



EYFS	Autumn	Spring	Summer
N	<p>Mathematics: Understand position through words alone. For example, “The bag is under the table,” with no pointing Describe a familiar route Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p> <p>Understanding the world: Use all their senses in hands-on exploration of natural material. Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>		
R	<p>Understanding the world: Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them Recognise some environments that are different to the one in which they live</p> <p>ELG People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, when drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p> <p>ELG The Natural World: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons</p>		



KS1	Autumn		Spring		Summer	
1	<p><b>Where do we come from?</b></p> <p>Introduction to globes and maps. First attempts to sketch <b>world map</b>, locating <b>continents, oceans and UK</b>. Locate and label <b>countries</b> and origin of <b>family including Grandparents</b>.</p> <p>This will introduce pupils to the world map before they investigate UK and local area in more detail, with a consistent scaling down as they go through the year.</p>	<p><b>Where do our toys come from?</b></p> <p>Building on learning to improve sketch of <b>world map</b>, locating/naming <b>continents, oceans and UK</b>. Locate and label <b>countries</b> and origin of toys. Use <b>sources</b> to identify differences between toys including <b>recognising everyday materials</b>.</p> <p>Opportunity to consolidate world map before introducing idea of past/present to pupils.</p>	<p><b>Where did he go?</b></p> <p>Use <b>world map</b> to locate <b>continents, oceans, UK and countries</b>, including describing location to UK and <b>Israel</b>. Plot journey of <b>Columbus</b> on maps to describe travel/journey to introduce <b>transport changes</b> over time and compare with modern day. Identify <b>sources</b> used to find information about <b>Columbus</b>.</p> <p>This will consolidate world map from Autumn term and introduce <b>explorers</b>.</p>	<p><b>Where can we see the sea?</b></p> <p>Building on <b>world maps</b> to locate <b>UK</b>, including naming of 4 countries and their capitals. Build landmark and locational knowledge of <b>London</b>, and vocab such as <b>coast</b>, city etc to describe different <b>landscapes/ topography</b>. Building on concept of <b>travel</b> around London (Underground) and from London with directional language and recognise differences and journeys to seaside. Bring in historical element by discussing different travel methods past and present, and how railway made day trip <b>holidays</b> possible.</p> <p>Think pupils should have an opportunity to appreciate where in UK they are <i>before</i> moving straight to local area (summer term). This also provides a consistent scaling down from the world map.</p>	<p><b>How did they live in the past?</b></p> <p>Build on knowledge of <b>things in the past</b> looking at <b>Henry VIII and the Tudor period</b>.</p> <p>Continue <b>chronologically</b> from <b>Christopher Columbus</b> in Y1 and linking to <b>queens</b> in Y2</p>	<p><b>Where do I live?</b></p> <p>Building on <b>map skills</b> and <b>knowledge of transport changes</b> in previous unit to create more detailed <b>local area</b> maps. To distinguish <b>human/physical</b> features, including railways (from previous unit) and location of homes, and describe journeys to school. Recognise/describe differences between past and present from variety of <b>sources</b>, and place within a timeframe / chronology.</p> <p>Continue the scaling down process from UK to appreciate where in UK/London they are. Recognising human urban features prior to Fire of London unit in Year 2.</p>
2	<p><b>Why did the Fire of London Spread?</b></p> <p>Building on <b>local mapping skills of London</b> (Y1 Local Area) to identify <b>changes of local area past and present</b>, and building on knowledge of chronology to suggest reasons for, and mapping of, the spread of fire. Use different types of <b>sources</b> to find information about the fire. This could include details from Samuel Pepys (lived in Barnet), as well as artwork to discuss reliability.</p> <p>Have placed here as recapping of current London/local features can more easily be compared to London at this time.</p>	<p><b>How can I take a polar bear home?</b></p> <p>Reinforcing knowledge of <b>world map</b> (including <b>continents and oceans</b>) to make comparison with UK and identify differences between climate zones, making links with <b>animals, habitat (EYS)</b> wildlife, particularly the <b>polar</b> regions and the <b>antarctic</b>. Could also build knowledge of hot/cold climates through comparing with types/methods of transport.</p> <p>Placed here having already established world map knowledge, but probably need to consolidate understanding of climate zones well before looking at weather. Can <i>then</i> reinforce comparisons to other places in the world (i.e. Africa) and introduce weather data ready for next unit.</p>	<p><b>What will the weather be like today?</b></p> <p>Building on knowledge of <b>UK</b> location in <b>world map/climate zones</b>, and using <b>knowledge of seasons</b>, to describe <b>weather</b> from data. <b>Compare to Israel</b>.</p> <p>Have placed here as allows better appreciation of comparison with other places around the world in previous and next units, and also allows more variant weather to be measured by pupils (in theory!)</p>	<p><b>How do our homes differ (Africa)?</b></p> <p>Building on understanding of <b>climate zones</b> (previous units), and knowledge of <b>London+ local area</b> to compare with <b>Africa</b>, using photos and other sources (<b>weather</b> data-building on weather) to describe for differences.</p> <p>Suggest placed here as pupils should now have a firmer understanding of the world and climate zones and can apply this learning to comparing with others around the world- particularly <b>polar region</b> (Autumn term).</p>	<p><b>What can we tell about our Queens?</b></p> <p>Locate <b>palaces/ residence</b> on <b>London maps</b> and <b>use and discuss sources</b> to describe <b>significant figures of monarchy</b> and events/achievements and considering impact. Opportunity to expand chronological knowledge between Queens (Elizabeth 1 and 2) in history and perhaps Queen Victoria, therefore also bring in the concept of Empire.</p> <p>Could also make comparisons with <b>Esther – a chance to recap Purim from Spring</b>. Would also provide basis for comparison with <b>Boudicca (Year 4)</b> and development of Victorians later</p>	<p><b>Was she the queen of the air?</b></p> <p>?</p> <p>?</p>



