

| Upper Key Stage 2 | Ancient Greeks | Roman Soldiers | Grimley Natural History Trail |
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| Substantive Concepts | Building, city (city-state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict), peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. | Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict), peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. | Culture, discrimination (including racism and sexism), economy, climate zones, biomes and vegetation belts, mountains and the water cycle, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint |
| Key Vocabulary | Ancient, city-state, civilisation, democracy, empire, legacies, myth | Roman, exile, kingdom, civilisation, democracy, empire, legacies, myth outlawed, Pagan, pillaged, raid. | Broadcast, economy, entertainment, golden age, leisure, society, technology. |
| Thematic hook | <p>The remains of a young hoplite from Ancient Greece are found in a cave. It appears from the evidence that the soldier was trapped in the cave when the roof fell in. Along with the remains of his body, archaeologists discover his weapons, armour and a bag of personal possessions. Class 5/6 are a group of designers of museum exhibitions. They have been commissioned by the British Museum to develop a visually striking and informative exhibition with the remains and artefacts at it's centre.</p> <p>Commissions: · To carefully record the location of every object in the</p> | <p>A member of the Roman legion stationed at Hadrian's Wall finds solace in carving a small elephant statue in the quiet of his hill fort barracks. His thoughts drift to his loved ones back home, and he dreams of one day starting a family of his own. This soldier is part of a larger team commissioned by the Emperor of Rome to protect the northern border of the empire in Britain. Their presence affects not just their fellow soldiers, but also the indigenous people living on both sides of the wall. To better understand the Roman soldier's experience, students will study their role through a teacher in role (TIR),</p> | <p>In this commission, the team have been asked to develop a series of walks that will encourage healthy lifestyles and promote the rich history of the area.</p> <p>Geological history will be covered (that of the River Severn and ice-sheets), local archaeology, early history (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. Early - modern history will be accessed through community involvement and oral histories</p> |

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| | <p>tomb. · To remove every object in the tomb, pack and safely transport, protect from damage, theft & accident · To transport objects to the exhibition centre · Return all the objects & replace in exactly the same positions · To exhibit objects on different floors of the museum and explain their purpose. · Create a family guide to the exhibition that we have organised. · Return all the objects & replace in exactly the same positions.</p> | <p>listen to narratives describing their actions, create personal items like those found in the barracks, and even explore the design and layout of the barracks itself. Through drama, they will delve deeper into the legion's training and way of life.</p> | <p>through fully exercising school and community links. The commission offers an excellent opportunity to consolidate their understanding of the chronology of important events; allow children to 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>Locational knowledge</p> | <p>In this theme, children delve into the geography of Europe by utilizing maps and employing concepts such as longitude, latitude, coordinates, and indexes to locate various places. Through this exploration, students expand their understanding of tourism and its impact beyond their local area. This contextual knowledge enables them to recognize significant physical and human geographical features of the world and understand how they are interdependent, leading to spatial variation and change over time. Students develop the ability to locate countries, environmental regions, key physical and human characteristics, and major cities of Europe using maps. They also learn to identify physical features like mountains and rivers and analyze changes over time. Furthermore,</p> | <p>Children develop their understanding of the physical and human aspects of the world and how they are interdependent. They learn to recognize and identify key physical and human geographical features of the world, and how these features bring about spatial variation and change over time.</p> <p>As part of their learning, children use maps to locate the countries of the world, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities of Eastern and Western Europe.</p> <p>Children also learn to identify and locate counties and cities in the United Kingdom, and to identify their physical features, including mountains and rivers, as well as</p> | <p>In this strand, children demonstrate knowledge and understanding of key vocabulary such as atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, and city. Utilize this knowledge to identify the counties and cities of the United Kingdom, as well as their physical features, including mountains, rivers, and land-use patterns, tracking change over time in these areas.</p> |

