

Lower Key Stage 2	The Stone Age and Iron Age	Roman Invaders	Grimley Natural History Trail
Substantive Concepts	Building, economy (money), farming, migration, settlement, technology, tribe.	Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).	community, district, parish, county, region, local history, photographs, environment, maps, aerial photographs, census, drawings, oral history
Key Vocabulary	Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe, Sketch map, Human Features, A Stonehenge, Skara Brae, Cadbury Castle, Maiden Castle, Settlement, Excavation, Hill Forts, Roundhouse, Castle, County, Island , Community, Population, Aerial photo	Citizen, Celts, empire, rebellion, Roman Empire, tribe, agriculture, archaeologist, hunter- gatherer, migration, monument, prehistoric, settlement, technology, tribe, Sketch map, Settlement, Excavation, Hill Forts, Roundhouse, Island , Community, Population, Aerial photo	Locality, significant, heritage, heritage trail, living memory, beyond living memory, sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, and agricultural
Thematic hook	A community of people living in Doggerland who are forced to flee when the land floods. The community has set forth three important commissions to address. Firstly, to ensure the safety of the people of Doggerland from the floods and find a secure new home. Secondly, to establish a fitting burial ceremony for the ruler of the Iron Age settlement. Lastly, to excavate the burial mound of an Iron Age ruler and construct a visitors' center to educate visitors about the evolution of life on the historic site from the Stone Age to the Iron Age.	The Roman legion stationed on Hadrian's Wall dutifully protects the northern border of the Roman Empire in Britain. Amidst the tranquility of their barracks, a soldier carves a tiny elephant statue, his mind wandering to thoughts of his loved ones and the future. He dreams of starting a family of his own someday. The indigenous people living in the surrounding area on both sides of the wall observe the soldiers with a mix of curiosity and caution. By working together, we can analyze the Roman soldiers through the	Our team has been tasked with developing a series of walks that not only promote a healthy lifestyle, but also showcase the rich history of the area. We plan to cover the geological history of the River Severn and ice-sheets, local archaeology, early history featuring Kings Bertwulf and Offa, Grimley Monastery (linked to Holt Castle via underground tunnels), social developments of the 18th and 19th centuries, and the role of parishioners in the First World War. We'll access early to modern history through community involvement

	<p>Many millennia ago, a family resided on a landmass known as Doggerland, situated between Britain and Europe. However, they were forced to abandon their home when the sea engulfed the area. After facing numerous hardships, they stumbled upon a settlement where they were warmly welcomed and encouraged to start a new life. Gradually, the settlement transformed into a cultural hub, where religion, metalworking, art, and agriculture flourished. Adjacent to the settlement, a piece of land was designated as a sacred site for burying the deceased. Over time, the settlement was deserted, and its existence was forgotten. Millennia later, a team of archaeologists stumbled upon the burial site and uncovered the settlement. They constructed a visitors' center to provide insights into the lives of the people who once inhabited the area.</p>	<p>perspective of a teacher in role (TIR) and delve into their experiences to gain a deeper understanding of their lives. We can create personal items that belonged to the soldiers and sketch out their barracks to better visualize their living conditions. Lastly, we can use drama to explore the legion's training and the challenges they face in their daily duties.</p>	<p>and oral histories, fully utilizing school and community links. This commission presents an excellent opportunity for children to understand the chronology of important events, evaluate the role and effect of invaders and settlers on the local environment, and identify the main periods of change in the local, human landscape.</p>
<p>Substantive knowledge</p>	<p>The Stone Age was a significant period in human history when stone tools and weapons were used. It's divided into three parts: the Old Stone Age or Palaeolithic, the Middle Stone Age or Mesolithic, and the New Stone Age or Neolithic. As time passed, people gradually started to settle in communities and farm the land, which was a major shift in their way of life. During this</p>	<p>Rome was established in 753 BC and, over time, the Romans expanded their influence throughout Europe. Their first invasion of Britain occurred in 55 BC, resulting in the construction of new roads and towns. This led to increased trade and diversity in towns, with some of these roads and towns still existing today. Roman villas in the British</p>	<p>Aerial photographs and maps provide information about our surroundings street names, signs, plaques or other street furniture provide clues about the past Grimley village has houses of different ages old drawings, paintings or photographs can provide information regarding fashions,</p>

