

# 2020 CURRICULUM - GEOGRAPHY & HISTORY - PROGRESSION - 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use Geographical resources to find information	<p>USE WORLD MAPS, SIMPLE ATLASES &amp; GLOBES.</p> <ul style="list-style-type: none"> <li>a) Use maps to know countries of UK and know where Napton is in relation.</li> <li>b) Know where key cities and key features are of the UK.</li> <li>c) Know where key physical features of the world might be found.</li> <li>d) Become familiar with key vocabulary associated with physical features of the world.</li> </ul>	<p>USE WORLD MAPS, SIMPLE ATLASES, PHOTOS &amp; GLOBES.</p> <ul style="list-style-type: none"> <li>a) Use maps, atlases and globes to know countries of UK and know where Napton, key cities and key physical features are of the UK.</li> <li>b) Be able to locate key physical features of the world / key vocabulary from atlases and maps</li> <li>c) Know where continents, countries and oceans are</li> </ul>	<p>USE WORLD MAPS, ATLASES, AERIAL PHOTOS &amp; GLOBES.</p> <ul style="list-style-type: none"> <li>a) Use a range of maps, atlases and globes to know where continents, regions, countries and oceans/key seas are.</li> <li>b) Be able to identify key human and physical geographical features in the local area in relation to the topics studied.</li> <li>c) Be able to locate and describe key physical and human features in world areas that they are studying on from the maps, atlases, plans and aerial photographs that are being used.</li> </ul>	<p>USE WORLD MAPS, ATLASES, AERIAL PHOTOS, DIGITAL SOURCES &amp; GLOBES.</p> <ul style="list-style-type: none"> <li>a) Use a range of maps, atlases, globes and digital sources to know where continents, regions, countries and oceans/major seas are.</li> <li>b) Be able to identify key human and physical geographical features in the local area in relation to the topics studied. Suggest connections between these features and why they are located in these areas using surrounding geographical evidence.</li> <li>c) Be able to locate and describe key physical and human features in world areas that they are studying on from the maps, atlases, plans and aerial photographs that are being used.</li> </ul>		
To explore and use directional language to locate.	<p>DIRECTIONAL lang.</p> <ul style="list-style-type: none"> <li>a) Use positional language such as right of left, near or far.</li> <li>b) Begin to use 4 points of compass.</li> </ul>	<p>DIRECTIONAL lang.</p> <ul style="list-style-type: none"> <li>a) Use positional language such as right of left, near or far.</li> <li>b) To use 4 points of compass to describe where features are in relation to others..</li> </ul>	<p>DIRECTIONAL lang.</p> <ul style="list-style-type: none"> <li>a) Use accurately positional language such as right of left, near or far and begin to link to distances.</li> <li>b) To use 4 points of compass to describe where features are in relation to others and be aware that there are key points in-between - the 8 points.</li> </ul>	<p>DIRECTIONAL lang.</p> <ul style="list-style-type: none"> <li>a) Use accurately positional language such as right of left, near or far and link to distances and use of simple scales.</li> <li>b) To use 8 points of compass to describe where features are in relation to others and be aware that there are key points in-between - the 16 points.</li> </ul>		
To use symbols in maps.	<p>USE SYMBOLS</p> <ul style="list-style-type: none"> <li>a) Be able to devise simple maps and plans of areas - both based on their known reality and from imagination.</li> <li>b) To begin to use standard and non standard symbols within their own plans and maps.</li> </ul>	<p>USE SYMBOLS</p> <ul style="list-style-type: none"> <li>a) Be able to create simple maps and plans of areas that they have studied or are familiar with.</li> <li>b) To use standard and non standard symbols within their own plans and maps.</li> </ul>	<p>USE SYMBOLS &amp; KEYS</p> <ul style="list-style-type: none"> <li>a) Be able to draw simple maps and of areas and routes that they have studied.</li> <li>b) To use standard symbols as used on OS Maps within their own plans and maps.</li> <li>c) To create their own simple keys to explain the significance of symbols.</li> </ul>	<p>USE SYMBOLS &amp; KEYS</p> <ul style="list-style-type: none"> <li>a) Be able to draw more complex and detailed maps that reference scale of areas and routes that they have studied.</li> <li>b) To use standard symbols as used on OS Maps within their own plans and maps.</li> <li>c) To use keys that group symbols to explain their significance.</li> </ul>		

