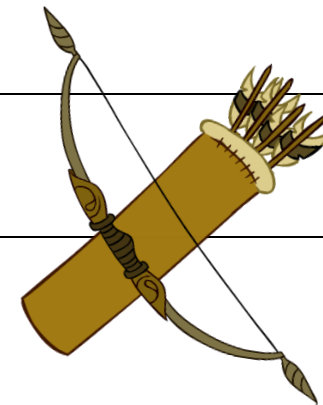


Leverton Church of England Academy - Coverage and Intentions

SNOWDON - Reception & Year 1

Little Heroes, Big Adventures/**Into the Enchanted Forest**



Retrieval Practice:

- ✓ To know who Guy Fawkes is (FS2)
- ✓ To know that Bonfire night is a key annual event (FS2).
- ✓ To know that the capital city of England is London (Geography - FS2)
- ✓ To know what chronology means (things in order).
- ✓ To know where we are located and name some physical and human features around us (Sherwood Forest, Leverton, Robin Hood)

Key Vocabulary:

Robin Hood, Sherwood Forest, Local Area, Windmill, Legend, Chronology, Timeline, Annual, Event, Myth, Woodland, Medieval, The Great Oak, Living, Dead, Habitat, Micro-habitat,

Substantive Knowledge:

- To know that Leverton has changed over time using past and present photographs.
- To compare how Leverton Windmill has changed over time.
- To know and name the physical features of Leverton
- To know that Robin Hood is a significant legend in our local area from the past.
- To know where and how Robin Hood lived (locate Sherwood Forest on a simple map - Geography link).
- To know the Legend of Robin Hood and that a band of Merry Men were believed to follow him.

Reception:

Communication and Language

Personal, Social, Emotional Development

Year 1:

- To know what conflict, argument and disagreement means
- To know some reasons why conflict happens
- To use phrases such as: now, after, then, next to describe History
- To know how to put some events in chronology order.
- To know why these specific people are significant in our local area.
- To answer questions related to different sources.

Physical Development		<ul style="list-style-type: none"> - To generate simple questions from given sources.
Understanding the World	<ul style="list-style-type: none"> - To sort objects into 'then' and 'now'. - To know what animals, live around Leverton (Farm animals) - To understand the term habitat - To match some animals to their habitat - To know that animals go through a life cycle - To know the difference between living and non-living things 	<ul style="list-style-type: none"> - To identify and name a variety of plants and animals in their habitats - To explore and describe things that are living, dead and things that have never been alive (compare differences)
Expressive Arts and Design	<ul style="list-style-type: none"> - To draw animals from their observations 	
<p>Experiences and Opportunities:</p> <ul style="list-style-type: none"> ○ A visit to Sherwood Forest ○ A walk to the Windmill ○ The local farm/Petting Zoo 		

Flames and Festivals/Bang, Crackle, Pop!



Retrieval Practice:

- ✓ To know who Guy Fawkes is (FS2)
- ✓ To know that Bonfire night is a key annual event (FS2)
- ✓ To know that the capital city of England is London (Ge6ography - FS2)
- ✓ To know what chronology means (things in order)
- ✓ To know who Robin Hood is and that he was a legend

Key Vocabulary:

Monarch, Parliament, Tower of London, Gunpowder, Buckingham Palace, Treason Conflict, Chronology, Treatments, Firefighter, London, Bakery, Diary, Festivals, Fireworks, Bonfire Night, Diwali, Festival of Light, Remedy, Hygiene, Black Death, Sparkler, Explode, Explosion, Pudding Lane, Rebuilt

Substantive Knowledge:

- To know who Guy Fawkes is and why he is significant.
- To have some awareness of the Great Plague.
- To know that the Great Fire of London ended the Great Plague in 1666 and where it started.
- To know that Thomas Farriner was a significant figure in the Great Fire of London (baker who started the fire).
- To know why Samuel Pepys is significant in the Great Fire of London

Reception:

Communication and Language

Personal, Social, Emotional Development

Physical Development

Understanding the World

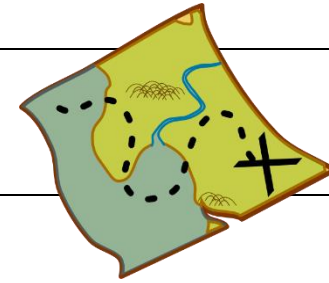
- To sort objects into 'then' and 'now'.
- To know about figures from the past.

Year 1:

- To know how to use a timeline to present key events
- To know how to put some objects in chronological order
- To know significant people from History within and beyond their living memory
- To answer questions related to different sources.
- To generate simple questions from given sources.

	<ul style="list-style-type: none">- To know there are important figures that are remembered from the past- To know that families can be different.	
Expressive Arts and Design		
Experiences and Opportunities: <ul style="list-style-type: none">o Making a <i>Guy</i> for the Bonfire		

Here, There, Everywhere/To Leverton and Beyond



Retrieval Practice:

- ✓ To know that we live in England
- ✓ To know that the world is a sphere
- ✓ To know that the world is made up of land and sea

Key Vocabulary:

Globe, Map, Compass, Town, Village, Country, Homes, Houses, Forwards, Backwards, Left, Right, Different, Same, Changes, Compare, Sphere, Land, Sea, Ocean, Capital city, City, Equator, Continents, Asia, Africa, North and South America, Antarctica, Europe, Asia

Substantive Knowledge:

- To know that the River Thames flows through London
- To know which town/village they live in and where the school is located
- To know that the closest town is Retford
- To know that Ben Nevis is the highest Mountain in the United Kingdom.
- To know that the River Severn is the longest River in the United Kingdom

Reception:

Communication and Language

Personal, Social, Emotional Development

Physical Development

Understanding the World

- To investigate and create a simple map using construction.

- To describe familiar places and represent a simple pictorial map.

Year 1:

- To identify and name the four countries of the UK
- To know human features are manmade and physical features are natural
- To name some famous landmarks
- To know that they live in England and their address
- To know that the United Kingdom is located in the continent Europe
- To know and locate the North and South Pole
- To name the seven continents
- To know that the capital city of England is London
- To locate the equator
- To compare the human features and processes (transport) between London and our locality

	- To name some key human features within our locality	- To know how to follow verbal and visual directions (signs and symbols) - Up, down, left, right, over, across, behind to follow a familiar route.
Expressive Arts and Design		- To devise their own pictorial key to represent places on a map of their local area. - To know a map has a title. - To know that maps locate places. - To use simple fieldwork.
Experiences and Opportunities: <ul style="list-style-type: none"> ○ Fieldwork around the local village ○ A visit to Retford Library 		

From Tiny to Tall/Watch me Bloom!