	<p>era, people migrated across Europe, carrying farming and craft techniques with them. This led to the development of hillforts during the Iron Age, where communities lived on hills for protection. Stonehenge is a human-made structure located on the Salisbury plain in Wiltshire, England. It's a popular tourist destination that attracts visitors from all over the world who come to sightsee, worship, learn about history, and relax. The stones used to build Stonehenge were transported from Wales, and they had to be floated along the river and then dragged with ropes by men and oxen. Skara Brae is an ancient Stone Age village on the largest island of Orkney, off the north coast of Scotland. It's a well-preserved settlement that offers a glimpse into the way of life during the Stone Age, including farming and peaceful living. To learn more about an area's geography, one can use aerial photographs and sketch maps. Sketch maps are simple drawings of the landscape that show things that are sometimes hidden in photographs or maps, such as the impact of previous settlers on a landscape. They can be shown as a bird's eye view or a drawing of the horizon. Stonehenge, Belas Knap, Uffington, Great Rollright white</p>	<p>countryside were often adorned with mosaics and were equipped with a hypocaust heating system. In AD 60/61, Celtic Queen Boudicca led a rebellion against the Roman occupation. Emperor Hadrian ordered the construction of a northern border wall in AD 122, which became known as Hadrian's Wall and was manned by soldiers from various parts of the Empire. Today, the Romans' legacy can be observed across Britain in many ways, including the 10,000 miles of road they built. Some of these roads, like the Fosse Way, are still in use today, connecting places such as Lincoln and Exeter, and crossing Watling Street (the A5) via the B4114 and B4455 to Cirencester.</p>	<p>transport, housing, occupations and even leisure activities. Grimley has been a settlement for over 1000 years. Different maps, drawings, paintings or photographs from the same location today so that children can see the changes over time. The population of Grimley has changed a lot; and the area presents evidence of human activity since the Palaeolithic Era Numbers of children attending our school have changed a lot and this reflects changes in population, communication and transport and our region.</p>
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	<p>horse are all good examples of Stone Age sites from which one can draw their own sketch maps. During the Iron Age, settlements were constructed as hill forts for defense. They provided homes for many people, and Iron Age homes were called roundhouses. Some notable hill forts in the UK include Maiden Castle in Dorset, Danebury in Hampshire, Traprain aw in East Lothian, Scotland, Cadbury Castle in Somerset, and Old Oswestry in Shropshire. Communities during this period focused on farming, using the land for crops and animals, including cows, sheep, and pigs, for meat, milk, and wool. The population grew during this time due to people migrating to the UK from Europe.</p>		
Place Knowledge	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p>Children have the opportunity to learn about the human geography of a particular region in the United Kingdom. Through this study, they can develop a better understanding of the similarities and differences in geography across different areas within the country.</p>	<p>By studying the human and physical geography of a region in the United Kingdom, children can gain a better understanding of the similarities and differences between different geographical areas. Similarly, exploring the human geography of a region in a European country can also help to highlight these distinctions.</p>
Locational Knowledge	<p>Pupils acquire a comprehensive understanding of significant global locations and are able to identify and locate counties and cities within the United Kingdom, as well as distinguish their unique human and</p>	<p>It is important for students to broaden their horizons and gain a deeper understanding of regions beyond their immediate vicinity, such as the United Kingdom, Europe, North America, and South</p>	<p>It is important for students to expand their knowledge and comprehension beyond their immediate surroundings to encompass the United Kingdom, Europe, North and South America.</p>

	<p>physical attributes. They also gain knowledge of key topographical features such as hills, mountains, coasts, and rivers, and recognize patterns of land use, while comprehending how these elements have evolved over time.</p>	<p>America. They should be able to identify and name counties and cities within the United Kingdom, while also recognizing the natural and man-made features that make each place unique. Students should also be able to use relevant vocabulary, including terms such as county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, latitude, longitude, Equator, Northern Hemisphere, and Southern Hemisphere.</p>	<p>This allows children to gain a contextual understanding of globally significant locations, both on land and in the oceans. Through this process, children can develop their understanding of the physical and human geography of these regions, including the ability to identify key features and characteristics. Skills such as locating countries on maps, with a particular focus on South America and environmental regions, are also beneficial. Additionally, children can learn to name and locate counties and cities within the United Kingdom, while identifying both physical and human characteristics such as hills, mountains, rivers, and seas. This helps children to recognize how places have changed over time.</p>
<p>Human, Physical and Environmental Geography</p>	<p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Children can describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>Children possess a greater comprehension of the distinction between physical and human geography. They employ more accurate terminology to elucidate the mechanisms underlying physical and human geography, as well as their importance. Furthermore, they delve deeper into the subject matter of extreme weather, examining the causes and outcomes of extreme weather events, while simultaneously grasping the influence of human activity on the planet.</p>