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| | <p>they become familiar with the position and significance of latitude, longitude, the Equator, Northern and Southern Hemispheres, and use these concepts to locate specific places on a map. Key vocabulary such as atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, border, and key are introduced to showcase their knowledge and understanding in this area.</p> | <p>land-use patterns. They also learn to show how these features and patterns have changed over time.</p> <p>To better understand the position and significance of different locations on the earth, children use key vocabulary such as atlas, index, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, and key to demonstrate their knowledge and understanding of this subject.</p> | |
| Place knowledge | <p>Comparing different regions within and outside the United Kingdom can help children develop their analytical skills and gain a deeper understanding of diverse places, people, resources, and environments. This exercise can encourage children to conduct independent research, ask and answer relevant questions, and make connections to places beyond their immediate surroundings. By studying both human and physical geography of a region within the UK or a region in a European country, children can better understand geographical similarities and differences, and appreciate the complex interplay between geography and culture.</p> | <p>Children gain an understanding of geographical similarities and differences by studying the human and physical geography of a region in the United Kingdom and a region in a European country. This strand helps children develop their knowledge and understanding of key vocabulary, including latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, and natural resources.</p> | <p>As children grow and learn, they can develop their analytical abilities by exploring and comparing different regions within the UK and beyond. By gaining a deeper understanding of diverse places, people, resources, and the natural and human environments that shape them, children are able to draw connections between their own lives and those of others around the world. Encouraging independent research, questioning, and analysis can help children build a strong foundation of knowledge and critical thinking skills that will serve them well throughout their lives.</p> |

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| <p>Physical, Human and Environmental geography</p> | <p>Children develop a deeper understanding of the two major aspects of geography - physical and human geography. They become equipped with the necessary terminologies and concepts of both aspects of geography with a wide range of practical examples. They delve into the realm of human geography and learn about the influence of human activities on the world. They study trade links, resources, and the distribution of resources across the globe. Children also gain knowledge about the various types of mountains, their characteristics, and how they are formed.</p> <p>Children also gain insights into crucial aspects of physical geography, which include climate zones, biomes and vegetation belts, mountains, and the water cycle. Additionally, they gain knowledge of human geography, which includes settlement patterns, land use, economic activities such as trade links, and the distribution of natural resources such as energy, food, minerals, and water.</p> | <p>Children are able to comprehend and articulate important concepts related to geography. Physical geography, for instance, covers topics such as climate zones, biomes and vegetation belts, as well as mountains and the water cycle. On the other hand, human geography encompasses subjects like the various types of settlement and land use, economic activity including trade links, and the distribution of natural resources such as energy, food, minerals and water. By learning about these concepts, children can develop a greater appreciation and understanding of the world around them.</p> | <p>Kids can learn about the world around them in many different ways. One way is by studying physical geography, which includes things like weather patterns, different types of landscapes, and how water moves through the earth. They can also learn about human geography, which includes topics like how people use land, what natural resources are available in different places, and how people trade goods and services. By learning about these topics, kids can use new words and concepts to talk about things like how to protect the environment, what types of energy sources are available, and how to make the world a better place to live in.</p> <p>Children will describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply,</p> |
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| | | | generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. |
| Geographical skills and fieldwork | <p>As part of this unit, children will develop their map skills by communicating locations through grid references and coordinates. Additionally, they will learn what makes a good map symbol and why. Children will also focus on observing and recording changes in human features over time, such as trade patterns. To achieve this, children will use a variety of resources such as maps, atlases, globes, and digital/computer mapping to locate countries and describe features. They will also utilize the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to expand their knowledge of the United Kingdom and the wider world.</p> <p>Furthermore, children will be taught to record and present human features using diverse techniques, including sketch maps, plans and</p> | <p>Children will develop a wide range of skills, including collecting, analyzing, and presenting data. They will gain a thorough understanding of how the Earth's features are shaped and connected, and how they undergo changes over time.</p> <p>To achieve this, children will utilize various tools, such as maps, atlases, globes, and digital/computer mapping, to locate countries and describe their unique features. They will also learn to use eight points of a compass, four and six-figure grid references, symbols, and keys (including the use of Ordnance Survey maps) to expand their knowledge of the United Kingdom and the world.</p> <p>Additionally, children will learn fieldwork techniques to observe, measure, record, and present human features using various methods, including sketch maps,</p> | <p>Children will learn how to collect, analyze and communicate different types of information confidently. They will also learn about how the Earth's features are shaped, interconnected and how they change over time. Children will use maps, globes, and digital tools to locate countries and describe their features. They will also learn how to use a compass, grid references, symbols, and keys to build their knowledge of the United Kingdom and the wider world. They will observe, measure, record and present human features using a range of methods, including sketch maps, plans, and graphs. They will also use digital technologies to do this.</p> <p>Children will use key vocabulary to demonstrate their knowledge and understanding in this area: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend,</p> |

