SOMERLEYTON SCHOOL

Geography

We intend to inspire in our children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching will equip them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes

Our intent in teaching Geography are for children:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world.
- to be competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork
- to be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.
- to communicate geographical information in a variety of ways, including through maths and writing at length.

Our Humanities Curriculum (History and Geography) is founded upon six Disciplinary Concepts:

1. Cause and consequence
2. Change and continuity
3. Similarity and difference
4. Interpretations
5. Significance
6. Evidence

These concepts frame our enquiry and provide our children a lens through which to view and understand the world.

The study of geography is about more than just memorising places on a map. It is about understanding the complexity of our world – Barak Obama

History

At Somerleyton Primary we intend to stimulate our pupils' curiosity giving them a desire to know more about the past. Our history curriculum will help pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time.

Our intent in teaching history are for children:

- to gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity and judgment
- to draw comparisons and make connections between different time periods and their own lives by asking perceptive questions and thinking critically

Our Humanities Curriculum (History and Geography) is founded upon six Disciplinary Concepts:

1. Cause and consequence
2. Change and continuity
3. Similarity and difference
4. Interpretations
5. Significance
6. Evidence

These concepts frame our enquiry and provide our children a lens through which to view and understand the world.

The more you know about the past, the better prepared you are for the future – Theodore Roosevelt

SOMERLEYTON SCHOOL

History Vocabulary Progression

At Somerleyton Primary we immerse children in a wide range of historical vocabulary. These terms range from the subject-specific terms rooted in their chronological period (substantive knowledge), and vocabulary which defines the process of learning about the past (disciplinary knowledge).

Our Knowledge Organisers outline the Key Substantive Vocabulary to be taught in each unit of work. Our Vocabulary Progression document identifies the Disciplinary Vocabulary we intend our children to understand by the end of each year.

Vocabulary marked with a star indicates this term has been introduced at a previous milestone and is included in order to recap prior learning.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year	Decade	Century	AD/BCE	Period	Cause	Legacy
Now	Order	Ancient	Timeline	Impact	Consequence	Trend
Next	Similar	Modern	Millennium	Evidence	Difference	Tertiary
Old	Different	Sequence	Change	Primary Source	Significance	Source
New	Timeline	Artefact	Continuity	Secondary	Industry	Bias
Tomorrow	Invention	Source	Compare	Source	Economy	Motive
Yesterday	Era	Chronology	Invade	Eye-witness	Tourism	Expansion
Earlier	Past	Settlement	Conquer	Trade	Military	Tax
Later	Future	Technology	Empire	Monarchy	Heir	Treason
	Present		Opinion	Culture	Democracy	Reliable
				Hierarchy		Civilisation
				Polytheism		

SOMERLEYTON SCHOOL

Geography Vocabulary Progression

At Somerleyton Primary we immerse children in a wide range of geographical vocabulary. These terms range from the subject-specific terms focused on a narrow geographical concept (substantive knowledge), and vocabulary which defines the process of learning about the geography of our planet and locality (disciplinary knowledge).

Our Knowledge Organisers outline the Key Substantive Vocabulary to be taught in each unit of work. Our Vocabulary Progression document identifies the Disciplinary Vocabulary we intend our children to understand by the end of each year.

Vocabulary marked with a star indicates this term has been introduced at a previous milestone and is included in order to recap prior learning.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Home	Countries	Continents	Settlements	Environment	Latitude	Topography
School	Oceans	Terrestrial	Population	Land-use	Longitude	Climate
Village	Capital Cities	Marine	Regions	Agriculture	Biome	Hemisphere
Town	UK	Human	Water Cycle	Residential	Tropics	Architecture
City	Rural	Physical	Evaporation	Trade	Prime Meridian	Cartography
England	Urban	Compass Points	Condensation	Degrees	Time Zones	Bearings
World	Atlas	Location	Precipitation	4 figure grid reference	Vegetation	Ordinance Survey
Weather	Fieldwork	Direction	Run-Off			6 figure grid reference
Seasons	Equator	Aerial	Immigration			
Mountain	Poles	Landmarks				
Sea	Temperature	Local				
Forest	Rainfall	Adapt				
Map	Rivers	Coast				

Topic Overview
Key Stage One

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle One	Significant Local Events: Somerleyton (a historical study)	Changes within living memory: Toys	Human and Physical Geography: Seaside	Significant People: Antarctica & Sir Ernest Shackleton	Place Knowledge: The UK	Significant Places: Castles
Cycle Two	Place Knowledge: Somerleyton (a geographical study) Churchill School (Mexico City)	Human and Physical Geography: The Seasons	Beyond Living memory: Great Fire of London	Geographical Skills: Mapping Somerleyton	Significant Lives: Florence Nightingale & Mary Seacole	Changes within living memory: Transport
Year Round	Weather Experts Locational Knowledge					

SOMERLEYTON SCHOOL

Significant Local Events: Has Somerleyton always been the same?

Key Vocabulary

timeline	a list of important events arranged in the order in which they happened.
Chronology	The order in which things happened
Artefact	A historical object made by humans
earlier/later	happening before/after
Vikings	People from Norway, Sweden and Denmark who invaded Britain about 1000 years ago
settlement	A community of people like a village
Victorian	Belonging to the time when Victoria was Queen 1837-1901
ancient	A very long time ago
invention	A thing or way of doing something that has never been made or done before.