			<p>Children have the capacity to: elaborate on and grasp fundamental elements of:</p> <p>physical geography, encompassing: climatic regions, ecosystems, volcanoes, tornadoes, tsunamis, earthquakes, and the water cycle;</p> <p>human geography, covering: various forms of settlement and land use.</p>
Geographical skills and fieldwork	<p>learners have the capacity to: utilize maps, atlases, globes, and digital/computer mapping to identify countries and describe the features of interest; employ symbols and keys (including Ordnance Survey maps) to augment their understanding of the United Kingdom and other regions of the world;</p> <p>exhibit their comprehension and familiarity with important terminology in this domain, such as sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, and coordinates.</p>	<p>Young students have the opportunity to enhance their comprehension of geographical processes by collecting, analyzing, and sharing various data through fieldwork. They learn to interpret a plethora of geographical information sources, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS).</p> <p>In this process, children are able to:</p> <ul style="list-style-type: none"> - Utilize maps, atlases, globes, and digital/computer mapping to identify countries and illustrate the studied features. - Develop their knowledge of the United Kingdom and the world at large by using symbols and keys (including Ordnance Survey maps). - Use fieldwork to observe and present both physical and human characteristics of the local area, utilizing sketch maps, plans, and digital technologies. - Demonstrate their knowledge and understanding in this area by 	<p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial

		utilizing key vocabulary such as sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, and coordinates.	view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.
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Lower Key Stage 2	Life in Victorian Worcester	Anglo Saxon Museum Curators	Space Explorers
Substantive Concepts	Culture, technology, trade, transport, travel, industrial revolution, industry, fossil fuels, pottery	Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict)	Technology, travel, transport, exploration
Key Vocabulary	Locomotive, nationalised, passenger, privatised, railroad, Rainhill Trials, industry	Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots.	Space, Solar System, Planet, Moon, Politics, Sun, Stars, gases, gravity, force, creationism
Thematic Hook	The team will work for one of the oldest newspapers in Britain, <i>The Berrows Journal</i> . The spread of literacy in the 19th century brought about a social revolution that included the rise of local newspapers. Interestingly, it was often children who were better equipped to handle print technology than their parents. At that time, newspapers were quite expensive due to taxes, making communal reading a popular activity. For instance, a worker at Royal Dalton, or a driver on the railway could earn fifteen shillings a week could earn enough to purchase a local paper or two pints of beer in just over an hour. To cater to this demand, there were reading rooms or news rooms in every city, town, and even village. Many pubs in Worcester also provided newspapers to their customers, with publicans advertising this attraction	This unit on Anglo-Saxons and Scots aims to educate children about the invasions of the Scots and Anglo-Saxons in the 5th century. The unit covers the places from where the invading troops originated, and where they settled in Britain. It also delves into how life in Britain changed as a result of these invasions. The unit provides an opportunity for children to learn about the Anglo-Saxon influence on the English language, with a special emphasis on the origins of some English place names. The students will also examine and analyze artifacts from the period and draw their conclusions about what they can teach us about life in Anglo-Saxon Britain. Additionally, they will learn about life in a typical Anglo-Saxon village, the different jobs people did, and what the houses were like. The unit also aims to explore the Pagan	Explore exciting career opportunities in the space industry and join the industry's top players. Space exploration has always been a powerful driving force for human achievement and has played a crucial role in our evolution. There are a variety of job openings available in the space sector, ranging from Space Engineering and Planetary Sciences to Remote Sensing and Project Control. This field consistently attracts the brightest minds from around the globe. In Class 3/4, students will examine how our understanding of the Earth and Solar system has evolved over time, as well as important figures in the history of space exploration. They will also investigate the social and political climate surrounding the "Space Race" and how the Apollo