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| | <p>graphs, and digital technologies. They will also use key vocabulary words such as atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, and graph to demonstrate their knowledge and understanding in this strand.</p> | <p>plans, and graphs, as well as digital technologies. They will become familiar with key vocabulary, such as atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, and graph. This knowledge will give them the confidence to analyze and communicate data in different contexts.</p> | <p>borders, fieldwork, measure, observe, record, map, sketch, and graph.</p> |
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| Upper Key Stage 2 | World War 2 and evacuation | Aztecs and Maya Civilisations | Animal Rescuers |
| Substantive Concepts | Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion). | Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion, | Civilisation, culture, economy (barter), empire, enslavement, farming, positive, negative, economic, social, environmental, biome, sustainability, development kingdom, knowledge, leisure, power, religion, ruler, technology, trade, transport, tourism |
| Key Vocabulary | Allies, atomic bomb, Axis Powers, evacuation, Kinderstransport, Nazi party, persecution, rationing. | Cacao beans, civilisation, codices, drought, jaguar, maize, scribes, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. | peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental, biome, sustainability, development |
| Thematic hook | This term, Year 5 and 6 students have been chosen to participate in a special mission to aid in the safe evacuation of children from Prague. The mission, commissioned by Christopher Winton, requires the students to assist in preparing the children for their travels across western Europe, as well as organizing safe havens and necessary equipment for their journey. Along with this, the students will also create a booklet to welcome the evacuees to | Class 5/6 has been tasked with helping the BBC produce an episode for 'The Really Interesting History of Ancient Civilisations' aimed at people who find history dull and uninteresting. The team will be researching and producing work for display at the 'Ancient Civilisations Museum', which has recently refurbished the first floor with artefacts from the Aztec civilisation. The students will be using various information sources to record facts and | A team of skilled animal rescuers has been alerted to a dire situation on an island in China. They are equipped with cutting-edge technology, machinery, and vehicles, and have a proven track record of saving animals in a variety of scenarios. Their first client is the World Wildlife Fund, with additional clients to follow, such as Chinese authorities, scientists, and the island's inhabitants. Their mission is fivefold: assess the situation and plan for the rescue, safely arrive at the disaster site, delicately rescue the animals without causing harm, provide |