The Stone Age settlement — 4000 years ago

Viking settlement — 1000 years ago

Sir Peter Fitzosbert built the Manor house — 750 years ago

built a Tudor Hall — 400 years ago

bricks were first made at the brickworks — 240 years ago

Sir Samuel Morton Peto rebuilt the Hall and the church. He built the station, the school and the houses around the Green. — 175 years ago

Sir Christopher Cockerell invented the hovercraft — 50 years ago

How do we know?

Flint tools dug up

Viking village name

Domesday Book 1086

Paintings,

land records

books

Key Skills

1	Identify similarities and differences between ways of life at different times.
2	Talk about why people did things, why things happened and what happened next.
3	Use everyday words and phrases that tell us about the passing of time, for example *when Grandad was a boy, before cars were invented*
4	Know where the people and events fit on a timeline
5	Talk about and give reasons for different ways in which the past is shown
6	Find answers to questions about the past using, for example, photographs, books, the internet

Key Disciplinary Concepts	
2. Change and continuity	Has Somerleyton always been the same?

Key Knowledge

Somerleyton is a **village** that was named **Sumerledetuna** by Viking settlers. **Sumerlithi**, a **Viking** warrior lived here with is family.

There has been a **hall** in Somerleyton for over 750 years

Somerleyton **brickworks** were famous and many houses in the village were built from the bricks made there.

Sir Samuel Morton Peto rebuilt the Hall and the church and he built the **school**, the houses on the Green and the station.

Sir Christopher Cockerell, the inventor of the **hovercraft**, lived in Somerleyton and tested his **invention** here.

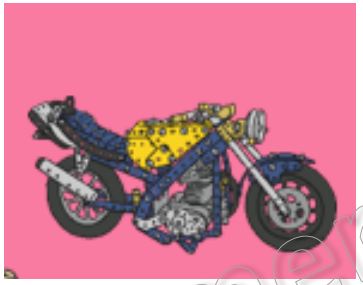
SOMERLEYTON SCHOOL

Somerleyton Primary

Changes within living memory: What can toys tell us about the past?

Key Vocabulary

sources	Information about history topic.
Similar	Having characteristics in common
different	Not the same.
technology	The knowledge to invent new tools.
Victorian	Belonging to the time when Victoria was Queen 1837-1901
modern	The present or recently past
past	An earlier period/era.
Present	The time now occurring.
decade	A ten year time period
order	A list - one after another



Key Skills

1	Recognise similarities and differences between toys and technology in different periods
2	Understand that toys and games have changed over time and are still changing and developing.
3	Begin to develop an understanding of the chronology of toys
4	Know facts about significant toy companies and manufacturers
5	Develop an awareness of the past and use appropriate vocabulary

Key Knowledge

1	To know that toys themselves are sources of what life was like for children and families in the past.
2	To know that adverts and packaging for toys can be sources of historical information too.
3	To know that familiar toys have their origin in the Early 20th Century such as Meccano (1907), Stieff Teddy Bears (1902) and Crayola (1903)
4	I know that in Victorian times poorer families would make their own toys for their children to play with.
5	I know that changes in technology, materials, safety and attitudes have led to changes in toys.

Key Disciplinary Concepts	
6. Evidence	What can toys tell us about the past?

SOMERLEYTON SCHOOL

Somerleyton Primary

Key Vocabulary

coast	The part of the land next to the sea
tourist	A person visiting a place for pleasure
harbour	A safe place for ships to moor
holiday	A relaxing time away from home
resort	A place where people visit for holidays
human features	Parts of the map that have to do with humans, like buildings, roads and towns
physical features	Parts of the map that are natural, like rivers, mountains, coasts and oceans
seas ★	Salt water surrounding the coast
oceans	A very large sea

Lowestoft Harbour

Key Skills

1	Compare and contract human and physical features of a seaside resort
2	Begin to explain why some features are 'natural' or 'man-made'
3	Identify a range of human and physical features in aerial photographs
4	Locate hot and cold parts of the world and begin to justify the location using knowledge of climate zones/Equator
5	Follow routes with increasing detail and offer reasoning for their choice of route

Key Knowledge

1	Know that our region features a long stretch of coastline around the counties which is visited for holidays and industry
2	Know that coastal resorts like Lowestoft have changed significantly over time
3	Know that Lowestoft beach is a natural feature but is has been changed by man-made harbours, sea defences and piers.
4	Know that the coastline around Lowestoft has similarities and differences from other coastlines around the world
5	Know that the North Sea surrounds the coastline around Lowestoft.
6	Know that the town of Lowestoft has grown over time as has its transport links, schools, businesses and tourist attractions.

Key Disciplinary Concepts	
4. Interpretations	Why I love to be by the seaside?

SOMERLEYTON SCHOOL

Somerleyton Primary

Significant Individuals: Shackleton's Exploration of Antarctica

Key vocabulary

survive	continue to live in spite of danger
explorer	Someone who travels to places where nobody has ever been to find out about them.
expedition	The journey taken by explorers
South Pole	The most southerly point on which the Earth spins
photographer	The man who took photographs to make a record of events.
leader	The person in control of the expedition
marine	Found in the sea

Key Skills

Learn about the lives of important people in the past who have made outstanding achievements that have made a difference to their country or the world.

Talk about why people did things, why things happened and what happened next.