	<p>in their windows. These reading places were not only affordable and accessible but also unpoliced by middle-class reformers or evangelists, allowing for free discussion in a convivial atmosphere fueled by alcohol.</p>	<p>beliefs of the early Anglo-Saxons and how they worshipped their many gods. Finally, the unit investigates how and why the Anglo-Saxons were mostly converted to Christianity by the early 7th century.</p> <p>An expert team of archaeologists commissioned by The British Museum has discovered a stone structure that needs excavation. The team has various responsibilities, including opening the portal, recording what's inside, removing and researching the objects found in it, and creating an exhibition of the artifacts for the museum. The team must consider other points of view, such as the curator of the museum, the Gods, the images of people depicted on the stones, the person buried in the barrow, and people in attendance at the funeral, including priests, servants, friends, etc.</p> <p>The following tasks need completion: gathering the necessary equipment for excavation, entering the barrow and solving the problem of the door, researching the tomb of Tutankhamun and creating the artifacts found in this newly discovered tomb, creating the paintings on the wall of the tomb, using the dimensions of dramatic imagination to evoke the atmosphere of the tomb, such as darkness and light, sounds and silence, movement and stillness. The team will also recreate the burial</p>	<p>missions were documented in the latter part of the 20th century.</p>
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<p>Substantive Knowledge</p>	<p>George Stephenson constructed the inaugural passenger railway line in 1825, which connected Stockton and Darlington. Private companies then constructed additional railway lines, and the 1840s saw significant growth in the railway industry. Worcester was a prominent glove-making center in the late 18th and early 19th centuries, with over 30,000 people employed at its peak. The Worcester and Birmingham Canal opened in 1815. In 1831, riots erupted in response to the rejection of the Reform Bill, indicating dissatisfaction with the city's administration and lack of democratic representation. Worcester citizens petitioned the House of Lords for the right to construct a County Hall, and local government reform occurred in 1835. This was the first time councillors were elected, but the city's ability to buy and sell property was limited. Political corruption, including voter bribery, was widespread during parliamentary elections, resulting in Conservative victories despite a broader swing toward the Liberals. A Royal Commission investigated this issue in 1906 after a 1890s inquiry. The British Medical Association was established in 1832 in the</p>	<p>Following the departure of the Romans, Britain was invaded by the Anglo-Saxons and the Scots, resulting in the division of the land into seven kingdoms. Today, the influence of the Anglo-Saxons can be observed in the place names throughout Britain. Unlike the Romans, the Anglo-Saxons preferred to reside in small villages. Their religion was Paganism, and they worshipped multiple gods until the emergence of Christianity, which eventually became the dominant religion in Britain. During this time, numerous places of worship were constructed, including the renowned Canterbury Cathedral.</p>	<p>Throughout history, the Earth has been subject to varying interpretations. While some believed it was created by a divine power, others held the belief that it was flat. The moon, stars, and other planets have played a significant role in shaping world religions and cultures. Technological advancements in the 20th century have greatly enhanced our comprehension of space. However, space travel remains a perilous and costly endeavor. The honor of being the first man to journey into space belongs to Yuri Gagarin. And it was the Apollo 11 mission that achieved the first successful landing on the moon.</p>

	<p>Board Room of the old Worcester Royal Infirmary building on Castle Street. The railways arrived in Worcester in 1850, with Shrub Hill initially running to Birmingham. Foregate Street opened in 1860, and the WMR lines became part of the Great Western Railway after August 1st, 1863. Thousands of jobs were created in Worcester for building passenger coaches and signaling due to the railways. The first locomotives were steam-powered, then diesel engines were used, and more recently, electric trains have been utilized. The canal network was completed just before railways became popular. Worcester hosted the Worcestershire Exhibition in 1882, featuring fine arts, historical manuscripts, and industrial items, attracting over 222,000 visitors.</p>		
<p>Locational knowledge</p>	<p>The children are encouraged to broaden their comprehension and awareness beyond their locality to encompass the United Kingdom, Europe, and North and South America. They construct a contextual understanding of globally significant points of interest, both on land and in the sea.</p> <p>This approach also fosters the development of students' knowledge of key physical and human geographic features and enables students to identify and locate countries across the globe,</p>	<p>It is beneficial for students to broaden their horizons by expanding their knowledge and comprehension beyond their immediate surroundings to encompass regions such as the United Kingdom, Europe, North America, and South America. This enables them to acquire a contextual understanding of the locations of important global landmarks, both on land and in the ocean. Furthermore, this approach fosters the development of their understanding, as they learn to recognise and identify key</p>	<p>In the geography strand of this theme kids learn to identify and appreciate the importance of various geographical markers such as latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, and time zones. They also use key vocabulary to showcase their understanding of important terms such as county, country, town, coast, physical features, human</p>