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| | <p>Britain, providing them with important information about life in 1940s Britain.</p> <p>The team's work is deeply rooted in history as they explore the impact of the Second World War on the lives of men, women and children from various sections of society. Through a timeline, the students will sequence events before, during, and after WW2, analyzing incidents from political, social, cultural, and religious perspectives, especially in relation to anti-Semitism. They will identify and describe reasons for and results of historical events, situations, and changes that occurred during WW2 to children, adults, and environments.</p> <p>As they conduct their research, the students will keep in mind that history is often subject to interpretation, and they will use oral history from this time as a primary source.</p> | <p>categorize them into different sections, placing them on a timeline. They will also be exploring the developments that were happening in other parts of the world during the Aztec empire and how the Spanish invasion was interpreted differently by the Aztecs and the Spaniards. The team will be exploring the origins of the Aztec empire and the legend that an eagle marked the promised land of the Aztecs, which lead to the foundation of the city of Tenochtitlan. The students will also be investigating the challenges the Aztecs faced during the construction of Tenochtitlan and how they managed to create a successful and prosperous city. This includes studying the use of aqueducts, chinampas, and canals, as well as analyzing how conquering neighboring lands helped the city become one of the biggest in the world at the time.</p> <p>In addition, the team will be studying the structure of Aztec society and how an individual's position within society affected how they were treated. The students will be exploring the significance of each position, and how it was reflected in their clothing and homes. They will also be researching the daily lives of Aztecs, including their food, clothing, homes, markets, and leisure activities.</p> | <p>food and water, and create temporary habitats that are suitable for the animals until they can be released back into the wild.</p> |
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| | | <p>As part of their research, the children will be learning about the gruesome world of Aztec religion and the use of human sacrifice to appease their multiple gods. They will be exploring the different gods that were worshipped and how they were worshipped in Aztec society.</p> <p>Finally, the children will learn about the reasons behind the fall of the Aztec empire, including the invasion of Cortés and the conquistadors. The team will have the opportunity to debate over the two groups' beliefs to decide who they thought was right.</p> | |
| Locational knowledge | <p>In this stage of learning, children expand their knowledge of geography by exploring Eastern and Western Europe and South America. They learn to use maps to locate places using longitude, latitude, coordinates, and indexes. Compared to Lower KS2, this stage focuses more on finding locations outside of the UK.</p> <p>The children will use maps to identify the world's countries, with a particular emphasis on Eastern Europe and South America. They will concentrate on the environmental regions, key physical and human characteristics, countries, and major cities of these areas.</p> <p>The students will also learn to identify the position and significance of latitude,</p> | <p>Children can utilize maps to locate countries in Eastern Europe and South America, focusing on their environmental regions, significant physical and human characteristics, countries, and major cities. They can also name and locate counties and cities in the United Kingdom, identifying their physical features, including mountains and rivers, and land-use patterns, and showing change over time. Furthermore, they can identify the position and importance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, and use longitude and latitude to find locations on a map. Using key vocabulary like atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North</p> | <p>As part of their brief, students are encouraged to broaden their knowledge and understanding beyond their local area and explore the United Kingdom, Europe, North and South America. Through this exploration, they will delve into the concept of tourism and its impact, which will enable them to develop contextual knowledge of globally significant locations, including terrestrial and marine areas.</p> <p>Moreover, students will learn how to locate countries on maps, with a special focus on Europe (including Russia) and North and South America, and concentrate on their environmental regions, key physical and human</p> |

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| | <p>longitude, Equator, Northern Hemisphere, Southern Hemisphere, and use longitude and latitude to find locations on a map. In this strand, they will use key vocabulary such as atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, border, and key to demonstrate knowledge and understanding.</p> | <p>America, South America, border, and key, children can demonstrate their knowledge and understanding in this strand.</p> | <p>characteristics, countries, and major cities. They will also develop the ability to name and locate counties and cities of the United Kingdom, geographical regions, and their identifying human and physical characteristics, key topographical features such as hills, mountains, coasts, and rivers, and land-use patterns. Additionally, they will understand how some of these aspects have changed over time.</p> <p>Lastly, students will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, and time zones, including day and night.</p> |
| Place knowledge | <p>Children can develop their analytical skills by comparing the characteristics of different regions within and outside of the UK. Through this, they can gain a deeper understanding of diverse places, people, resources, and environments, both natural and human-made. This can help them make connections between their own local area and other places around the world. Moreover, children are encouraged to conduct independent research, asking and answering questions to better comprehend the geographical</p> | <p>Children can develop a comprehensive understanding of geographical similarities and differences by exploring the human and physical geography of a region in the United Kingdom, Europe, North or South America. Through studying the human geography of a region in the UK or South America or the physical geography of a region in the same countries, children can gain valuable insights into the diverse ways in which human societies and the natural world interact. They can also use key vocabulary terms like latitude, Arctic</p> | <p>It's important for children to develop their analytical skills by comparing various regions of the UK with those outside of it. This not only enhances their knowledge about diverse places, people, resources, natural and human environments, but also helps them establish connections with places beyond their immediate surroundings. They are also encouraged to conduct independent research and explore different aspects of geography by asking and answering questions. By studying the human and</p> |

