterns in the UK		
	The UK	Understand that the UK is in Europe and name some of the surrounding seas  Name the 4 countries and some capital cities of the UK  Locate the UK on a map and globe	Recognise human and physical features of the UK  Describe what it is like where we live and compare to another part of the UK		
	The geography of the school		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the school	Talk about the geography of the school, e.g. use the terms near and far in relation to the school  Find routes on a simple map  Add features to a given map  Draw a simple map of an imaginary location and use and construct basic symbols in a key	

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Year 1 – History					
Term	Key topic content	Chronological understanding and knowledge	Historical enquiry and interpretation	Organisation and communication	Vocabulary
	Children learn about...	Children learn how to...			Older Old New Younger Young Days Months Years Before After A long time ago
Aut 1	Our own lives	Know the difference between then/now and old/new  Talk about and sequence changes in their own lives  Describe what their own life was like in the past  Tell the difference between past and present in their own lives	Ask questions  Use given sources	Show knowledge through role play, talking, drama, drawing, and guided writing	
	The life of a significant individual	Talk about who was important in a historical event  Talk about how someone was important in a historical event  Tell the difference between past and present in the lives of others			
	Aut 1	Black History			
Aut 2	An event beyond living memory e.g. the Gunpowder Plot/The Plague	Know the difference between then/now and old/new  Talk about who was important in a historical event  Talk about how someone was important in a historical event			

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Year 2 - Geography					
Term	Key topic content	Location and place	Human and physical	Map skills	Vocabulary
	Children learn about...	Children learn how to...			
Spring	The UK	Name and locate the 4 countries and 4 capital cities of the UK on a map or globe	Identify human and physical features of the UK  Describe some facts about the 4 countries of the UK	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the UK	Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features: city, town, village, factory, farm, house, office, port, harbour and shop Left Right Direction, Location Landmark North/South pole (& Artic/Antarctica) Equator Compass
	Comparing the UK with a non-European country	Locate a non-European country	Identify some human and physical features of a part of a non-European country  Compare a part of the UK with a part of a non-European country and talk about geographical similarities and differences	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the area studied	
	The 7 continents and 5 oceans	Name and locate the 7 continents and 5 oceans on a map or globe  Find and locate hot or cold places in relation to the equator and the poles  Name and locate where my family are from	Identify hotter and colder parts of the world	Find routes on simple maps using North, South, East and West and left/right  Describe where places are on a map using North, South, East and West  Use North, South, East and West, and left/right  Identify equator and the poles	

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Year 2 - History					
Term	Key topic content	Chronological understanding and knowledge	Historical enquiry and interpretation	Organisation and communication	Vocabulary
	Children learn about...	Children learn how to...			Recently Now Later Since Past Present Decades Centuries Source
Aut 1	The lives of 2 or more significant individuals  (e.g. 2 Queens, 2 explorers or 2 people who have helped others etc)  (at least one of the individuals to be female and non-white)	Sequence at least 3 people/events on a given scale (e.g. compare with other individuals studied and themselves)  Say why someone was important to history  Compare aspects of life in different periods through the lives of these individuals  Describe what the life of an individual was like in the past	Use more than one source to ask and answer questions to find out about the past (Why? What? Where? When? Who? How?)  Know what a source is and have an awareness of different types of sources (e.g. objects, pictures, diary, photo, interview etc)  Read short historical texts (e.g. a short excerpt from someone's diary)	Show knowledge through simple stories, recounts, labelled diagrams, guided non-chronological reports  Say their own date of birth  Contrast two or more significant people, for example in a Venn diagram or table	
Aut 1	Black History		Use "why" questions to begin to explore the idea of "causation" in historical events		
Aut 2	An event beyond living memory in London e.g. the Great Fire of London	Sequence at least 3 people/events on a given scale  Say who was important to this event and why  Say who has been important historically in London and why			

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Year 3 - Geography					
Term	Key topic content	Location and place	Human and physical	Map skills	Vocabulary
	Children learn about...	Children learn how to...			Grid references Ordnance survey maps Atlas North-West, South-West, South-East, North-East Earthquake Fault Crust Plates Epi-centre Tremors Magnitude Summit Peak Rural Urban
Autumn 1	The early civilizations	Name and locate the earliest civilizations on a map			
Autumn 2	Countries and cities of the UK <i>(History Anglo-Saxons and Vikings)</i>	Name and locate 6 cities in the UK	Describe how some of the features have changed over time  Identify human and physical features of different parts of the UK (rural and urban)  Compare similarities and differences between a rural part of the UK and where we live  Ask simple questions about these and form opinions		
Spring	Mountains and earthquakes	Name and locate countries within Europe  Locate areas where mountains and earthquakes are commonly found	Describe and understand key aspects of mountains and earthquake		
Summer 1	How to use a compass			When reading maps, begin to use 8 points of a compass and read commonly used symbols  Sketch an accurate map to represent a small local area including observations and measurements	