Retrieval Practice:

- ✓ To name the seasons
- ✓ To know that plants change and grow
- ✓ To know that they were once a baby and will grow up to be an adult
- ✓ To know we need to look after living things

Key Vocabulary:

Tree, Bush, Plants, Leaf, Stem, Petal, Crops, Leaf, Flower, Blossom, Petal, Fruit, Berry, Root, Seed, Trunk, Branch, Stem, Bark, Stalk, Bud, Bulb, Evergreen, Deciduous, Observe, identify, Compare, Bloom, Flourish, Healthy, Unhealthy

Substantive Knowledge:

- To know and name what grows in our locality (crops)

Reception:

Communication and Language

Personal, Social, Emotional Development

Physical Development

- To know it is important to look after our bodies
- To know how to look after our bodies (use toilet, blow nose, wash hands, keep clean, sleep)
- To know why sleep is important
- To know that there are healthy and unhealthy foods

Understanding the World

- To know the difference between a tree and a plant
- To know different parts of a plant (Leaves, stem, petal)
- To know plants, go through a life cycle

Expressive Arts and Design

- To draw plants from observations
-

Year 1:

- To describe plants, seeds and bulbs (beans, tomato plant, carnations, sunflowers seeds, cress seeds, daffodil bulbs)
- To compare and sort plants, seeds and bulbs
- To identify and name the main parts of a flower (roots, stem, leaves, flower, petal) and a tree (roots, trunk, branches, leaves)
- To observe and describe the parts of a plant
- To name, sort and compare some common fruit and vegetable plants: tomato (fruit), carrot (root), lettuce (leaves), broccoli (stem and flower), onion (bulb)
- To identify and observe (draw) some plants that are wild plants (buttercups, dandelion, ivy, daisy) and some garden plants (daffodil, sunflowers, tomato plant, carnation)
- To identify evergreen (holly, fir) and deciduous (willow, horse chestnut) trees

Experiences and Opportunities:		

- Planting bulbs
- A visit to Clumber Park
- A visit to the local farms to observe the crops

Once Upon a Throne/The Royal Story Book



Retrieval Practice:

- ✓ To know that there were different kings and queens in the past (FS2).
- ✓ To know who the current monarch is (FS2).
- ✓ To know what a monarch is (FS2).
- ✓ To know that timelines put events in chronological order.

Key Vocabulary:

Parliament, Monarch, King, Queen, Past, Present, Queen Elizabeth, King Charles, Throne, Buckingham Palace, Protection, Rules, Prime Minister, Houses of Parliament, London, Medieval, Transport, Royal Family, Crown, Coronation, Hero, Villain, Moat, Drawbridge, Turrets, Knight, Soldier

Substantive Knowledge:

- To present key events of Queen Elizabeth II's life using pictures.
- To know Queen Elizabeth II's children had 4 children & Charles is the new King
- To know that Queen Elizabeth II is a significant figure in our country from the past
- To know that Queen Elizabeth II was Britain's longest reigning monarch - 70 years

Reception:

Communication and Language

Personal, Social, Emotional Development

Physical Development

Understanding the World

- To know who the current monarch is
- To know who is in charge of our country
- To know what the Houses of Parliament are

Year 1:

- To know how medieval kings and queens used to live in the past
- To know how to interpret a simple timeline (within living memory)
- To understand the word chronology
- To know how to put some objects in chronological order and describe what they have done (within living memory)
- To use the phrases before, after, now and later
- To know that countries are governed by rules
- To identify how transport has changed over time
- To understand why people travelled
- To know and talk about who was significant.
- To answer questions related to different sources.
- To generate simple questions from given sources.

	<ul style="list-style-type: none"> - To know that things have changed over time, including the way people have lived - To know that transport helps people travel across water, land or air - To know the way people live has changed over time. - To know about figures from the past - To know there are important figures that are remembered from the past - To know that families can be different - To know about members of the Royal Family including the current Monarch and those from the past - To know that people around the world live differently 	
<p>Expressive Arts and Design</p>		
<p>Experiences:</p> <ul style="list-style-type: none"> ○ A visit to Lincoln Castle 		

Secrets Beneath the Sea/Deep Sea Detectives



Retrieval Practice:

- ✓ To locate the equator
- ✓ To know that we live in the country England and name it's capital city
- ✓ To know the world is made up of land and sea
- ✓ To name the seasons and know what the weather is usually like in these seasons
- ✓ To know human features are manmade and physical features are natural.
- ✓ To name some human and physical features of their local area: school, post office, river and farm, pub and park.

Key Vocabulary:

Climate, Weather, Physical processes, Flood, Coastline, Beach, Cliff, Habitat, Ocean, Sea, Land, Submerge, Tropical, Shore, Tide, Seaside,

Substantive Knowledge:

- To know what variety of plants, grow around Leverton

Reception:

Communication and Language

Personal, Social, Emotional Development

Physical Development

Understanding the World

- To know that human features are manmade
- To name some key human features within our locality

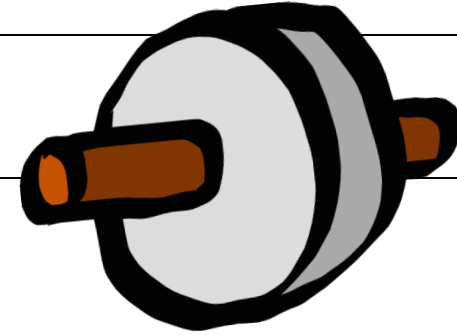
Year 1:

- To know that weather is a physical process.
- To know that there are hot and cold places in the world and that this is called the climate.
- To recognise symbols that represent weather: sunny, partly cloudy, cloudy, rain snow wind and thunderstorms.
- To understand that extreme weather can happen in our country (flood).
- To locate key physical features including, beach, cliff, coast, mountain, sea, river and ocean.
- To know that physical features such as: coasts, beach and sea are popular for tourists.
- To use simple fieldwork to visit a coast.
- To know that the United Kingdom is located in the continent Europe.
- To know and locate the North and South Pole.
- To name the seven continents.