# 2020 CURRICULUM - GEOGRAPHY & HISTORY - PROGRESSION - 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Use fieldwork to develop knowledge.</b>	<p><b>USE FIELDWORK</b></p> <p>a) Be able to describe and keep a diary of key weather features of the locality.</p> <p>b) Compare weather and seasonal patterns to other areas of the UK and the world.</p> <p>c) Use field work to create simple route or location maps/plans.</p>	<p><b>USE FIELDWORK</b></p> <p>a) Be able to describe using more extended vocab and keep a diary of key weather features of the locality.</p> <p>b) Compare weather patterns to other areas of the UK and the world - and identify cold and hot regions associated with climate.</p> <p>c) Use fieldwork to create route or location maps that are informed by careful observations.</p>	<p><b>USE FIELDWORK</b></p> <p>a) Be able to describe using more extended vocab and keep a diary of key weather features of the locality.</p> <p>b) Compare weather patterns to other areas of the UK and the world - and identify cold and hot regions associated with climate.</p> <p>c) Use fieldwork to gather information linked to geography or history and present as notes and simple maps.</p>	<p><b>USE FIELDWORK</b></p> <p>a) Be able to describe using more extended vocab and keep a diary of key weather features of the locality.</p> <p>b) Compare weather patterns to other areas of the UK and the world - and identify cold and hot regions associated with climate.</p> <p>c) Use fieldwork to gather information linked to geography or history and present in a variety of formats appropriate to the area of study including maps.</p>		
<b>VOCABULARY DEVELOPMENT</b>	<p><b>GEOGRAPHICAL VOCABULARY</b></p> <p>Key physical features including - beach, hill, mountain, ocean, river, soil, weather</p> <p>Key human features including - city, town, village, farm, house, shop</p>	<p><b>GEOGRAPHICAL VOCABULARY</b></p> <p>Key physical features including - cliff, climate, coast, continent, country, desert, equator, forest, lake, sea, stream, temperature, valley, vegetation</p> <p>Key human features including - factory, harbour, pier, port,</p>	<p><b>GEOGRAPHICAL VOCABULARY</b></p> <p>Key physical features including - biomes, caves, caverns, climate zones, cyclone, evaporation, hurricane, latitude, longitude, minerals, rainforest, volcanoes, earthquake, water cycle, weathering</p> <p>Key human features including - settlements, land use, economic activity, mineral supply, trade routes,</p>	<p><b>GEOGRAPHICAL VOCABULARY</b></p> <p>Key physical features including - deforestation, drought, erosion, floodplain, glacier, gorge, plantations, sediment, temperate</p> <p>Key human features including - depopulation, settlements, land use, economic activity, mineral supply, regeneration, trade routes,</p>		
<b>CHRONOLOGY DEVELOPMENT</b>	<p><b>CHRONOLOGY</b></p> <p>a) To understand that time passes and we remember events that have occurred in the past.</p> <p>b) Use common words and phrases relating to the passing of time.</p> <p>c) Study their own timeline.</p>	<p><b>CHRONOLOGY</b></p> <p>a) Use common words and phrases relating to the passing of time.</p> <p>b) Be able to sequence in a chronological order key events in British history.</p> <p>c) Identify similarities and differences between ways of life in different periods of time.</p>	<p><b>CHRONOLOGY</b></p> <p>a) Be able to sequence in chronological order key events in history from a local and British perspective.</p> <p>b) Be able to make connections between different periods of history.</p> <p>c) Begin to understand that today's society is a reflection of past events.</p>	<p><b>CHRONOLOGY</b></p> <p>a) Be able to sequence in chronological order key events in history from a local, British and world perspective.</p> <p>b) Make connections between periods of history and take note of trends.</p> <p>c) Know that today's society is a reflection of complex histories.</p>		