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Year 3 – History					
Term	Key topic content	Chronological understanding and knowledge	Historical enquiry and interpretation	Organisation and communication	Vocabulary
	Children learn about...	Children learn how to...			Ancient Egypt The Shang Dynasty of Ancient China Mayans Romans Timeline Compare Evidence
Aut 1	The early civilizations	Place the earliest civilizations on a timeline including: Ancient Egypt, The Shang Dynasty of Ancient China, Mayans and Romans  Use and interpret a timeline that crosses AD and BC	Use a range of sources to ask and answer questions to find out about the past (Why? What? Where? When? Who? How?)  Look at two versions of the same event and identify differences	Show knowledge through a range of fiction and non-fiction writing as well as role-play, speaking and drama  List the key events and changes in a period of history	
	Ancient Egyptians including the life of Cleopatra	Describe different aspects of Ancient Egyptian society  Make comparisons between historical periods and today	Read extended historical texts in-line with their reading ability  Make links between two events, explaining <i>why</i> something happened		
Aut 1	Black History				
Aut 2	Anglo-Saxons, Scots and Vikings	Describe different aspects of Anglo-Saxon and Viking society  Make comparisons between historical periods and today  Explain Britain's settlement by Anglo-Saxons and Scots  Explain the struggle for the kingdom of England up to the time of Edward the Confessor			

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Year 4 - Geography					
Term	Key topic content	Location and place	Human and physical	Map skills	Vocabulary
	Children learn about...	Children learn how to...			
Spring	London and Rome  <i>(History Romans)</i>	Name and locate countries in Europe including Italy, Russia and Spain  Name and locate 6 major cities in Europe	Identify and describe environmental regions and key physical and human characteristics of Italy, including Rome  Compare similarities and differences between London and Rome  Begin to ask more complex geographical questions	Use graphs, maps and sources to begin to form conclusions and explain why	Volcano Lava Ash Eruption Magma Mantle Core  Current Estuary Floodplain Source Mouth Sea Lake Stream Tributary  Evaporation Condensation Precipitation
	Volcanoes  <i>(History Romans)</i>	Identify and locate volcanoes  Identify the position and significance of the northern hemisphere and southern hemisphere	Describe and understand key aspects of volcanoes  Begin to ask more complex geographical questions	Draw the equator, and northern and southern hemispheres on a map	
Summer 1	Rivers	Identify and locate major rivers in the UK	Describe and understand key aspects of rivers  Begin to ask more complex geographical questions	Use graphs, maps and sources to begin to form conclusions and explain why	
	The water-cycle		Describe and understand key aspects of the water-cycle		

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Year 4 - History					
Term	Key topic content	Chronological understanding and knowledge	Historical enquiry and interpretation	Organisation and communication	Vocabulary
	Children learn about...	Children learn how to...			Justify Impact Legacy Chronology/Chronological Primary source Secondary source
Aut 2	The Stone Age to the Iron Age	Identify and describe the most significant changes in Britain from the Stone Age to the Iron Age, considering cause and effect  Describe different aspects of Stone Age life	Understand the difference between primary and secondary sources  Select appropriate sources to ask and answer questions and justify conclusions	Show knowledge, comparisons and justifications through a range of fiction and non-fiction writing as well as role-play, speaking and drama	
Aut 1	Black History		Look at two versions of the same event and give reasons for differences  Read extended historical texts in-line with their reading ability and identify the key information  Make links between more than two events, explaining <i>why</i> something happened	With support, create a simple schema (mind-map) linking together the key events and historical concepts related to a period of history	
Spring	The Roman Empire including the life of Boudica	Describe the legacy of the Roman Empire and its impact on Britain		Write short analytical and/or discursive answers to historical questions	

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Year 5 - Geography					
Term	Key topic content	Location and place	Human and physical	Map skills	Vocabulary
	Children learn about...	Children learn how to...			Tundra Rainforest Savannah Desert Grassland Scrubland Coniferous Deciduous Settlement Land use Economic activity Trade Distribution Natural resources Energy Minerals Latitude/longitude Northern hemisphere/Southern hemisphere The Tropics of Cancer of Capricorn Arctic and Antarctic circles The Greenwich meridian time-zone
Spring	The Mayan region of America  <i>(History Mayans)</i>	Name and locate some major cities within America and the Mayan region  Name and locate 6 countries in America including some within the Mayan region  Name and locate Spanish-countries in America	Identify and describe environmental regions and key physical characteristics of the Mayan region  Identify and describe key human characteristics of the Mayan region including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water  Understand how resources can be fairly distributed (Fairtrade) and identify when it is not fair  Compare similarities and differences between the geography of the Mayan Empire and the Roman Empire	Independently use maps to name and locate relevant points of interest related to their studies  Ask complex geographical questions	
Spring	The globe	Identify the position and significance of lines of latitude and longitude including the Tropics of Cancer of Capricorn  Identify the Arctic and Antarctic circles on a map  Understand what the Greenwich meridian is and identify timezones in an atlas		Use longitude and latitude to identify places on a map  Use 4-figure grid reference to read maps  Draw the Arctic and Antarctic circles on a map	
Summer 2	Biomes, vegetation belts and human impact		Describe and understand key aspects of biomes and vegetation belts  Understand the impact of human actions on the environment	Ask complex geographical questions	