		- To locate human features including: city, town, village, farm, house, office, port, harbour, shop.
Expressive Arts and Design		
Experiences and Opportunities: <ul style="list-style-type: none">○ A visit to the seaside○ A trip to the Deep		

OLYMPUS - Year 2 & 3

Time Travellers/Sparks from the past



Retrieval:

- ✓ To know a significant event from the past including the date
- ✓ To know what chronology is and that dates can be placed on a timeline
- ✓ To be able to name a local legend in Nottinghamshire
- ✓ To know that History is broken up into different periods of time
- ✓ To know who our reigning monarch is
- ✓ To know that Queen Elizabeth was the longest reigning monarch

Key Vocabulary:

Queen Victoria, Prince Albert, Chimney Sweep, Factory, Industry, Coal miner, Servant, Workhouse, Slums, Factories, Mill, yo-yo, Census, Economy, Industrial Revolution, British Empire

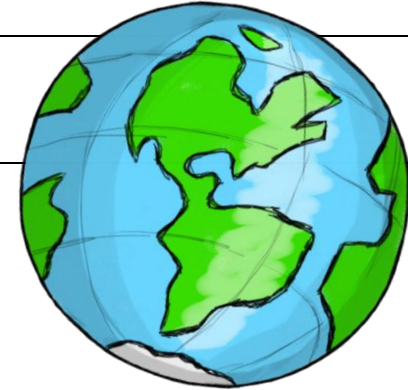
Ancestors, Nomadic, Neolithic, Palaeolithic, Mesolithic, Hunter-Gatherer, Permanent, Settler, Archaeologists, Settlement, Artefacts, Communal

Substantive:

- To know events from the Victorian era, identifying its place in British history from 1837 to 1901
- To describe the significant social, cultural, and technological changes that occurred during Queen Victoria's reign
- To know what daily life was like for different classes of people, from the wealthy elite to the working classes, including children
- To know that the Ancient Greek period started in 1200BC and ended in 323BC.
- To know how people found food in the Stone Age.
- To know that in the Stone Age, tools were made out of stone.
- To know the Skara Brae is a Stone Age settlement discovered on the Orkney Islands.
- -To know that the people in the Stone Age were known as 'hunter gatherers' and why.
- To know that the people of the Stone Age are our human ancestors.
- To know what foods Stone Age humans ate.
- To know the term communal.

	<ul style="list-style-type: none"> ➤ To know the different period of the Stone Age - Palaeolithic, Mesolithic and Neolithic ➤ To know and describe how people survived during the Stone Age and that they were known as 'nomadic' as they travelled from place to place. ➤ -To develop and know a board overview of life in the Stone Age (see civilisation progression)
<p>Year 2:</p> <ul style="list-style-type: none"> - To know specific conflict that has happened beyond their living memory and in their living memory - To know how to create a simple timeline - To know how transport has played an important role through breakthrough events through History - To compare a settlement in the past with how we live today. - To explain why actions of significant people from the past resulted in consequences. - To compare farming methods for producing food within a period of history with their local area today - To know how parliament affects decision making in England - To look carefully at pictures or objects to find information about the past - To ask questions such as 'how did people?'; 'What did people...?'; - To know whether a source is reliable or unreliable - To suggest sources of evidence to use to help answer questions 	<p>Year 3:</p> <ul style="list-style-type: none"> - To place events and dates on a timeline (month and year) - To understand that timelines can be divided into BC and AD - To know and explain that importance of transport and trade route - To know the key facts about punishments that were used during periods of history - To know how social organisation has changed over time. (parliament) - To use printed sources such as the internet, pictures, jewellery, pottery, photos, music, artefacts, historic buildings and visits to collect information about the past - To ask questions such as 'How did people...?'; 'What did people do for...?' - To suggest why sources are needed to answer historical questions, referring to the reliability of the source
<p>Experiences & Opportunities</p> <ul style="list-style-type: none"> ○ Brodsworth Hall and Gardens ○ Perlethorpe - Victorian Experience ○ Wollaton Hall ○ Creswell Crags 	

Leverton to London/From Castles to Cities



Retrieval:

- ✓ To know all the continents (Y1)
- ✓ To name the oceans (Y2)
- ✓ To know which countries border England (Y2)
- ✓ To know why the Equator is the hottest part of the world (Y2)
- ✓ To name the capital cities of the United Kingdom (Y2)
- ✓ To name a physical feature in the United Kingdom (Y2)
- ✓ To name famous landmarks in London (Y2)
- ✓ To know compass directions (Y2)
- ✓ To locate the Northern and Southern hemispheres of the world (Y2)
- ✓ To know which seas surround the United Kingdom (Y2)
- ✓ Name three different climates (Y2)
- ✓ To know human features are manmade and physical features are natural (Y1)

Key Vocabulary:

Equator, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, European, inhabitants, population, Arctic, Antarctic, Ordnance Survey, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Land Use, Village, Town, City, County, Country, Continent

Substantive:

- To know that the River Trent is the closest River to North Leverton

Year 2:

- To know and locate the seven continents and the five oceans
- To know the seas that surround the United Kingdom
- To know that the United Kingdom is part of Europe
- To locate the Equator, Southern and Northern Hemisphere
- To identify the location of the seven continents and five oceans
- To know the Earth spins on its axis.
- To know what countries border England.
- To name and locate the different capital cities around the world

Year 3:

- To name and locate our local counties: Nottinghamshire, Lincolnshire, South Yorkshire, Derbyshire and the East Riding of Yorkshire.
- To know what a county is.
- To know and locate some European countries such as: Spain, France, Germany, Portugal, Italy and Norway.
- To know the five longest Rivers in the United Kingdom (Severn, Thames, Trent, Wye and the Great Ouse)
- To locate and understand the Tropic of Cancer and the Tropic of Capricorn are known as tropical

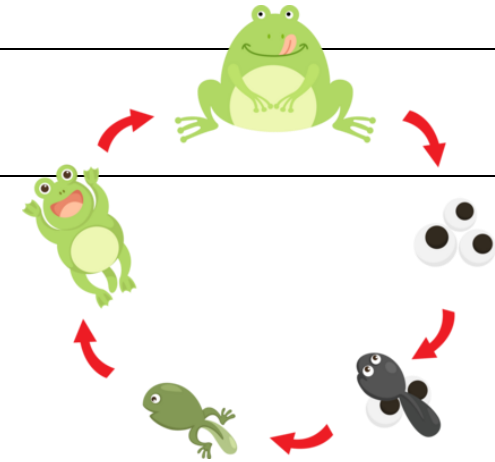
- To know the compass directions - North, South, East, West - and describe what happens when they follow these directions.
- To use simple maps and keys
- To use aerial images maps
- To locate countries and areas studied in an age appropriate atlas
- To use simple grid references (numbers and letters)

- To locate the Prime Meridian
- To use compass directions: North, South, East and West to follow and give directions.
- To draw a simple map of a familiar short route using OS symbols.
- To know that Land use means what humans do with land and how land use can affect the environment
- To confidently use compass directions: North, South, East, West to follow and give directions to build knowledge of the UK and the wider world.
- To use a range of maps and images.
- To draw a simple map of a familiar short route using OS symbols.

