







Curriculum Overview for Year 5 and 6

Cycle A			Cycle B		
WW2 	All Gold: The Maya (AGTM) 	Darwin and the Galapagos (DatG) 	Ancient Greece (AG) 	Our Changing World: Mapping Our Future (OCW) 	The Space Race (SR) 

[illegible]

<p>HUMAN AND PHYSICAL GEOGRAPHY Children should be taught to describe and understand:</p> <p>Physical geography climate zones, biomes and vegetation belts, mountains</p> <p>Human geography types of settlement and land use economic activity including trade links distribution of natural resources including energy, food, minerals and water</p>	<p>DatG OCW</p> <p>AGTM AG</p>	<p>HISTORICAL INTERPRETATIONS</p> <p>a find and analyse a wide range of evidence about the past;</p> <p>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>c consider different ways of checking the accuracy of interpretations of the past;</p> <p>d start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>e show an awareness of the concept of propaganda;</p> <p>f know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>g begin to evaluate the usefulness of different sources</p>	<p>All AG SR</p> <p>AG</p> <p>AG</p> <p>WW2</p> <p>All</p>
<p>PLACE KNOWLEDGE Children should be taught to:</p> <p>a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>AG WW2</p>	<p>HISTORICAL INVESTIGATIONS</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children should be taught to</p> <p>a recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>c select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p>WW2 OCW</p> <p>All</p> <p>All</p> <p>All</p>

<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied b use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>WW2 OCW</p> <p>OCW WW2</p> <p>OCW</p>	<p>CHRONOLOGICAL UNDERSTANDING</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. 	<p>WW2</p> <p>All</p>
		<p>KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST</p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	<p>AG AGTM</p> <p>AG AGTM</p> <p>WW2</p>

		<p>PRESENTING, ORGANISING AND COMMUNICATING</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period. 	All
--	--	--	-----