Use common words and phrases relating to the passing of time, like *when my grandad was young, a hundred years ago*

Know where the people and events fit on a timeline

Talk about and explain why different ways are used to represent the past

Find answers to questions about the past using, for example, photographs, books, the internet

Key events

Ernest Shackleton made his voyage to the **Antarctic** in **1914** with 27 men in a ship called the **Endurance**.

Having been beaten to be the first to go to the South Pole, he had planned his **third expedition** to **walk across the continent of Antarctica** for the first time.

The ship was frozen into the ice for **10 months**. Shackleton ordered the men to abandon ship and the ship sank. They had no means of communication.

Three lifeboats took the men to **Elephant Island** where 22 of them stayed for **4 months**.

Meanwhile Shackleton and 5 others made a dangerous journey in a boat to **South Georgia**.

They had to walk **22 miles** across mountains and glaciers to reach a whaling station.

The ice was too thick for a boat to be sent straight away to rescue the others. Eventually a **steam tug** was sent to rescue the men.

Everyone survived. Shackleton was awarded a medal and a **knighthood**.

Sir Ernest Shackleton is known as a **great leader**.

Key Disciplinary Concepts

5. Significance	Was Shackleton a great leader?

SOMERLEYTON SCHOOL

Somerleyton Primary

Key Vocabulary

country	An area of land controlled by a Government
city	A large town usually containing a cathedral
rivers	A large natural stream of water
county	An area of a country controlled by a local Government
urban	Belonging in the city
rural	Belonging in the countryside
capital City	The main city in a country where the Government meets.
population	The number of people who live in a place
immigration	People coming to live in a new country

Key Skills

1	Compare and contract human and physical features of a seaside resort
2	Begin to explain why some features are 'natural' or 'man-made'
3	Identify a range of human and physical features in aerial photographs
4	Locate hot and cold parts of the world and begin to justify the location using knowledge of climate zones/Equator
5	Follow routes with increasing detail and offer reasoning for their choice of route

Key Disciplinary Concepts

3. Similarities and Differences	Is everywhere the same in the UK?

Key Knowledge

1	The countries of England, Wales, Scotland and Northern Ireland make up the United Kingdom.
2	The capital cities of the UK and England is London; Cardiff of Wales; Edinburgh of Scotland, and Belfast of Northern Ireland.
3	The River Severn is the longest river in the UK. The River Waveney flows through Somerleyton.
4	Somerleyton is in the county of Suffolk. Suffolk borders three other counties – Norfolk, Essex and Cambridgeshire.
5	Suffolk is a very flat county. Some counties have hills and mountains. The highest mountain in the UK is Ben Nevis in Scotland.
6	London is the largest city in the UK. The Prime Meridian runs through London, which is an imaginary line which helps the world's time zones.
7	People from all over the world have moved to the UK to live. The Empire Windrush bought thousands of people from the Caribbean to help the UK after World War 2.

SOMERLEYTON SCHOOL

Somerleyton Primary

Significant Historical Places - Castles

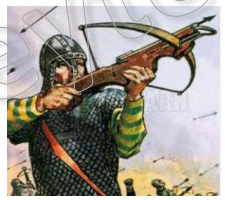
Key Vocabulary

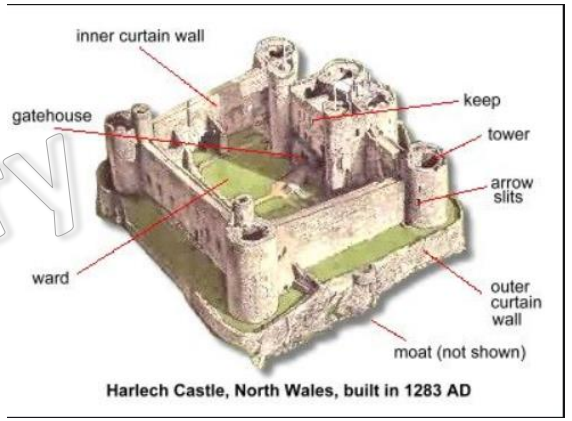
motte and bailey castle	A castle built on a mound with a courtyard
medieval	Between the years 600 and 1500 AD
enclosure	An area surrounded by a barricade.
concentric castle	Castle with two curtain walls
drawbridge	A bridge that can be raised to stop people crossing
portcullis	A strong heavy grating that is used to block a gateway
belfry	A moveable tower used to attack a castle
keep	A fortified tower
fortified	strengthened
siege	When an enemy surrounds the castle and cuts off supplies
battering ram	A heavy object swung against a door to break it down

Key Skills

1	Use basic geographical vocabulary to refer to key physical features and key human features, use world maps, atlases and globes to identify the United Kingdom and its countries.
2	to begin to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
3	Devise a simple map; and use and construct basic symbols in a key.
4	Learn about significant historical events, people and places in their own locality.
5	Know where the people and events fit on a timeline

Belfry





Harlech Castle, North Wales, built in 1283 AD

Key Knowledge

Castles developed over time from **enclosure castles** to **motte and bailey castles** then **Norman keep castles** and **concentric castles** and finally **fortified** manor houses.

Castles were built to protect the king or important nobleman from attack. Many people lived and worked inside the castle.

Castles were built in places where they could be more easily defended, like on top of a hill or on a cliff overlooking the sea and where they could easily see approaching enemies.

The enemy used different ways to attack the castle like ladders, burning arrows, battering rams and catapults.

When gunpowder was invented powerful cannons could destroy castle walls and so they were no longer built for protection.

