



Cycle A 2020-21

Term 1 and 2 Invaders	Terms 3 and 4 Rivers and Forces	Terms 5 and 6 Russia
<p style="text-align: center;"><b>Geography</b></p> <p><b>Context</b> Anglo Saxon and Viking invaders (light touch)</p> <p><b>Locational Knowledge</b> Location of the invaders and location of settlements in Britain.</p> <p><b>Human and Physical geography</b></p> <p><b>Vocabulary</b> Continent, country, location</p> <p><b>Geographical Skills and Fieldwork</b> OS maps- locating Anglo Saxon villages through place names, using 8 figure grid references.</p>	<p style="text-align: center;"><b>Geography including field trip</b></p> <p><b>Context</b> River Cuckmere (in depth)</p> <p><b>Locational Knowledge</b> Locate important rivers within their counties of the UK.</p> <p><b>Human and Physical geography</b> Valley formation, river features and how they are formed, including meanders and oxbow lakes, waterfalls, plunge pools and potholes</p> <p><b>Vocabulary</b> Meander, valley, oxbow, erosion, potholes, counties, waterfalls, channel, cliff, estuary</p> <p><b>Geographical Skills and Fieldwork</b> Visit to R Cuckmere, measure river flow, create charts and graphs which show river flow, sketching the river formation, using compass directions, writing a report on Rivers. Using an OS map to locate R Cuckmere and identify physical features in surrounding locality. Draw a map which includes a key and 6 figure grid references. Write a detailed report.</p>	<p style="text-align: center;"><b>Geography</b></p> <p><b>Context</b> Russia- Regional Comparison (in depth)</p> <p><b>Locational Knowledge</b> Name and locate the continents and oceans Look at different biomes within one country, compare and contrast.</p> <p><b>Human and Physical geography</b> Understanding the physical and human geography of a region within Europe including biomes (forest, tundra, polar, steppe, semi-desert) and vegetation belts. Look at weather and climate in relation to position of the equator. Look at natural resources. Look at the environmental issues relating to the biomes. Look at how the physical features of the areas including climate and physical geography impact upon economy.</p> <p><b>Vocabulary</b> Biome, forest, tundra, polar, steppe, semi-desert environment,</p> <p><b>Geographical Skills and Fieldwork</b> Use of maps, atlases, 8 figure grid references, write a detailed report which includes use of maths and ICT skills, give views upon environmental issues, make charts and graphs of rainfall, sunlight hours, population data etc</p>
<p style="text-align: center;"><b>History</b></p> <p><b>Context</b> <i>Anglo Saxons and Scots</i>-Anglo-Saxon invasions, settlements and kingdoms: place names and village life <i>Anglo-Saxons and Vikings</i>- Viking Raids and Invasion (in depth)</p> <p><b>Knowledge</b> Where did the invaders come from? When did they come and how did they get here? What do place names tell us about where invaders settled? Where did they settle and what did their homes and villages look like?</p> <p><b>Key Concepts</b> <b>Chronological Knowledge and Understanding</b>- when did this happen, where does it fit on the timeline? <b>Continuity and change</b>: Look at the invasion, settling and recapturing of land over the whole period. <b>Significant Events</b>: What did the invaders bring that was really significant e.g. Christianity, stories (Anglo Saxon Chronicle) poetry (Beowulf) Interpreting Ideas: what do the writings of the time, tell us about the past (Anglo Saxon Chronicle, Beowulf). <b>Cause and Consequence</b>- Why did the invaders come? What was the impact?</p> <p><b>Key Terms</b> Invaders, settlers, archaeology, artefact, evidence</p>		<p style="text-align: center;">History</p>



History and Geography Curriculum year 5 and 6 Framfield CE Primary School



Cycle B 2021-22

Terms 1 and 2 The Mayans	Terms 3 and 4 Earth, Moon and Stars	Term 5 and 6 Ancient Greece
<p style="text-align: center;"><b>Geography</b></p> <p><b>Context</b> Mayan Civilisation (light touch)</p> <p><b>Locational Knowledge</b> Where were the Mayans? Location in continent, location of remains of cities. What is the climate like here. Look at the range of biomes here beyond rainforests which they already visit in KS1.</p> <p><b>Human and Physical geography</b> <b>Look at diffrent Biomes and climate</b></p> <p><b>Vocabulary</b> Country, continent, location</p> <p><b>Geographical Skills and Fieldwork</b> Use maps and atlases to locate Mayans. Use 8 figure grid references to find important historical sites. Use a site map of Mayan city.</p>	<p style="text-align: center;"><b>Geography</b></p> <p><b>Context</b> Whole world (links with science- earth and space) in depth)</p> <p><b>Locational Knowledge</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Human and Physical geography</b></p> <p><b>Vocabulary</b>, (see above) GPS</p> <p><b>Geographical Skills and Fieldwork</b> Using maps, globe, atlases, Goggle earth.</p>	<p style="text-align: center;"><b>Geography</b></p> <p><b>Context</b> Ancient Greece (light touch)</p> <p><b>Locational Knowledge</b> Where is Greece, which continent? What is its capital city? What is the climate like?</p> <p><b>Human and Physical geography</b></p> <p><b>Vocabulary</b>, Capital, country, continent, location</p> <p><b>Geographical Skills and Fieldwork</b> Use maps and atlases to locate Greece. Use 8 figure grid references to find important historical sites.</p>
<p style="text-align: center;"><b>History</b></p> <p><b>Context</b> A non-European society that provides contrast with British history. Mayan civilisation c.AD900 (in depth)</p> <p><b>Knowledge</b> Where and when of ancient Mayan Civilisation. Farming, religion, mathematics, art, writing.</p> <p><b>Key Concepts</b> <b>Chronological Knowledge and Understanding</b>- when did this happen, where does it fit on the timeline? What influences remain? What was happening at about this time elsewhere in the world (Anglo Saxons)</p> <p><b>Historical Enquiry</b>- children to use photos of artefacts and archaeological finds to explore the past, including Mayan writing. Use books and online sources.</p> <p><b>Cause and Consequence</b> Investigate different theories about why the Mayan civilisation collapsed. Look at some of the practices that remain today.</p> <p><b>Key Terms</b> Civilisation, century,</p>	<p style="text-align: center;"><b>History</b></p> <p><b>Context</b> Astronomy (light touch)</p> <p><b>Knowledge</b> Science of astronomy</p> <p><b>Key Concepts</b> <b>Chronological Knowledge and Understanding</b>- - children to understand the changes in understanding of astronomy over time with reference to periods of time, place and key historical figures.</p> <p><b>Key Terms</b> Past, chronology,</p>	<p style="text-align: center;"><b>History</b></p> <p><b>Context</b> Ancient Greece- Greek life and achievements and influence on the western world. (in depth)</p> <p><b>Knowledge</b> Where and when of ancient Greek Civilisation and achievements and their impact upon western world including Democracy, architecture (including important sites like the Acropolis in Athens), study of disease, Olympics.</p> <p><b>Key Concepts</b> <b>Chronological Knowledge and Understanding</b>- when did this happen, where does it fit on the timeline? What influences remain? (look at existing architecture an the Olympics)</p> <p><b>Historical Enquiry</b>- children to use photos of artefacts and archaeological finds to explore the past. Use books and online sources.</p> <p><b>Similarity and Difference</b>: Children to compare lives of men and women in ancient Greece.</p> <p><b>Key Terms</b> Civilisation, century,</p>