

Viking and Anglo-Saxon struggle for England to the time of Edward the Confessor-

Viking raids and invasion.

Resistance by Alfred the Great and Athelstan, first king of England.

Further Viking invasions and Danegeld.

Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066.

(Link to Geog- locate world's countries; name and locate counties and cities of the UK; key topographical features linked to place names; understand geographical similarities and differences e.g. weather, farming; use maps and atlases; OS maps and grid references).

Aims-

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

A local history study-

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Industrial revolution (Piece Hall, mills, canals, Akroyds and Crossleys)

(Link to Geog-name and locate counties and cities of UK; key topographical features linked to settlements; human geography; using maps and atlases; OS maps and grid references; fieldwork to observe local area).

Aims-

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

A non-European society that provides contrasts with British history- The Indus Valley-

The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of; The Indus Valley.

(Link to Geog- Locational Knowledge: Key topographical features; Rivers- Indus River; locate the world's countries; using maps; countries and major cities).

Aims-

2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History.
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

| | | | | | | | |
|--|--------------------|--|--|--|--|--|--|
| | <p>Geog</p> | <p>Australia-</p> <p>-Locate the world's countries, using maps.</p> <p>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle when identifying Australia.</p> <p>-Human and physical geography- land use and land-use patterns; and understand how some of these aspects have changed over time; economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Aims-</p> <p>1b. Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>4. Are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>5. Are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> | | <p>Scotland-</p> <p><i>Focus on physical geography of mountains</i></p> <p>-Name and locate counties and cities of the United Kingdom - identify Scotland.</p> <p>-Key topographical features - <i>mountain focus.</i></p> <p>-Understand geographical similarities and differences through the study of human and physical geography of Scotland.</p> <p>-Describe and understand aspects of human geography- types of settlement.</p> <p>Aims-</p> <p>2a. Understand the processes that give rise to key physical geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>3. Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</p> <p>4. Are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>5. Are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> | | <p>Africa-</p> <p><i>Focus on deserts</i></p> <p>-Locate the world's countries, using maps, concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>-Describe and understand key aspects of physical geography including: climate zones, biomes (desert) and vegetation belts.</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Aims-</p> <p>1a. Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>2a. Understand the processes that give rise to key physical geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>4. Are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>5. Are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> | |
|--|--------------------|--|--|--|--|--|--|