Experiences & Opportunities

- Fieldwork to Littleborough to the River Trent

Icy Adventures/Climates and Creatures



Retrieval:

- ✓ To name and locate the countries of Great Britain
- ✓ To know that England is located on the continent Europe
- ✓ To locate and name the North and South Pole
- ✓ The Earth is divided into land and sea
- ✓ To name famous landmarks of England
- ✓ To name the highest mountain and longest river in England
- ✓ To name different climates (Y2)
- ✓ To name extreme weather that can happen in the United Kingdom (Y2)
- ✓ To know that climate is what you expect to get in certain areas of the world and weather is what you actually get (Y2)
- ✓ To know why countries located near the Equator are hot. (Y2)

Key Vocabulary:

Climate, Evaporation, Condensation, Precipitation, Global warming, Fossil fuels, Pollution, Tropical, Climate, Weather, Physical Processes, Symbols, Heatwave, Drought, Flood, Monsoon, Blizzard, Gale/storm, Cyclone/hurricane, Tornado/twister, Vegetation, Cliff, Herbivores, Carnivores, Omnivores, Offspring, fish, amphibian, reptiles, birds and mammals, offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air

Substantive:

- To know and compare polar climates to that of a contrasting climate

Year 2:

- To identify and name some common animals (flamingo, penguin, robin, hedgehog, elephant, monkey, cheetah, koala, ostriches, trout, pufferfish, salmon, crocodile, tortoise, dog, snake, frog, newt, toad)
- To identify, name and sort animals that are herbivores, carnivores and omnivores (animals as above)
- To match, sort and group animals and their offspring

Year 3:

- To know there is never any new water
- To know that the water cycle is a physical process where evaporation takes place ([Science Link](#))
- To know that the physical process of the water cycle can cause flooding
- To describe and compare the structure of a variety of common animals (animals as Y1)

- To research and describe what animals, including humans need to survive.
- To know that weather is a physical process
- To know that there are hot and cold places in the world and that this is called the climate
- To know that climate is what you expect to get in certain areas of the world and weather is what you actually get
- To know and explain three climates and their features: Polar climates, Equatorial and Tropical
- To recognise that sometimes weather can be extreme such as: heatwave, drought, flood, monsoon, blizzard, gale/storm, cyclone/hurricane and tornado/twister
- To understand that extreme weather can happen in our country (floods) and understand its affects and disruption

- To name, describe and sort animals into the 5 animal groups (fish, amphibian, reptiles, birds and mammals)
- To find out how animals change as they grow into adults
- To compare the stages of the human life cycle to animal life cycles
- To know that extreme weather can happen due to climate change: droughts, floods, warming oceans
- To name specific issues in the environment that are a consequence of climate change and how this affects the environment
- To know what global warming is and that it is an effect of climate change.
- To know the causes on of climate change: burning fossil fuels, farming

Experiences & Opportunities

- o Yorkshire Wildlife Park Visit

Roars, Rivers & Rocky Tops/**From Streams to Summits**



Retrieval:

- ✓ To know some extreme weathers
- ✓ To name different climates. (Y2/3)
- ✓ To name some extreme weathers
- ✓ To know that climate is what you expect to get in certain areas of the world and weather is what you actually get. (Y2)
- ✓ To know why countries located near the Equator are hot. (Y2)
- ✓ To name a country that has a tropical climate, a polar climate and an equatorial climate. (Y2)
- ✓ To know a place in world with a polar climate
- ✓ To name the 5 longest rivers
- ✓ To know the River Trent and the beck is part of our local area (FS2)
- ✓ To name and locate the five oceans. (Y2)
- ✓ To know that the longest river in the United Kingdom is the Severn.
- ✓ To know the Lake Victoria is located in Africa.
- ✓ To know that the highest point of a mountain is called the summit.
- ✓ To recall vocabulary: cliff, coast, coastline, and beach. (Y2)

Key Vocabulary:

Delta, Oxbow, Tributary, Mouth, Source, Upper course, Lower course, Middle course, Riverbed, Mountain range, Peak, Boundary, Summit, uninhabited

Substantive:

- To know that Africa is a hot continent because it is close to the Equator
- To know that the biggest continent is Asia and the 2nd largest is Africa
- To know that Antarctica is an uninhabited continent
- To locate Tanzania on a map
- To know how animals in Africa have adapted to their environment
- To locate Kilimanjaro
- To locate Mount Kilimanjaro and understand this is a physical feature of Tanzania and how this is popular destination for tourists.

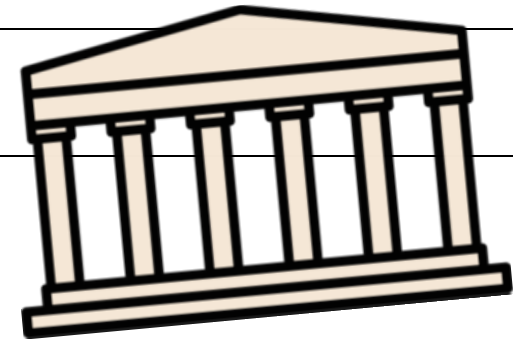
	<ul style="list-style-type: none"> ➤ To know and understand the importance of Lake Victoria and 'The Serengeti' and what wildlife can be found there. ➤ To know that 'The Serengeti' is the largest African Savannah. ➤ To know the similarities and differences between how people settle in Africa (Tanzania) and their locality. ➤ To know that Australia is a county and also a continent ➤ To know that majority of the Australian population live near the coast ➤ The middle of Australia is extremely dry and is known as the outback ➤ Australia is the smallest continent and one of the largest countries on Earth Australia's capital is Canberra ➤ Australia is in the southern hemisphere
<p>Year 2:</p> <ul style="list-style-type: none"> - To know that weather is a physical process - To know that there are hot and cold places in the world and that this is called the climate - To name and locate the five oceans and seven continents - To know the largest Ocean in the world is the Pacific Ocean - Seas that surrounded the UK are: The Irish Sea, Atlantic Ocean, North Sea and English Channel - To know that the world has four hemispheres: Northern, Eastern, Southern and Western - To know the Earth rotates on its axis - To know that rivers are a physical process - To know that Africa is a hot continent because it is close to the Equator - To know that the biggest continent is Asia and the 2nd largest is Africa - To know that Antarctica is an uninhabited continent 	<p>Year 3:</p> <ul style="list-style-type: none"> - To recognise how people settled traditionally in different places in the world. - To know that the rivers are a physical process and natural watercourse. - To label the features of a river: main course, upper course, lower course, river banks. - To know that rivers can meander. - To know that rivers cause erosion. - To know that rives help trade and transport in Europe. - To know the five longest rivers in the World and where they are located: Nile, Amazon, Yangtze, Mississippi and Yenisei. - To know and name a landlocked sea in Europe. - To know that Europe has many mountain ranges and to understand the difference between a mountain and a mountain range. - To know that climate varies around the world - To locate physical features - To know that the rivers are a physical process and natural watercourse.

	- To label the features of a river: main course, upper course, lower course, river banks
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Experiences & Opportunities
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- | |
|--|
| <ul style="list-style-type: none">○ Idle Valley - wildlife, habitats, river areas, exploration and fieldwork○ Rufford Park - Walking trails, wildlife, woodland |
|--|

Gods, Monsters and Myths/What did the Romans invent next?