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| | <p>similarities and differences between regions. For instance, they can study the human geography of a region in the United Kingdom or Eastern Europe, or explore the physical geography of these regions, to gain a more comprehensive understanding of the world around them.</p> | <p>Circle, physical features, climate, human geography, land use, settlement, economy, and natural resources to demonstrate their knowledge and understanding of this important area of study.</p> | <p>physical geography of a region of the UK, a region in a European country, and a region within North or South America, children can gain a better understanding of the similarities and differences between different regions.</p> |
| <p>Physical, Human and Environmental geography</p> | <p>As students progress in their geography studies, they gain a deeper understanding of the differences between physical and human geography, and become able to explain the terminology of both with a variety of examples. They spend time exploring human geography, with a particular focus on the impact of human activity on the world. This includes examining trade links, resources, and how these resources are distributed globally. They also study various aspects of human geography, such as 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 will gain a deeper understanding of how physical and human processes interact, as well as how landscapes and environments are formed and used. In this strand, children can describe and comprehend key aspects of physical geography, such as climate zones, biomes and vegetation belts, mountains and the water cycle. They can also describe human geography, including types of settlement and land use, economic activity such as trade links, and the distribution of natural resources, including energy, food, minerals, and water. Children will use key vocabulary to demonstrate their knowledge and understanding in this area, including environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism,</p> | <p>Children learn about physical and human geography, including trade links, resources, and the distribution of resources around the world. They also learn about different types of mountains. They locate significant human and physical features, and understand how they are formed, why they are significant, and how they can change. Children understand how physical and human processes interact, and how they create spatial variation and change over time. They deepen their understanding of the formation and use of landscapes and environments. They explain the terminology of geography with a range of examples.</p> |

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| | | positive, negative, economic, social, and environmental. | |
| Geographical skills and fieldwork | <p>Children will develop confidence in collecting, analyzing, and communicating a variety of data. They will also be able to explain how different features of the Earth are shaped, interconnected, and evolve over time.</p> <p>In this strand, children will be taught how to use maps, globes, atlases, and computer mapping to locate different countries and describe their features. They will also learn how to use the eight points of a compass, four and six-figure grid references, symbols, and keys to build their knowledge of the United Kingdom and the wider world.</p> <p>To demonstrate their understanding of this topic, children will use key vocabulary such as atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, and graph.</p> | <p>Children can develop their map skills by communicating locations through grid references and coordinates, while also learning about what makes a good map symbol and why. Additionally, they focus on observing and recording the changes of human features over time, such as trade patterns.</p> <p>In order to build their knowledge of the United Kingdom and the wider world, children can use maps, atlases, globes, and digital or computer mapping to locate countries and describe features. They can also use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to enhance their understanding.</p> <p>Furthermore, children can use fieldwork to observe, measure, record, and present human features using a range of methods, including sketch maps, plans, graphs, and digital technologies. They can also use key vocabulary, such as atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, and graph, to demonstrate their</p> | <p>Children will gain knowledge on data collection and analysis, and learn about the interconnection between Earth's features, how they change over time, and the use of maps, atlases, globes, and digital mapping to locate countries and describe features. They will also understand how to use compasses, grid references, symbols, and keys to gain knowledge about the United Kingdom and the wider world. Additionally, they will learn how to use maps, atlases, globes, and digital/computer mapping to locate countries and describe features they have studied. They will use fieldwork to observe, measure, record, and present the human and physical features in the local area. The data will be presented using a range of methods, including sketch maps, plans, and graphs, as well as digital technologies.</p> |

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