# 2020 CURRICULUM - GEOGRAPHY & HISTORY - PROGRESSION - 3

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
QUESTIONING & RESPONDING	<p><b>QUESTIONING &amp; RESPONDING</b></p> <ul style="list-style-type: none"> <li>a) Use stories to distinguish between fact and fiction and to help them remember key Historical facts.</li> <li>b) Find answers to simple questions about the past from sources of information e.g. artefacts.</li> <li>c) Ask and answer simple historical questions.</li> </ul>	<p><b>QUESTIONING &amp; RESPONDING</b></p> <ul style="list-style-type: none"> <li>a) Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</li> <li>b) Ask and answer historical questions, using their growing historical knowledge.</li> <li>c) Compare pictures or photographs of people or events in the past.</li> </ul>	<p><b>QUESTIONING &amp; RESPONDING</b></p> <ul style="list-style-type: none"> <li>a) Answer a variety of questions about the past.</li> <li>b) Begin to devise own historically valid questions about change, similarities and differences.</li> <li>c) Use evidence to build up a picture of a past event.</li> <li>d) Choose relevant material to present a picture of one aspect of life in time past.</li> </ul>	<p><b>QUESTIONING &amp; RESPONDING</b></p> <ul style="list-style-type: none"> <li>a) Devise own historically valid questions about change, cause, similarities and differences, significance.</li> <li>b) Use a variety of resources to answer questions about the past.</li> <li>c) Construct informed responses that involve thoughtful selection and organisation of relevant historical references.</li> <li>d) Select relevant sections of information to answer questions about the past.</li> <li>e) Use evidence to build up a picture of a past event.</li> </ul>		
RESEARCH SKILLS	<p><b>RESEARCH SKILLS</b></p> <ul style="list-style-type: none"> <li>a) Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</li> </ul>	<p><b>RESEARCH SKILLS</b></p> <ul style="list-style-type: none"> <li>a) Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, eye witness accounts, stories.</li> </ul>	<p><b>RESEARCH SKILLS</b></p> <ul style="list-style-type: none"> <li>a) Observe small details within a range of sources - artefacts, pictures, newspaper reports, eye witness accounts etc.</li> <li>b) Select and record information relevant to the study.</li> <li>c) Use a range of sources to find out about a period of time.</li> </ul>	<p><b>RESEARCH SKILLS</b></p> <ul style="list-style-type: none"> <li>a) Observe small details within a range of sources - artefacts, pictures, newspaper reports, eye witness accounts etc.</li> <li>b) Select and record information relevant to the study.</li> <li>c) Use a wide and varied range of sources to find out about periods of time.</li> <li>d) Choose the most appropriate source of evidence for the task.</li> </ul>		
VOCABULARY DEVELOPMENT	<p><b>HISTORICAL VOCAB</b></p> <p>year, timeline, living memory, modern, long ago, remember, yesterday, today, tomorrow, parent, grand parent, great grand parent</p>	<p><b>HISTORICAL VOCAB</b></p> <p>artefact, evidence, research, historians, impact, the present, the past, the future, before, after, historical event, Britain, sequence,</p>	<p><b>HISTORICAL VOCAB</b></p> <p>ancient, BC/AD, decade, century, time period, era, settlers, settlement, invaders/invasion, conquer(ed) archaeologists, religious differences, historical argument, point of view, civilisation, legacy,</p>	<p><b>HISTORICAL VOCAB</b></p> <p>millennium, comparison, role of Britain, Christian values, crime, punishment, hypothesis, societies, summarise, major influence, changes/ continuity, persuade, viewpoint, propaganda, British Empire, legislation, democracy, consequences, impact</p>		