Retrieval:

- ✓ To know that History is the past and able to place some periods of History of a timeline
- ✓ To know the term chronology
- ✓ To know that things change/have changed over time
- ✓ To know what conflict means
- ✓ To know that Queen Victoria was on the throne during the Victorian Era
- ✓ To recognise Victorian artefacts
- ✓ To have some understanding about how artefacts and sources help to piece together the past
- ✓ To know that Robin Hood is a local legend
- ✓ To begin to understand the difference between a myth, legend and fact
- ✓ To know who are reigning Monarch is
- ✓ To know that Queen Elizabeth was the longest reigning Monarch

Key Vocabulary: Democracy, Monarchy, Oligarchy, Tyranny, City state, Conflict, Generations, Emperor, Conquered, Athens, Sparta, Mythology, Gods and Goddesses, Republic, Founding, Assassinated, Territory, Emperor, Invaders, Settlers, Neighbouring, Myth, Legion, Tribe, Boudicca, Julius Caesar, Hadrian's Wall

Substantive:

- To know that Ancient Greece wasn't ruled as a single country as it was split into city-states.
- To know that the biggest city-state was Athena.
- To know what daily life was like for different classes of people, from the wealthy elite to the working classes, including children
- To know that the First Olympic Games started in 776BC (including more info)
- To know that the Ancient Olympics were in honour of Zeus, King of the Gods
- To know that there were three generations of Gods and Goddesses: Primordial, Titans and Olympians.
- To know that Alexander the Great was a significant tyrant in the Ancient Greek civilization and how he lived his life.
- A broad overview of Greek life
- A broad overview of Roman life (civilisation progression).

	<ul style="list-style-type: none"> ➤ To know that when the Roman Empire was at its most powerful, the Roman Empire spread across Europe, parts of North Africa and the middle east ➤ To know that the Roman Army was one of the most skilful armies ➤ To know that the Roman Empire remained so powerful because they defeated invaders and neighbouring armies ➤ To know and recall the myth of how Rome was founded (the tale of Romulus and Remus) ➤ To know that Julius Caesar declared himself supreme ruler and dictator for life of Rome in 45BCE ➤ To know that Julius Caesar was assassinated ➤ To know that in 47BCE was the fall of Rome
<p>Year 2:</p> <ul style="list-style-type: none"> -To know specific conflict that has happened beyond their living memory and in their living memory -To know how to create a simple timeline (beyond living memory) -To consider how to sequence a set of events or objects in chronological order and explain their reasons for the order they have chosen (beyond living memory) - To use the following words and phrases: recently, before, after and later -To compare farming methods for producing food within a period of history with their local area today -To compare a settlement in the past with how we live today -To look carefully at pictures or objects to find information about the past - To ask questions such as 'how did people?'; 'What did people...?'; -To know whether a source is reliable or unreliable -To suggest sources of evidence to use to help answer questions 	<p>Year 3:</p> <ul style="list-style-type: none"> -To place events and dates on a timeline (month and year). -To understand the concept of change over time. - To understand that timelines can be divided into BC and AD. - To name some inventions from History. To know that farming has evolved over time providing examples (society). -To know and explain that transport and trade routes worked alongside society to sustain survival. -To know why people, settle in certain locations. To use printed sources such as the internet, pictures, jewellery, pottery, photos, music, artefacts, historic buildings and visits to collect information about the past. -To ask questions such as 'How did people...?'; 'What did people do for...?' -To suggest why sources are needed to answer historical questions, referring to the reliability of the source.
<p>Experiences & Opportunities</p> <ul style="list-style-type: none"> ○ The Collection Museum, Lincoln 	

Continental Drift/Sun, Sea and Sand



Retrieval:

- ✓ To know that the Equator is the hottest part of the world.
- ✓ To locate the Equator.
- ✓ To know that the United Kingdom is in the Northern Hemisphere.
- ✓ To locate our local area on a map.
- ✓ To name the countries and capital cities of the United Kingdom.
- ✓ To recall why Africa is a hot part of the World.
- ✓ Name and locate the seas that surrounded the United Kingdom.
- ✓ To know that weather changes.
- ✓ To know human features are manmade and physical features are natural.

Key Vocabulary:

Beach, Coastline, Shore, Tide, Harbour, Rockpool, Erosion, Cove, Driftwood, Foam, Headland, Europe, Vegetation, Fieldwork, Human and Physical Features, Ocean, Continent, Grid Reference, Hemisphere, North and South Pole, Sea Defences, Sea Walls, Rock Armour, Groynes, Mapping, Ariel Maps, Northern, Eastern, Southern, Western, Plastic Pollution, Tourism

Substantive:

- To know where the nearest Coastlines are to Leverton
- To know where the Holderness Coastline is and to locate it using age appropriate atlases and maps

Year 2:

- To locate key physical features, including: beach, cliff, coast, forest, hill, mountain, peak, summit, sea, ocean, river, soil, valley and vegetation
- To know that physical features such as: coasts, beach and sea impact on the environment
- To understand and explain the term sustainability.
- To use simple fieldwork to visit a coast
- To know the largest Ocean in the world is the Pacific Ocean.

Year 3:

- To know that the Holderness Coastline is the fastest eroding coastline in Europe
- To know and explain sea defences: sea walls, rock armour and Groynes. (Fieldwork opportunity)
- To know that human features attract tourism
- To locate the Tropic of Cancer and the Tropic of Capricorn.
- To locate the prime meridian, Western an Eastern Hemisphere.
- To confidently use compass directions: North, South, East, West to follow and give directions to build knowledge of the UK and the wider world.

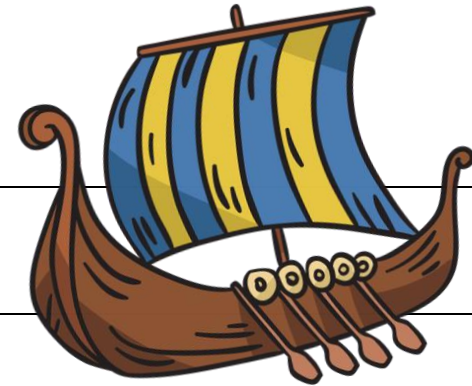
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| <ul style="list-style-type: none">- Seas that surrounded the UK are: The Irish Sea, Atlantic Ocean, North Sea and English Channel.- To use maps, keys and grid references- To know that the world has four hemispheres: Northern, Eastern, Southern and Western.- To know the compass directions - North, South, East, West - and describe what happens when they follow these directions. | |
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Experiences & Opportunities

- o Beach Visit - Cleethorpes
- o Plastic Pollution Project

EVEREST - Year 4, 5 & 6

CYCLE A



Legends of Asgard

Retrieval:

- ✓ To know a timeline is broken into BC and AD
- ✓ To name and date some periods of History (Romans, Victorians, Greeks etc)
- ✓ To know that main events throughout history can be placed on a timeline
- ✓ To know that there are different sources of historical evidence: primary source and secondary source
- ✓ To know that in 476 BCE was the fall of Rome
- ✓ To know that the Celts settled in Britain
- ✓ To know Julius Caesar was a dictator in Ancient Greece.
- ✓ To know that the Stone Age had people known as Hunter-gatherers

Key Vocabulary:

Danegeld, Exile, Invade, Kingdom, Long ship, Outlawed, Lindisfarne, Monks, Pagans, Pillaged, Raid, Wergild, Valhalla, Scandinavia, Settlements, Navigation, Oars, Plunder, Pillage, Odin, Thor, Loki, Farmstead, craftsmen

Substantive:

- To know how the Vikings travelled.
- To know that happened during Viking invasion.
- To know and name some of the places the Vikings raided.
- To know the items that Vikings traded using a range of artefacts and sources, choosing suitable sources of evidence.
- To know and give reasons why monasteries and churches were raided.
- To compare and contrast invasions, tactics and conflicts. (Viking Invasion, Roman Invasion, Ancient Greek invasion).
- To know and give a broad overview of Viking Life (sailors, explorers, warrior).
- To know that in 793 the Vikings attacked the holy monastery of Lindisfarne and what impact this had on Britain and its tribes.

Year 4:

- To explain the causes and effects of conflict throughout specific periods of History
- To place events, historical figures and dates on a timeline (month and year)
- To recognise why the concept of change over time has taken place, expressing their reasons why
- To use the following words and phrases: century, decade, BC/AD, after/before, and during
- To explain what the influences of a particular religion had on people within a period of history
- To compare similarities and differences of social organisations throughout History

Year 5:

- To compare and contrast conflict over time, its impacts and significance to society today
- To accurately place events and historical figures on a timeline and know specific dates (date, month and year)
- To understand the continuity and change over time
- To describe events using the following words and phrases: century, decade, BC/AD after, before
- To know and explain how historical and religious beliefs have impacted on society
- To know and understand the importance of conditions required to sustain survival
- To understand the impact of systems of government
- To realise that there is often not a single answer to historical questions
- To explain with examples, why a source might be unreliable

Year 6:

- To evaluate the successes, failures, impacts, significance of how conflict has affected human behaviour
- To place events and historical figures on a timeline and know specific dates (date, month and year)
- To identify periods of rapid change in History and contrast them with times of relatively little change
- To understand the continuity and change over time, expressing and justifying their reasoning
- To compare and contrast historical and religious beliefs from different periods of history studied
- To compare and contrast different settlements from different periods of history studied
- To justify and evaluate food and farming over time (sources)
- To justify and evaluate the impact of systems of government throughout History (to Britain)
- To question source reliability with reference to the period or civilization, considering why different sources may give conflicting information and offering reasons for this

Experiences & Opportunities

- Jorvik - York

Brazil



Retrieval:

- ✓ To name and locate the seven continents. (Y2)
- ✓ To name and locate the five oceans. (Y2)
- ✓ To name the seas surrounded the United Kingdom. (Y2)
- ✓ To know that there are over 50 countries in Europe and name the countries in the Nordic region. (Y4)
- ✓ To know that Asia is the largest continent, followed by Africa. (Y4)
- ✓ To name some countries in Europe. (Y4)
- ✓ To know OS symbols. (Y4)
- ✓ To know where to locate the Prim Meridian
- ✓ To know and locate the Tropic of Cancer and Tropic of Capricorn
- ✓ To locate countries in North and South America

Key Vocabulary:

Tourism, City states, Boundaries, Population, Dense, Brazil, South America, Amazon Rainforest, Amazon River, Brasília, São Paulo, Rio de Janeiro, Atlantic Ocean, Equator, Tropic of Capricorn, Land use, Deforestation, Rainforest, canopy, forest floor, habitat, ecosystem, tropical, climate, biodiversity, Endangered, Human impact, Positive, Negative, Migrate, Hibernate

Substantive:

- To know what life is like in Brazil, understanding and emphasising on hierarchical status
- To know, name and locate some of the human and physical features in Brazil

Year 4:

- To locate the Tropic of Cancer and the Tropic of Capricorn
- To know what global warming is and that it is an effect of climate change.
- To know what land use is and identify different land use

Year 5:

- To know that longitude and latitude create a grid on map
- To use a longitude and latitude grid to locate: the Nordic region, Tanzania, Canada, Brazil, Mexico, United States, United Kingdom, Greenland, Cuba
- To locate Brazilian countries using four-figure grid references

Year 6:

- To locate Brazilian countries using six-figure grid references
- To draw a variety of maps, sketches and plans with accurate symbols, keys, scales and title
- To compare how people, live across the world

<ul style="list-style-type: none"> - To recognise how people settled traditionally in different places in the world - To know famous human features in Europe - To know that human features attract tourism - To know items that are imported and exported from the United Kingdom - To identify similarities and differences in vertebrates and classify them (generate questions to sort vertebrates in a classification key) - To create classification keys to group, identify and name invertebrates in their local area - To describe environmental dangers to endangered species- 	<ul style="list-style-type: none"> - To draw a sketch map using OS symbols. - To know the largest countries in North and South America - To describe the life cycles of different mammals. - To identify the characteristics of different types of animals and classify them based on characteristics - To compare the life cycle of plants in the local environment and in the rainforest - To compare life cycles of amphibians and insects - To Find out about the Linnaean system of classification and describe how living things are classified into groups - To explain topography in North and South America 	<ul style="list-style-type: none"> - To know human and physical features in North and South America - To know and explain topography in North and South America
<p>Experiences & Opportunities:</p> <ul style="list-style-type: none"> ○ Spanish teaching - Language Angels ○ Traditional Carnival Festivities ○ Samba Drumming 		

Lest We Forget



Retrieval:

- ✓ To know that Adolf Hitler was the leader of the Nazi party.
- ✓ To know that Anne Frank was a Jewish girl who hid from the Nazis in World War II.
- ✓ To know that Jewish people were blamed during the war for problems in Germany and Hitler did not like Jewish people.
- ✓ To know that people were killed in concentration camps.
- ✓ To know that Adolf Hitler was a dictator.
- ✓ To know that World War II caused chaos, conflict and disruption.
- ✓ To name an Ancient Tyrant
- ✓ To know and explain conflict over time (Battles, Lindisfarne etc)

Key Vocabulary:

World War II, Britain, Germany, Nazi, Neville Chamberlain, Winston Churchill, Adolf Hitler, Surrender, Allies, Evacuation, Operation Dynamo, Spitfire, Hurricane, Dunkirk, Battle of Britain, The Blitz, Dam busters Raid, Battle of the Bulge, D-Day, VE Day, Propaganda, Rationing, Anne Frank, Otto Frank, Primary and Secondary Sources, Gestapo, Jewish, Concentration Camps, Amsterdam, Germany, Victory, Truce, Propaganda, Blackout, Liberation, Invasion, Holocaust, Dictator, Host Family, Anderson Shelter,

Substantive:

- To know World War two Key events (See knowledge organiser for specific dates)
- To know who Adolf Hitler was why he is known from being a dictator (1933)
- To know who the Allies and Axis Powers were in World War 2.
- To know Neville Chamberlin was the Prime Minister at the start of the 2nd Word War and resigned as Prime minister in May 1940.
- To know that Winston Churchill became the next Prime Minister of Great Britain.
- To know that Winston Churchill led the country to victory in the Battle of Britain.
- To know why the Battle of Britain started and know how the battle was fought.
- To know when, where and why children were evacuated from London.
- To know what the Blitz was.
- To know that the Blitz started on 7th September 1940 and ended on 11th May 1941.

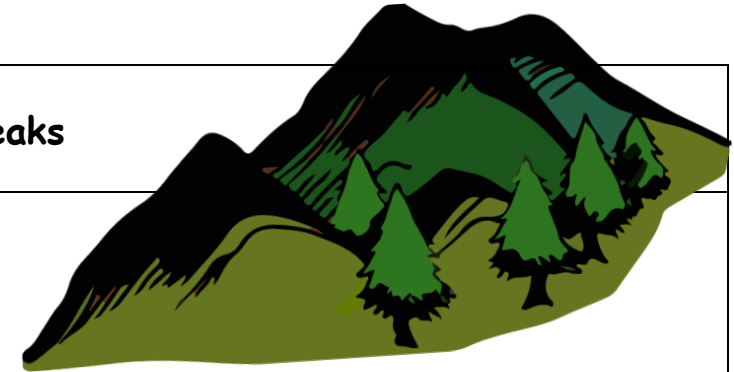
	<ul style="list-style-type: none"> ➤ To know that London, Birmingham, Manchester, Belfast, Plymouth, Glasgow, Coventry and Hull were bombed. ➤ To know that people took shelter in an Anderson or Morrison shelter during an air raid. ➤ To know why rationing food was necessary and what was rationed. ➤ Operation Dynamo in Dunkirk ➤ Evacuees and how their lives changed ➤ To know and have a board overview of what life was like during and after WW2
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<p>Year 4:</p> <ul style="list-style-type: none"> - To explain the causes and effects of conflict throughout specific periods of History - To know and explain why people and places are considered significant (legacy and impact in society/world) - To use a range of sources of their choice, justifying their answer - To understand the difference between a primary and secondary resource - To use printed sources such as the internet, databases, pictures, jewellery, pottery, photos, music, artefacts, historic buildings and visits to collect information about the past - To know how to find, select and utilise suitable information and sources to formulate and investigate a hypothesis 	<p>Year 5:</p> <ul style="list-style-type: none"> - To compare and contrast conflict over time, its impacts and significance to society today - To make judgements as to the significance of events, people or developments within a particular historical period (legacy and impact in society/world) - To realise that there is often not a single answer to historical questions. - -To explain with examples, why a source might be unreliable. - To use printed sources such as the internet, databases, pictures, jewellery, pottery, photos, music, artefacts, historic buildings and visits to collect information about the past - To know how to find, select and utilise suitable information and sources to formulate and investigate a hypothesis 	<p>Year 6:</p> <ul style="list-style-type: none"> - To evaluate the successes, failures, impacts, significance of how conflict has affected human behaviour - To know that historical significance varies over time and by the interpretations of those ascribing the significance (legacy and impact in society/world) - To question source reliability with reference to the period or civilization, considering why different sources may give conflicting information and offering reasons for this. - To compare and contrast sources, artefacts and recounts - To compare and contrast conflict throughout History
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<p>Experiences & Opportunities:</p> <ul style="list-style-type: none"> ○ Eden Camp Modern History Museum
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- The National Holocaust Centre and Museum
- Southwell Workhouse - Evacuee Day
- Newark Air Museum

The Journey of Rivers and Peaks



Retrieval:

- ✓ To know that the highest point of a mountain is called the summit.
- ✓ To recall vocabulary: cliff, coast, coastline, and beach. (Y2)
- ✓ To name the counties that surround Nottinghamshire.
- ✓ To know the River Trent and the beck is part of our local area. (FS2)
- ✓ To name and locate the five oceans. (Y2)
- ✓ To know that the longest river in the United Kingdom is the Severn.
- ✓ To know the largest continent is Africa
- ✓ To know that Australia is a large country and a small continent
- ✓ To know and locate the Amazon River

Key Vocabulary:

Delta, Oxbow, Tributary, Mouth, Source, Upper course, Lower course, Middle course, Riverbed, Mountain range, Peak, Boundary, Summit, Watercourse, Channel, Fold mountains, Block mountains, Erosion, Deposition, Transportation, Prevent, Fieldwork

Substantive:

- To know and locate the source and mouth of the River Trent (our locality)

Year 4:

- To know that rivers are a physical process but some water bodies are a human feature (lakes/reservoirs)
- To label the features of a river: tributary, source, mouth, channel, and riverbed
- To know and explain how an oxbow and delta is formed
- To know that streams, creek, brook, beck, rill and burn are the name for small rivers

Year 5:

- To know that rivers are a physical process but some water bodies are a human feature (lakes/reservoirs)
- To label the features of a river: tributary, source, mouth, channel, and riverbed
- To know and explain how an oxbow and delta is formed
- To know that streams, creek, brook, beck, rill and burn are the name for small rivers

Year 6:

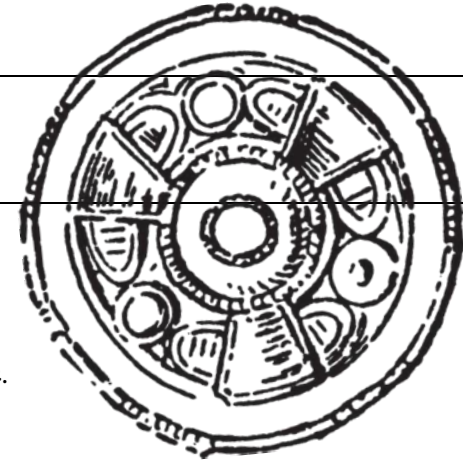
- To know and explain the difference between block and fold mountains
- To label and locate the longest rivers in Europe: the Volga, the Rhine, the Elbe, the Danube and the Lorie.
- To select their own fieldwork and observational skills to study the human and physical geography.
- To select their own equipment to complete their own fieldwork and record their observations, analysing their own findings.