Key Disciplinary Concepts

1. Cause and consequence	Why do Kings and Queens live in castles?

SOMERLEYTON SCHOOL

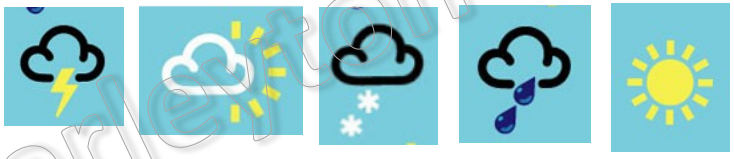
Somerleyton Primary

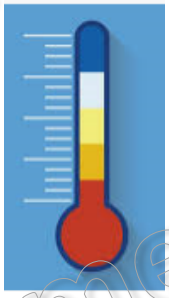
Key Vocabulary

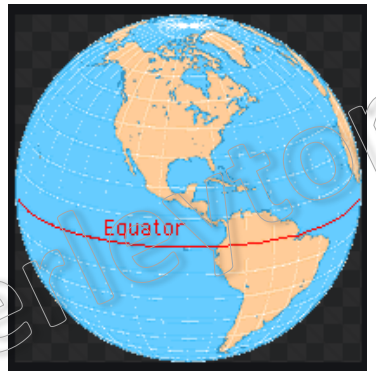
seasons ★	Each of the four parts of the year – each with different weather and daylight
weather ★	The temperature, rainfall, wind, and other conditions
adapt	Changes to suit the conditions
temperature	How hot or cold it is, measured in degrees Celsius.
rainfall	The amount of rain that falls over a given time.
thermometer	An instrument used to measure the air temperature.
forecast	A prediction of what the weather will be like in the near future.
Equator	An invisible line around the middle of the Earth
North/South Poles	The two points from which the Earth spins

Key Skills

1	Identify and describe what places are like and make simple comparisons
2	Identify seasonal and daily weather patterns in the United Kingdom through observation and reading gauges
3	Locate hot and cold areas of the world in relation to the equator and the North and South Poles
4	Use simple compass directions (North, South, East and West) and locational and directional language
5	Understand and use symbols to indicate weather







Key Knowledge

1	Leaves on deciduous trees change throughout the seasons. They turn from green to brown before falling off in Winter.
2	In the Spring, as the temperature increases baby mammals are born and new plants begin to grow.
3	We live in a temperate climate made up of four seasons with moderate rainfall and temperatures.
4	The shortest day of the year is called the winter solstice. The longest day of the year is called the summer solstice.

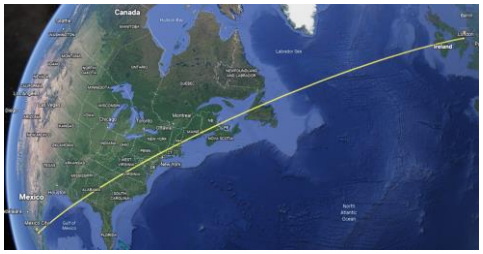
SOMERLEYTON SCHOOL

Key Disciplinary Concepts	
4. Interpretations	Why do we have seasons?

Somerleyton Primary

Key Vocabulary

village	Small settlement found in a rural setting
settlement	The place where people live together, like a town or a village
transport	Take people or goods from one place to another
human features	Manmade features of the landscape, like roads and buildings
physical features	Natural features of the landscape, like rivers and hills.
population	The number of people who live in a place
rural	Belonging in the countryside
urban	Belonging in the city
local	Features close to our home or school



Somerleyton
United Kingdom
Europe

Mexico City
Mexico
North America

Key Skills

1	Identify and describe what places are like and make simple comparisons
2	Follow directions (up/down, right/left, forwards/backwards, N, E, S and W)
3	Begin to understand the need for a key. Use class agreed symbols to make a simple key.
4	Learn the names of the seven continents and five oceans
5	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Key Disciplinary Concepts

3. Similarity and difference	Would Somerleyton pupils feel at home in Mexico City?

Key Knowledge

Somerleyton is a **village** and has a **population** of about 300. The nearest town Lowestoft is 7 miles away. Our primary school has less that 60 pupils.

Mexico City in the capital city of Mexico – a large **urban** area. School children from The Churchill School are taught in Spanish and English.

Village Country Continent	**Somerleyton** **England** **Europe**	**Mexico City** **Mexico** **North America**
Physical features	River, coastline, marshes, fields, woods	Valley, basin, lakes, volcanoes, mountains
Human features	Railway, church, houses, swing-bridge, pub, roads, farms	Canals, cathedral, palaces, temples, museums, parks, skyscrapers

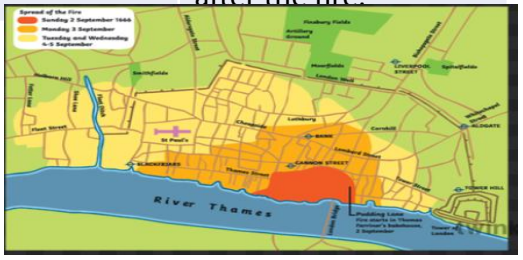
SOMERLEYTON SCHOOL

Somerleyton Primary

Beyond Living memory: What Caused The Great Fire of London 1666

Key Vocabulary

source	Information about history topic.
technology	The knowledge to invent new tools.
chronology	The order things happened
warehouse	A large building where goods or materials are stored.
extinguish	To put out the fire
gunpowder	Explosive powder used to destroy buildings
River Thames	The river flowing through London
St Paul's Cathedral	A famous landmark of London rebuilt by Sir Christopher Wren after the fire.