LKS2	Autumn	Spring	Summer		
3	<p><b><u>Who lived in a house like this?</u></b> <b>Stone to Iron Age</b></p> <p>Using understanding of <b>chronology</b> and <b>climate</b> to calculate <b>when</b> and <b>where</b> and changes from Stone to Bronze age from sources.; comparison to modern houses around the world (<b>Year 2</b>) Identifying key elements for <b>settlement</b> and survival in local environment.</p> <p>Combining the three ages to enable recognition of change and continuity, plus allows space for other units.</p>	<p><b><u>What was it like for our ancestors?</u></b></p> <p>Building on <b>climate zone</b> knowledge to describe features and <b>processes</b> of desertification. Based on location in world map. Making comparisons with previous Polar learning and to appreciate <b>Israel +Torah events (e.g. drought so move to Egypt, Miracle of flowers on Sinai).</b></p> <p>Added here as consolidates prior learning about climate zones in contrast to <b>polar region</b> previously studied (Yea 2) plus provides context for next unit. Have included Israel rather than 'Asia' here, as this may be more relevant to pupils.</p>	<p><b><u>What can we find out about Ancient Egypt?</u></b></p> <p>Find <b>detail from sources</b> to describe and explain reasons for differences in lifestyle linked to <b>climate</b> and <b>chronology</b>. Compare to Britain Autumn 1. Should also include <b>mapping</b>, description + use of Nile for farming.</p> <p>If taught here, then stronger links to previous unit and can build connections with settling near/use of water can be made and comparisons can be made with London/ Thames in next units.</p>	<p><b><u>Does a river always run through it?</u></b></p> <p>Enhance knowledge of <b>UK</b> (Yr 2) to map and define land use and rivers, and to describe differences between Nile and <b>Thames (previous unit).</b></p> <p>Need to include learning about rivers for NC. This will provide key knowledge basis for further units on Roman settlement, for trade and transport.</p>	<p><b><u>How did it get to my plate?</u></b></p> <p>Build on knowledge of world maps to identify where foods from, making links with climate and describe food journeys to plate from around the world, including through Docklands on Thames (<b>previous unit</b>) as centre of imports.</p> <p>Bringing in focus of trade and natural resources as required for NC and need to consolidate understanding of trade and routes/importation prior to learning about expansions of Empire e.g. Romans in Year 4. This is also a great opportunity to build on origins of family (Year 1) and links with Israel roots.</p>
4	<p><b><u>Is all of Europe the same?</u></b></p> <p>Compare <b>topography</b> in <b>Europe</b> with <b>UK</b> and other biomes making links with previously learnt <b>climate zones</b> etc. Developing <b>map</b> skills to provide context for next units and knowledge of <b>rivers and mountains, including Alpines</b>, and build on <b>location and travel to/from UK</b> from South UK.</p> <p>To provide context for Greeks and Romans (next learning).</p>	<p><b><u>Who were the Ancient Greeks?</u></b></p> <p>Building on knowledge of world <b>maps/climates</b> and <b>Europe topography (previous unit)</b> and <b>chronology</b> to make links with features of <b>society</b>, including e.g. diet, clothing, and make comparisons with Iron Age (<b>Year 3</b>).</p> <p>Chronological <i>before</i> the Romans. Also placed here as allows connections to <b>Chanukkah story/events</b>. Also supports recognition of change and continuity with Romans.</p>	<p><b><u>Who were the Romans?</u></b></p> <p>Building on knowledge of <b>chronology</b> and discussing value of sources to describe <b>Empire</b> in relation to Greeks and in comparison with Egyptians (<b>Yr 3</b>). Using knowledge of <b>topography</b> to make links with features of society.</p> <p>More time for investigating information about Romans prior to recognising their influence in Britain (next unit).</p>	<p><b><u>How did the Romans change life in the UK?</u></b></p> <p>Develop understanding of <b>UK + land use (Rivers -Yr3)</b> to map and appreciate purpose and <b>impact of Roman settlements</b> (e.g. H wall, Londinium etc) and benefits of <b>settlement/</b> capitalisation of London by Thames. <b>Includes investigation of Boudicca</b> in comparison to other female <b>Queens and heroes, e.g. Judith and Esther (Year 2)</b></p> <p>Have separated Romans in the UK after introducing Romans (previous unit) to allow deeper look at legacy.</p>	<p><b><u>What is the difference between mountains and volcanoes?</u></b></p> <p>Use of <b>Roman sources e.g. Pliny (previous units)</b> and other data to explain process, location and impact of <b>earthquakes</b> and volcanoes due to tectonic plates.</p> <p>Placed here as direct link to Romans (previous unit) and after Europe topography (Autumn) so aiding memory recall to prior learning.</p>