<ul style="list-style-type: none"> - To know and explain how rivers cause erosion, deposition and transportation - To know and explain the difference between block and fold mountains - To know and explain the Water cycle, using scientific vocabulary: evaporation, condensation and precipitation - To label and locate the longest rivers in Europe: the Volga, the Rhine, the Elbe, the Danube and the Lorie - To use the grounds and the local area as a site for studying human and physical geography - To investigate and record observation by using standard measurements (rain gauge, anemometers) and present their findings (bar chart, table). 	<ul style="list-style-type: none"> - To know and explain how rivers cause erosion, deposition and transportation - To know and explain the difference between block and fold mountains - To know and explain the Water cycle, using scientific vocabulary: evaporation, condensation and precipitation - To label and locate the longest rivers in Europe: the Volga, the Rhine, the Elbe, the Danube and the Lorie. - To select their own fieldwork and observational skills to study the human and physical geography. - To use and identify a range of given equipment to record observation, analysing their own findings. - 	
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Experiences & Opportunities:

- Local River Study
- Attenborough Nature Reserve - Newark

Saxon Kings and Kingdoms



Retrieval:

- ✓ To know the dates of the Stone Age and Ancient Greece.
- ✓ To know and explain the advantages of a hill fort.
- ✓ To know that main events throughout history can be placed on a timeline.
- ✓ To know that there are different sources of historical evidence: primary source and secondary source.
- ✓ To know that in 753 BCE was the founding of Rome.
- ✓ To know that in 476 BCE was the fall of Rome.
- ✓ To know that the Celts settled in Britain.
- ✓ To know Julius Caesar was a dictator in Ancient Greece.
- ✓ To know how to place periods of history on a timeline

Key Vocabulary:

Descendant, Kingdoms, Collapse, Chaos, Bretwalda, Tribe, Angles, Saxons, Juts, Picts, Village, Hamlet, Archaeologist, Shires, Thane, Wessex, Shire reeve, Mercia, King Alfred, Witan, Wergild

Substantive:

- To know the term descendant.
- To know that Bretwalda means the 'King of Britain' and some kings tried to make this claim.
- -To know that the Anglo-Saxons were the descendants of three different tribes who invaded Britain in 410 CE.
- The Angles and the Saxons came from what is now Northern Germany and Jutes came from Denmark.
- To know that the Celtic Tribes who lived in harmony with the Romans became under attack from the Picts and the Scots, they asked the Anglo-Saxons to protect them from these fierce warriors.
- To know who Alfred the Great was.
- To know why the Saxons invaded Britain.
- To know the four main kingdoms in the ninth century.
- To know why Sutton-Hoo is a significant place?
- To know where the Vikings came from and why they invaded.

Year 4:

- To explain the causes and effects of conflict throughout specific periods of History
- To place events, historical figures and dates on a timeline (month and year)
- To recognise why the concept of change over time has taken place, expressing their reasons why
- To use the following words and phrases: century, decade, BC/AD, after/before
- To compare and contrast how transport and trade routes affected survival within two different period of History
- To explain what the influences are for moving to a particular settlement
- To explain what the influences of a particular religion had on people within a period of history

Year 5:

- To compare and contrast conflict over time, its impacts and significance to society today
- To accurately place events and historical figures on a timeline and know specific dates (date, month and year)
- To understand the continuity and change over time
- To use the following words and phrases: century, decade, BC/AD, after/before
- To explain the significance of transport and trade routes and the impact it had on historical society
- To compare and contrast two different settlements from different periods of history studied
- To know and explain how historical and religious beliefs have impacted on society

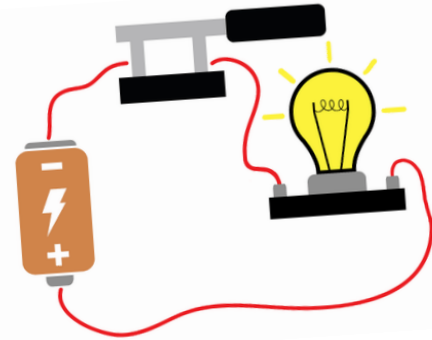
Year 6:

- To evaluate the successes, failures, impacts, significance of how conflict has affected human behaviour
- To place events and historical figures on a timeline and know specific dates (date, month and year)
- To identify periods of rapid change in History and contrast them with times of relatively little change
- To understand the continuity and change over time, expressing and justifying their reasoning. To justify and evaluate the impacts and importance of transport and trade routes over time (sources)
- To compare and contrast different settlements from different periods of history studied
- To compare and contrast historical and religious beliefs from different periods of history studied
- To know an overview of World History

Experiences & Opportunities:

- o Virtual Schools Experiences

Designing the Future



Retrieval:

- ✓ To know the Design Wheel
- ✓ To know and name some famous Designers
- ✓ To be able to complete a closed circuit and open circuit with practical equipment
- ✓ To be able to draw a labelled diagram of the circuit
- ✓ To know/begin to know more conductors and insulators

Key Vocabulary:

Circuit diagram, Circuit symbol, Voltage, Complete, Incomplete circuits, C.A.D, Electricity, Electrical appliance/device, Mains, Plug, Electrical circuit, Complete circuit, Component, Cell, Battery, Positive, Negative, Connect/connections, Loose connection, Short circuit, Crocodile clip, Bulb, Switch, Buzzer, Motor, Conductor, Insulator, Metal, Non-metal, Symbol, 2D design, 3D design, Rotate, Render, Dimension, Prototype, Measurements

Substantive:

- To know the Design Wheel
- To know the importance of finger fluency

Year 4:

- To independently generate ideas by identifying some of the great designers, giving reasons for their answers.
- To independently select from a range of tools and equipment
- To know that reinforcement is required to ensure products are stable and fit for purpose
- To begin to use electrical systems in their products
- To use computer aided designs to represent designs
- To classify common appliances that run on electricity

Year 5:

- To complete research using suggested designers and their ideas, confidently giving reasons for their answers
- To select from a wide range of tools and equipment to perform practical tasks (such as cutting, shaping, joining and finishing)
- To know how to stiffen, strengthen and reinforce more complex structures
- To begin to use electrical systems in their products
- To make a product that requires prototypes
- To know that computer aided designs can design products

Year 6:

- To independently research their own inspirational designers
- To combine elements of design from a range of inspirational designers throughout History
- To independently select from a wide range of tools and equipment to perform practical tasks (such as cutting, shaping, joining and finishing)
- To know how to stiffen, strengthen and reinforce, more complex structures independently
- To use electrical systems in products
- To make a product using a range of prototypes, making continual refinements

- To investigate whether circuits are complete or incomplete

- To use computer aided designs to represent designs

Experiences & Opportunities:

- The National Videogame Museum
- Coding Workshops
- Magna