Only six people were reported to have died in the fire.

Key Skills

1	Identify similarities and differences between ways of life at different times.
2	Talk about why people did things, why things happened and what happened next.
3	Use everyday words and phrases that tell us about the passing of time, for example nearly 400 years ago, three days later
4	Know where the people and events fit on a timeline
5	Talk about and give reasons for different ways in which the past is shown
6	Find answers to questions about the past using, for example, photographs, books, the internet

Key Disciplinary Concepts

1. Cause and consequence	What caused the Great Fire of London?

Key Knowledge

<u>Sunday 2nd September 1666</u>
At 1 am, during the night, a fire broke out in **Thomas Farriner's bakery** on **Pudding Lane**.

The wind blew the fire and it quickly spread through the city because the wooden buildings were very close together. The Lord Mayor refused to pull houses down to stop the fire.

Samuel Pepys wrote about the fire in his diary. He saw the fire and told the king that people were fleeing rather than putting out the fire.

<u>Monday 3rd September 1666</u>
King Charles II ordered his brother **James** to take charge of fighting the fire.

<u>Tuesday 4th September 1666</u>
The fire continued to spread. The king helped pass buckets of water to pour on the flames.

<u>Wednesday 4th September 1666</u>
St Paul's Cathedral was destroyed. Fire hooks and gunpowder were used to make fire breaks.

<u>Thursday 5th September 1666</u>
The wind stopped and the fire was extinguished. Over 13 thousand houses and 87 churches were destroyed! 100,000 people were homeless.

SOMERLEYTON SCHOOL

Somerleyton Primary

Key Vocabulary

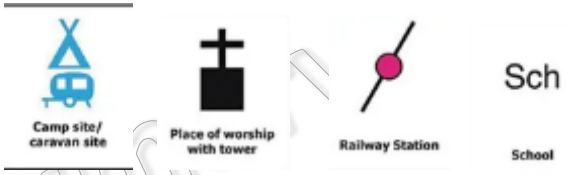
UK	The United Kingdom is the country in which we live.
Atlas	A book of maps.
Fieldwork	Learning when you are outside.
Compass Points	The four points of North, South, East ad West
Location	A place
Direction	The journey something travels
Aerial view	A view taken from above
Landmarks	An object or feature of a town or landscape that can be easily recognised from afar

Key Skills

1	Identify a range of human and physical features in aerial photographs
2	Follow routes with increasing detail and offer reasoning for their choice of route
3	Use and construct basic symbols in a key
4	Use simple compass directions
5	Use locational and directional language

Key Knowledge

1	Somerleyton is in the county of Suffolk. Suffolk borders three other counties – Norfolk, Essex and Cambridgeshire.
2	A compass shows North, South, East and West. The compass needle always points North.
3	A map is an aerial view of the land and its landmarks.
4	Maps use symbols in a key to show readers different landmarks.
5	Clear directions such as 'near', 'far', 'right' and left' help people travel.



Key Disciplinary Concepts

6. Evidence	What can we find in Somerleyton?

SOMERLEYTON SCHOOL

Somerleyton Primary

Significant lives:

Why do we remember these people who lived 200 years ago?

Key Vocabulary	
nurse	A person who is trained to care for the sick or injured
famous	Known by very many people
Crimean war	Britain and France declared war on Russia in 1854 in Crimea
training	Teaching or learning a particular skill
Victorian	Alive when Victoria was queen
germ	A microorganism that causes disease
pioneer	First to use a new area of knowledge
improve	to achieve something better than before

SOMERLEYTON SCHOOL

Florence Nightingale 1820-1910

The Lady with the Lamp

Mary Seacole 1805-1881

Soldiers called her *'Mother Seacole'*

Key Skills

1	Learn about the lives of important people in the past who have made outstanding achievements that have made a difference to their country or the world
2	Identify similarities and differences between ways of life at different times.
3	Know where the people and events fit on a timeline
4	Talk about and give reasons for different ways in which the past is shown
5	Find answers to questions about the past using, for example, photographs, books, the internet.

Key Disciplinary Concepts	
5. Significance	Why do we remember these people? Do we remember them the same way?

Key Knowledge

1	Florence Nightingale was a nurse in the Victorian era. She made sure that nurses were trained and hospitals were clean and hygienic
2	Unlike most girls in those times she had a good education. Her father taught her maths, science and English. She was determined to be a nurse.
3	She helped in the Crimean War and brought volunteer nurses to Turkey to look after wounded British soldiers.
4	Mary Seacole went onto the battlefield to help injured British soldiers in the Crimean war.
5	She learnt about herbal medicines from her Jamaican mother.
6	She had to overcome many difficulties and prejudices to help the soldiers.