	<p>with a particular focus on South America, including its environmental regions and key physical and human characteristics.</p> <p>Children are able to name and locate counties and cities throughout the United Kingdom, identifying both human and physical characteristics such as hills, mountains, rivers, and seas, and how these places have changed over time.</p>	<p>features of physical and human geography.</p>	<p>features, mountain, hill, river, sea, climate, tropics, tropical, and more.</p>
Place knowledge	<p>Children start building their vocabulary of physical and human geographical features. As they progress, they acquire the ability to compare regions by honing in on specific features. Through the study of both physical and human geography, children can learn to identify similarities and differences between regions in the United Kingdom.</p>	<p>By exploring the human geography of a region in the UK, children can gain a deeper understanding of geographical similarities and differences. They can also compare the human geography of a UK region with a region in South America to identify similarities and differences. Furthermore, the study of physical geography in a UK region can also help children comprehend geographical similarities and differences.</p>	<p>Children can enhance their understanding of geographical similarities and differences by studying the human and physical geography of a region in the United Kingdom, a region in a European country, and a region within North or South America. To demonstrate knowledge and understanding in this strand, key vocabulary such as Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, and agricultural can be used.</p>
Human, Physical and Environmental geography	<p>In this theme, children will be able to identify and locate important physical and human features around the world. They will learn about how physical features are formed, their significance, and how they can change over time. Additionally, they will gain an understanding of the impact that humans</p>	<p>The class will exhibit a heightened comprehension of the distinction between physical and human geography. They employ more refined language, elucidating the intricacies of physical and human geography and their import. Additionally, they delve into the topic of severe weather, exploring the factors that</p>	<p>Children will develop an understanding of the contrast between physical and human geography. They employ more precise terminology, elucidating the mechanisms of physical and human geography, and their implications. They acquire a greater understanding of severe weather, the underlying processes of its</p>

	<p>have on the earth, particularly in terms of land use and settlements, and how these activities can directly cause physical changes. They will cover key topics in human geography, including settlement types and land use.</p>	<p>contribute to its occurrence and aftermath, while also gaining insight into the influence of human activity on the environment.</p>	<p>causes and effects, and initiate comprehension of humans' impact on the planet. In this domain, the use of essential vocabulary is crucial in showcasing knowledge and understanding, such as mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, and food.</p>
<p>Geographical skills and fieldwork</p>	<p>Young learners will utilize a variety of resources, including maps, atlases, globes, and digital/computer mapping, to identify countries and describe notable geographic characteristics. They will also develop their understanding of the United Kingdom and the world at large by employing symbols and keys, as well as Ordnance Survey maps, to enhance their knowledge. Throughout this process, they will demonstrate their comprehension of key concepts and vocabulary related to sketch maps, aerial views, features, annotations, landmarks, distances, keys, symbols, land use, urban and rural areas, population, and coordinates.</p>	<p>As part of this theme, children are encouraged to use a variety of tools including maps, atlases, globes, and digital/computer mapping to locate countries and describe features they have studied. They are also taught how to use symbols and keys, including the use of Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world. Additionally, children are introduced to the concept of fieldwork and are encouraged to observe and present the human and physical features in their local area using sketch maps, plans, and digital technologies. By doing so, they learn key vocabulary words such as sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, and coordinates, which help</p>	<p>Children employ a range of resources like maps, atlases, globes, and digital or computer mapping to locate countries and describe their features. They can also enhance their familiarity with the United Kingdom and the rest of the world by utilizing the eight points of a compass, four and six-figure grid references, symbols, and keys, such as Ordnance Survey maps. Moreover, children can exhibit their essential vocabulary to prove their knowledge and comprehension in this area: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, and coordinates.</p>

		them demonstrate their knowledge and understanding in this field.	
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