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Year 5 - History					
Term	Key topic content	Chronological understanding and knowledge	Historical enquiry and interpretation	Organisation and communication	Vocabulary
	Children learn about...	Children learn how to...			Reliable Reliability Reference Evaluate Conclusions Influence Consequences
Aut 1	Black History		Question reliability of source material and can give reasons why something is not reliable  Understand that key events can be viewed from different peoples' perspectives and different conclusions can be drawn	Present detailed findings giving reference to a range of historical sources, writing analytical and discursive answers to historical questions for example by making contrasts  Use key dates and vocabulary	
Aut 2	Ancient Greece	Sequence historical periods including periods studied so far in KS2 e.g. Ancient Egypt, Anglo-Saxons, Vikings, Stone Age, Iron Age, Romans, Ancient Greece and the Mayans  Sequence events within Ancient Greece and the Mayan civilization  Identify changes and links within and across the time periods covered  Discuss some social, cultural and religious characteristics of the period studied	Give short term cause and consequences of the main events, situations and changes in the periods studied  Understand how historical events have influenced how we live today	Create a simple schema (mind-map) linking together the key events and historical concepts related to a period of history and, with support, show connections between these	
Spring	The Mayan civilization c.AD 900	Explain what Greek life/Mayan life was like and why  Describe key achievements from Ancient Greece/Mayans and explain why these are historically important  Describe the influence of the Ancient Greeks/Mayans on the western world  Contrast the Mayan civilization c.AD 900 with British history	Read extended historical texts in-line with their reading ability and discuss the key information, considering reliability and bias		

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Year 6 – Geography					
Term	Key topic content	Location and place	Human and physical	Map skills	Vocabulary
	Children learn about...	Children learn how to...			Fieldwork Processes Residential Commercial Industrial Population density Resources Accessibility 16 points of a compass & show a deeper understanding of human and physical geographical terms from KS2
Autumn 2	The local geography of Brent and the environment  <i>(History Local history study)</i>	Locate Brent and Harlesden within London and within the UK on a map  Name and locate the countries of origin for people living in Brent and Harlesden	Use fieldwork to observe, measure, record and present the human and physical features in the local area using maps, plans, graphs and digital technology  Suggest answers to complex geographical questions  Describe how geography has changed over time in the local area, for example how land use has changed  Understand the impact of human actions on the local environment and suggest ways people try to limit these	Use six-figure grid references, symbols and keys to read ordnance survey maps of local area  Use 16 points of a compass to follow a route  Use a simple map to find their way around the local area	
Summer 2	Optional comparison of above with rural location: Cardfields residential, Essex				

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Year 6 - History					
Term	Key topic content	Chronological understanding and knowledge	Historical enquiry and interpretation	Organisation and communication	Vocabulary
	Children learn about...	Children learn how to...			Bias Account Statistics Census Significance/Significant Culture & show a deeper understanding of historical terms from KS2
<b>Aut 1</b>	Black History		Explain long term cause and consequences of the main events, situations and changes in the periods studied  Explain the short and long term consequences and impact of key people in the period studied  Understand the impact of bias on the reliability of a source and select most appropriate sources accounting for this	Present information using specific dates and terms accurately  Create a simple schema (mind-map) linking together the key events and historical concepts related to a period of history and show connections between these	
<b>Spring</b>	World World II including the Battle of Britain and the role of different groups of people	Summarise the main events of a period and the impact of these  Describe aspects of life and make links with other historical periods  Recall the dates of some significant events  Identify important events and use these to create a timeline to demonstrate changes and developments in culture, technology, religion and society/choosing their own scale			
<b>Autumn 2</b>	The local history of Brent		Use evidence and statistics to find out about the past and compare with today e.g. census data  Explain how historical events have influenced how we live today	Use evidence and statistics to talk about the past and compare with today, considering trends and making hypotheses about causation  Choose the best way to communicate findings considering audience and purpose when writing well-structured analytical and discursive answers to historical questions	

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