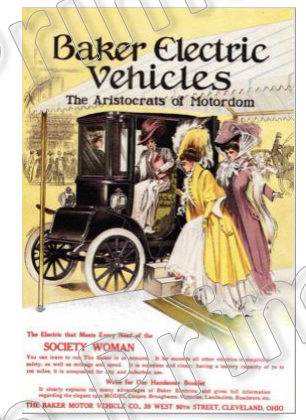
Somerleyton Primary

Changes within living memory: Transport

Key Vocabulary

automobile	A car
affordable	Not too expensive
steam engine	An engine that uses steam to produce power
combustion engine	An engine that burns fuel to produce power
locomotive	A powered railway vehicle that pulls trains
electric cars	Cars that use batteries to produce power
bullet trains	a high speed Japanese train
develop	To improve over time

Karl Benz automobile 1881



First affordable car
Ford 1927

Modern electric car 1997

Key Skills

1	Recognise similarities and differences between ways of life in different periods
2	Understand that transport has changed over time and is still changing and developing.
3	Begin to develop an understanding of the chronology of transport inventions
4	Know where people and events fit within a chronological framework
5	Develop an awareness of the past and use appropriate vocabulary

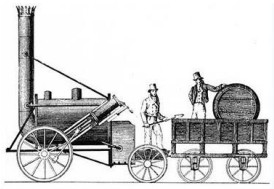
Key Disciplinary Concepts	
2. Change and continuity	Will cars always be the same?

Key Knowledge

1	In 1879 (141 years ago) Karl Benz, a German man, invented the first **automobile** with an internal **combustion engine**.
2	About 100 years ago, cars began to be made in factories. Henry Ford made the first **affordable** car.
3	Electric cars were popular in at the beginning of the 20th century (1900s) because they were quieter, less smelly and easier to drive than those using fuel.
4	In 1830 Robert Stephenson's Invicta pulled the first regular passenger train in the world, linking Canterbury to the seaside town of Whitstable six miles away. It travelled at about 16 miles per hour.
5	In 1875 crude oil was discovered which led to the first petrol engine being invented 1876
6	Modern bullet trains can travel up to 200 miles per hour!

Electric high speed train 2010

Diesel train 1990



Stephenson's steam engine 1829

SOMERLEYTON SCHOOL

Somerleyton Primary

	History Key Skills				Geography Key Skills				
	Sequence parts of a more complex story where action takes place over a long period of time.	Recognise and discuss why people did things, why events happened and what happened as a result.	Identify and give reasons for different ways in which the past is represented.	Use, and handle, sources of information to answer questions about the past on the basis of simple observations.	Identify and describe what places are like and make simple comparisons	Follow directions (up/down, right/left, forwards/backwards, North, East, South and West)	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Locate and name on UK map major features.	Learn the names of the seven continents and five oceans
Cycle 1	/ / /	/ /	/ /	/ / /	/	/	/ /	/ /	/
Cycle 2	/ / /	/ /	/ /	/ /	/	/	/	/	/

History Skills Progression

Chronology

EYFS		year 1		year 2		year 3		year 4		year 5		year 6
Describe differences between themselves as a baby and now.	5	Sequence events using a simple timeline - within their own experience e.g. stages of washday.	8	Sequence time, begin to use dates and terms related to the unit studied.	12	Place the time studied on a timeline. Understand more complex terms e.g. CE/AD.	13	Place events, people places and artefacts from a period studied on a time line.	14	Know and sequence key events of the time studied with increasing confidence.	16	Understand how events and periods in history sequence and overlap in time- use relevant dates and terms. *Place the current study on a time line in relation to other studies.*
Sequence images of themselves as a baby, toddler and infant. Sort and match pictures and objects, matching them to babies, children and adults	6	Sequence 3 or 4 artefacts from distinctly different periods of time.	9	Sequence artefacts closer together in time .					15	Make comparisons between different times in the past.		
Begin to understand that simple stories have a beginning, middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme			10	Sequence parts of a more complex story where action takes place over a long period of time e.g. realise that Florence Nightingales life can be divided into phases (nursing, Crimea, afterwards).								
Know the difference between things that have happened in the past and things that happen now	7	Be more confident in the use of terms “old” and “new”. Understand and use common words related to the passing of time e.g. “a long time ago”, “in the past” etc.	11	Realise that we use dates to describe events in time e.g. 1666 for the Great Fire of London.								

Somerleyton Primary

Knowledge and Understanding of Events, People and Changes in the Past

EYFS		year 1		year 2		year 3		year 4		year 5		year 6
Engage in activities in an area set as 'in the past'	3	Recognise the difference between past and present in their own, and others' lives.	6	Find out about people and events from other times.	9	Find out about everyday lives of people in time studied.	11	Use evidence to inform and explain what life was like in the time studied.	14	Study different aspects of different people e.g. differences between men and women.	17	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
Know some similarities and differences between things in the past and now	4	Know and recount episodes from stories about the past.	7	Identify differences between ways of life at different times			12	Identify key features and events of time studied. Compare with our life today.	15	Examine causes and results of great events and the impact on people/countries incl Britain's influence on the wider world.	18	Compare beliefs and behaviour with another time studied.
	5	Begin to, through discussion, identify reasons for and results of people's actions.	8	Recognise and discuss why people did things, why events happened and what happened as a result.	10	Identify reasons for, and results of, peoples actions.	13	Offer a reasonable explanation for some events. Understand why people in the past may have wanted to take the action they did.	16	Compare an aspect of life with the same aspect in another period.	19	Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation with greater complexity.