Humanities Curriculum Map

SB.1

UKS2	Autumn	Spring		Summer	
5	<p><b>What was in it for the Anglo-Saxons?</b> From Year 4</p> <p>Using <b>topography</b> knowledge and <b>Chronology</b> to make links between features of <b>Anglo-Saxon</b> society and identify differences and similarities with other <b>civilisations</b>, studied with reference to <b>key concepts</b> such as 'invasion' and 'empire.'</p> <p>Chronological here and allows exploration of continuity and change if after the Romans.</p>	<p><b>Why did the Vikings invade Anglo-Saxon Britain?</b></p> <p>Enhance map knowledge of <b>Europe</b> to plot invasion routes. Identify differences and similarities with other <b>civilisations</b> studied with reference to <b>key concepts</b> such as 'invasion' and 'empire.'</p> <p>Chronological</p>	<p><b>What is it like to live in a Rainforest?</b></p> <p>Building on knowledge of <b>world maps</b> and <b>climate zones</b> to explain in more detail the differences in <b>South American</b> Rainforest compared to other <b>biomes</b> such as the <b>Arctic</b> (Year 2 and current 'Opposing Poles') and <b>Desert</b> (Year 3) versus Temperate of UK and Europe (Year 4).</p> <p>Provides geographical context for Maya (Summer). NB do not need an in-depth study of both South and North America for NC.</p>	<p><b>Who needs the Rainforest more?</b></p> <p>Having built context in <b>previous unit</b>, pupils can describe <b>deforestation</b> process and effects on <b>environment, climate and sustainability</b> and people, including seeing more than one viewpoint.</p> <p>Need to include a focus on sustainability for NC requirements. This will build on Food unit in Year 3.</p>	<p><b>What happened to the Maya?</b></p> <p>Having <b>built context</b> in Rainforest in <b>previous units</b>, can <b>compare with other ancient civilisations</b> studied (Yr3+4).</p> <p>This would tie in with the previous unit and allow a consistent narrative plus be chronological.</p>
6	<p><b>How did WW1 support the claims of the suffragettes?</b></p> <p>Developing skills of source analysis to investigate an historical example of freedom of speech and activism towards equal status within <b>democracy</b>. Considering the impact of certain actions on/for the status of women pre, during and post WW1.</p> <p>Separated WW1 and WW2 as too complicated/much in one unit and allows for differing focus to avoid repetition.</p>	<p><b>How did WW2 affect us?</b></p> <p>Draw accurate <b>world maps</b> to show/describe spread of German Empire, make comparisons with previous concepts of expansions/invasions/empire (Year 4 to Year 6). Select and use variety of sources to describe impact on London, locating accurately on own correctly scaled and grid-referenced ordnance survey maps of UK and symbolled local area maps (e.g. bombsites, shelters, ARW sites).</p> <p>Recreate historically accurate accounts of the impact of WW2 on local London residents (including conscription, evacuation, rationing, bombing).</p> <p>Chronological here and can then be included in the longitudinal study in the summer. This is better as a more in-depth study of WW2 alone (not with WW1) as can include development of transport to make comparisons with warfare with ancient civilisations. This unit will also include local area study.</p>		<p><b>How has our local shop changed over time?</b></p> <p>Draw <b>maps of local area</b> (including compass +grid referencing) of local shops and sources of produce.</p> <p>Building on prior learning about trade and importation (Yr 3) and Empire and World trade Yr5/6 and WW2 events to identify and suggest reasons for change, differences or continuity in the produce available.</p> <p>Currently 'Explorers', but this further local area study will provide a 'summary'/longitudinal investigation at end of curriculum which ties in with the narrative.</p>	<p><b>Why is the Middle East called the 'cradle of civilisation'?</b></p> <p>Developing understanding of <b>desert climate zone</b> to appreciate impact on live, culture and traditions in area, comparing those with past ancient civilisations and present. Building on understanding of empire and expansion, and considering the longer term impact of conflicts and the difference between religion and political power. Links to RE: contextual knowledge of Islam and significance of particular features within festivals, stories and beliefs including pilgrimage.</p> <p>Current curriculum has opted for <b>Ancient Islamic Civilisation</b>.</p>

New **enquiry question titles** have been suggested for **original units** and **new units** added to strengthen and deepen learning.

Where it is proposed that units have been moved **suggested reasons for changes** have also been provided.

The key learning for **history** and **geography** has been specified in every unit and links to key concepts/learning in **science** and where relevance with **Judaism** could be developed.

Though units will have either a **geography** or **history** focus they may include recap of prior learning of the other to ensure all pupils can describe when and where they are learning about.

By latter Year 6, units include longitudinal studies which will bring both history and geography learning together.