Historical Interpretations

EYFS		year 1		year 2		year 3		year 4		year 5		year 6
Read different versions of the same story.	4	Distinguish between fact and fiction in stories.	6	Identify and give reasons for different ways in which the past is represented.	8	Begin to evaluate the usefulness of different sources.	10	Compare accounts of events from different sources – fact or fiction.	13	Link sources and understand how conclusions have been drawn.	15	Compare 2 versions of a past event. Be aware that different evidence will lead to different conclusions.
Look at different illustrations/paintings of the same person/place.	5	Compare pictures or photographs of people and/or events in the past.	7	Discuss the reliability of photos/accounts/ stories.			11	Distinguish between different sources – compare different versions of the same story.	14	Offer some reasons for different versions of events.	16	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
Understand the past through settings, characters and events encountered in books read in class and storytelling.					9	begin to use the library and internet for research.	12	Look at representations of the period – museum, cartoons etc.			17	Confidently use the library and internet for research.

Somerleyton Primary

Historical Enquiry

EYFS		year 1		year 2		year 3		year 4		year 5		year 6
Use an historical source and have opportunities to handle, observe, question or sketch.	5	Sort artefacts into “then” and “now”.	7	Use, and handle, sources of information to answer questions about the past on the basis of simple observations.	10	Observe small details – artefacts, pictures.	14	Use evidence to build up a picture of a past event.	16	Begin to identify primary and secondary sources.	19	Recognise primary and secondary sources. Select sources independently and give reasons for choices
Distinguish between old and new.	6	Use a source to find out answers to– -Why, What happened? What was it like? Who was involved?	8	Look at and comment on similarities and differences in as wide a range of sources.	11	Use a range of sources to find out about a period.			17	Choose relevant sources to present a picture of one aspect of life in time past.	20	Use a range of sources to find out about and record an aspect of the past.
Develop their vocabulary related to the type of “source” or evidence			9	Understand knowledge about the past is constructed from a variety of sources.	12	Recognise why people did things and why some events happened. Recognise what happens as a results of someone's actions or events.	15	Ask and answer questions about the sources considering change, cause, similarity and difference.			21	Suggest what is omitted from some historical records/accounts and why.
Explore the world around them, and artefacts from the past, making observations and drawing pictures of animals and plants;					13	Begin to use the library and internet for research. Select and record information relevant to the study.			18	Use the library and internet for research with increasing confidence.	22	Bring knowledge gathered from several sources together in a fluent account.

Organisation and communication

EYFS		year 1		year 2		year 3		year 4		year 5		year 6
Communicate their knowledge through: discussion, drawing, drama/role-play, making models, writing and using ICT.	1		2	Communicate their knowledge through: discussion, drawing, drama/role-play, making models, writing in English and using ICT.	3	Communicate their knowledge through: discussion, drawing, drama/role-play, making models, writing and using ICT.	4	Recall, select and organise historical information.				

Somerleyton Primary

Geography Skills Progression

Geographical Enquiry

	EYFS		year 1		year 2		year 3		year 4		year 5		year 6
1	Shows curiosity and interest by exploring their surroundings	6	To ask and respond to simple closed questions in teacher led enquiries.	10	Ask simple geographical questions: Where is it? What is it like?	14	Ask/initiate geographic questions.	18	Ask and respond to questions and offer their ideas.	23	Begin to suggest questions for an investigation	25	Suggest and compile questions for an investigation.
2	Identifies obvious similarities and differences when exploring and observing	7	Make observations about where things are located and why e.g within school / local area	11	Identify and describe what places are like and make simple comparisons (e.g. in terms of weather, jobs, infrastructure)	15	Recognise how places have become the way they are and how they are changing with regards to climate and or industrialisation.	19	To identify how and why places change and how they may change in the future.			26	To recognise how people can improve the environment or damage it and how decisions about places and environments affect quality of people's life.
3	Investigates places using all senses Recognises changes in the seasons.	8	Use information books/pictures as sources of information.	12	Recognise how the environment may be improved and sustained. (e.g. by restricting the number of cars)	16	Use satelitte images and ariel photos to study landscape .	20	Use primary and secondary resourse of evidence in their investigations			27	To describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world. (Comparing a village with a part of a city in the same country.)
4	Can identify and name simple key features and can ask questions to clarify their understanding	9	Identify and describe where places are (position on a map) local area incl school	13	Recognise how places are linked to other places in the world. (e.g. food from other countries)	17	To recognise how places fit within a wider geographical context and are interdependent.	21	Analyse evidence and draw conclusions e.g. compare historical maps / temperture of various locations			28	Analyse evidence and draw conclusions e.g field work data in land use look at patterns explain reasons
5	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.							22	Recognise and explain patterns made by individual physical and human features in the environment.	24	To recognise some physical and human processes and explain how these can cause changes in places and environments.		

Somerleyton Primary

Map Skills

	EYFS		year 1		year 2		year 3		year 4		year 5		year 6
1	Uses everyday words to describe position	5	To follow directions (Up, down, left/right, forward/backwards)	9	Follow directions (up/down, right/left, forwards/backwards, North, East, South and West)	15	Use compass points to follow/give directions.	23	Use 4 compass points well and begin to use 8 compass points.	33	Use 8 compass points	41	Use 8 compass points confidently and accurately.
2	Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how	5	Draw imaginary maps of imaginary places and from stories.	10	Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photograph)	16	Use letter/number co-ordinates to locate features on a map.	24	Use letters/no co-ordinates to locate features on a map confidently.	34	Begin to use 4 figure co-ordinates to locate features on a map.	42	Use 4 figure co-ordinates confidently to locate features on a map.
		6	Use own symbols on imaginary map	11	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	17	Know why a key is needed.	25	Draw a sketch map using symbols and a key.	35	Use/recognise OS map symbols.	43	Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
		7	Use a simple picture map to move around the school; recognise that it is about a place.			18	Make a simple map of a short route, with features in correct order.	26	Make a map of a short route experienced with features in correct order.	36	Begin to draw a variety of maps based on their own data.		
33	Use relative vocabulary (e.g. bigger/smaller, like/dislike)			12	Follow a route on a large scale map.	19	Make a simple scale drawing	27	Measure straight line distance on a map	37	Use a scale to measure distances.	44	Draw/use maps and plans at a range of scales.
4				13	Look down on objects and make a plan view			28	Draw a plan view map with some acuracy			45	Draw a plan view map with acuracy
						20	Locate places on larger scale maps.	29	Find and recognise places on maps of different scales. (e.g. river Nile)				
						21	Use large OS maps	30	Use map sites on internet.	38	Use large and medium scale OS maps.	46	Use/recognise OS symbols.
		8	Know about and use picture maps and globes	14	Begin to use an atlas to locate places.			31	Use atlases confidently and independently	39	Independently use index and contents page within atlases and OS maps.	47	Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
						22	Begin to identify features on aerial/oblique photographs	32	Identify features on aerial/oblique photographs.	40	Compare maps with aerial photographs.		

Somerleyton Primary

Map Knowledge

	EYFS		year 1		year 2		year 3		year 4		year 5		year 6
1	Find land/sea on globe.	2	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales and France.	4	Locate and name on UK map major features (London, River Thames, seas surrounding UK)	6	Begin to match boundaries (e.g. find same boundary of a county on different scale maps.)	8	Locate places on a world map.		
		3	Learn the names of the seven continents and five oceans	5	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	7	Locate places on large scale maps (e.g. Find UK or India on globe)					

Fieldwork Skills

	EYFS		year 1		year 2		year 3		year 4		year 5		year 6
1	Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversations			6	Ask a familiar person prepared questions. E.g. What do you like best about our playground?	10	Collect and record information from survey/interviews.	15	Suggest questions to ask as part of an investigation.	20	Prepare questions for an interview.	24	Select interviewing as an appropriate method for collecting evidence.
				7	Use pro-forma and put ticks in boxes	11	Prepare and carry out interview, sometimes in a formal situation.	16	Analyse evidence and begin to draw conclusions	21	Make brief notes during an interview to help them make a clear record of the main points.	25	Evaluate the quality of evidence.
		4	Draw simple features they observe in their familiar environment.	8	Count and record different types at the same time using a tally. E.g. counting type of shops.	12	Use a simple database to present findings.	17	Use a database to present findings e.g. excel.	22	Use a database to interrogate and amend information collected.	26	Use a database to interrogate and amend information collected.
2	Use everyday language to describe features. e.g. high, low, smaller than.	5	Join labels to correct features.			13	Add colour, texture and detail to own field sketches.	18	Annotate their sketch with descriptive and explanatory labels.	23	Use ICT to make a presentation e.g. PowerPoint to inform an audience of their findings.		
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;			9	Use everyday standard and non-standard units	14	Use easy to read instruments. E.g. rain gauge or metre tape.	19	Select and use a range of measuring instruments in investigations.				

Somerleyton Primary

Explorers

Key Vocabulary

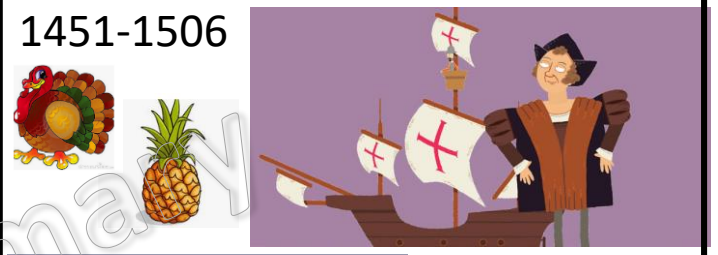
aerial photo	A photograph taken from above using an aircraft
plan perspective	A drawing of an aerial photo
landmarks	An object or feature of a town or landscape that can be easily recognised from afar
key	A list of small pictures that stand for something
human features	Parts of the map that have to do with humans, like buildings, roads and towns
physical features	Parts of the map that are natural, like rivers, mountains, coasts and oceans
fieldwork	Gathering of information about something in the environment
observe	Look closely

Neil Armstrong 1930-2012

Key Skills

1	Learn about the lives of important people in the past who have made outstanding achievements that have made a difference to their country or the world.
2	Identify similarities and differences between ways of life at different times.
3	Use simple **fieldwork** and **observational** skills (use maps, compass points, aerial photos) to study the geography of their school and its grounds.
4	Name and locate the world's seven continents and five oceans.
	Make a simple map; and use and construct basic symbols in a **key**
5	Use **aerial photographs** and **plan perspectives** to recognise **landmarks** and basic **human** and **physical features**.

Christopher Columbus 1451-1506



Key Knowledge

1	**Christopher Columbus was a sailor.** His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates!
2	He became famous as the explorer who **found new lands called 'The Americas'.** But actually, many people already lived there.
3	He found the Americas by accident! He was actually looking for a new way to get to China and India.
4	**Neil Armstrong loved flying**. He flew fighter planes for the American Navy and later tested rocket-powered planes. All before becoming an astronaut!
5	On the 21 July 1969, he became **the first man to walk on the Moon.**

SOMERLEYTON SCHOOL

Somerleyton Primary