Yr		Autumn	Spring	Summer
1	History	**Blast from the Past** Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Toys, school etc. Florence Nightingale and Edith Cavell Look at Peterborough in the past- e.g. photos, interview people who've lived here a long time, people who remember OWPS being built. **Progression of Skills:** •Sequence events or objects in chronological order •Begin to describe similarities and differences in artefacts •Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) •Sort artefacts 'then' and 'now' •Use as wide a range of sources as possible •Ask and answer questions related to different sources and objects	**Here, There and Everywhere** Significant historical events, people and places in their own locality.	**Oh we do like to be beside the seaside** Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Victorian seaside/ how grandparents went to the sea etc **Progression of Skills:** •Use a range of sources to find out characteristic features of the past •Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) •Use as wide a range of sources as possible •Ask and answer questions related to different sources and objects
	Geography		**Comparing Peterborough with a non-European locality** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Peterborough compared with S America (Rainforest) Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	Science	**Everyday Materials** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. **Seasonal Changes** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.	**Plants** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • identify and describe the basic structure of a variety of common flowering plants, including trees	**Animals including humans** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Yr		Autumn	Spring	Summer
2	History	Explorers Events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight] The lives of significant individuals in the past who have contributed to national and international achievements. **Christopher Columbus and Neil Armstrong** **Progression of Skills:** • Describe memories of key events in lives • Find out about people and events in other times • Use a source – why, what, who, how, where to ask questions and find answers • Use of time lines	Kings and Queens The lives of significant individuals in the past who have contributed to national and international achievements **(Elizabeth I and Queen Victoria)** Significant historical events, people and places in their own locality **(Henry VIII and Mary Q of S)** Would also look at St George and Castles, eg plans of castles, aerial photos and mapping of. History of castles **Progression of Skills:** • Sequence artefacts, events and photos from different periods of their life • Describe memories of key events in lives • Find out about people and events in other times • Confidently describe similarities and differences of a collection of artefacts • Compare pictures or photographs of people or events in the past • Use a source – why, what, who, how, where to ask questions and find answers • Use of time lines • Discuss the effectiveness of sources	Minibeasts
	Geography	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	

	Science	Plants • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	**Uses of everyday materials** • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Animals, including humans** • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. All living things and their habitats • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Yr		Autumn	Spring	Summer
3	History	The Stone Age Changes in Britain from the Stone Age to the Iron Age Key Questions: 1. Was Stone Age man simply a hunter and gatherer, concerned only with survival? 2. How different was life in the Stone Age when man started to farm? 3. What can we learn about life in the Stone Age from a study of Skara Brae? 4. Why is it so difficult to work out why Stonehenge was built? 5. How much did life really change during the Iron Age and how can we possibly know? 6. Can you solve the mystery of the 52 skeletons of Maiden Castle?	Ancient Egypt The achievements of the earliest civilization - an **overview** of where and when the first civilizations appeared and a depth of study of one. Key Questions: 1. What can we quickly find out to add to what we already know about Ancient Egypt? 2. How can we discover what Ancient Egypt was like over 5,000 years ago? 3. What sources of evidence have survived and how were they discovered? 4. What does the evidence tells us about everyday life for men, women and children? 5. What did the Ancient Egyptians believe about life after death and how do we know? 6. What did Ancient Egypt have in common with other civilizations from that time?	The Tudors (Local Study Unit) For example: a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066),a study of an aspect of history or a site dating from a period beyond 1066 that significant in the locality. (Driver's attendance has improved significantly since the meeting. (Visit to Peterborough Cathedral) Key Questions: 1. What can we tell about Henry VIII from his portraits? 2. Why did Henry really Break with Rome: love or religion? 3. How different was life for people at different levels of society living in Tudor times, and how do we know? 4. Why do we have to be so careful when using the portraits of Elizabeth I to find out about her? 5. How on earth was Elizabeth able to defeat the mighty Spanish Armada? 6. What can we learn about Elizabethan England by studying how they enjoyed their leisure time?

	Geography	**Land Use Human and physical geography** - describe and understand key aspects of: • 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. Geographical skills and fieldwork – • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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. **Progression of Skills:** • Ask geographical questions: where is this location? What do you think about it? • Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases) • Use more detailed field sketches and diagrams • Draw maps more accurately, plan view (from above), use key accurately • Use contents/index to locate page quickly and accurately	**Rainforests Human and physical geography** - describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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. Place knowledge – • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Geographical skills and fieldwork – • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locational knowledge – • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • 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). **Progression of Skills:** • Ask geographical questions: where is this location? What do you think about it? • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population • Communicate in ways appropriate to task and audience creating a sense of place e.g. use questionnaires, charts, graphs to show results, write views to local paper o Use contents/index to locate page quickly and accurately	**The UK Locational knowledge** – • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • 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). Geographical skills and fieldwork – • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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. **Progression of Skills:** • To describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain/location/ industry/transport o • Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate • Hold geographical issues through drama role play e.g. recycling • Communicate in ways appropriate to task and audience creating a sense of place e.g. use questionnaires, charts, graphs to show results, write views to local paper o Use contents/index to locate page quickly and accurately
	Science	**Rocks** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. Light • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the size of shadows change.	**Animals, including humans** • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. Forces and magnets • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	**Plants** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Yr		Autumn	Spring	Summer
4	History	The Romans/Our Roman Legacy This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius & conquest, including Hadrian's Wall. British resistance, e.g. Boudicca "Romanization" of Britain: sites e.g. Caerwent & the impact of technology, culture & beliefs, including early Christianity Key Questions: 1. Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Did Claudius invade for the same reasons as Caesar? 2. Why did Boudica stand up to the Romans and what image do we have of her today? 3. How were the Romans able to keep control over such a vast empire? 4. How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know? 5. How can we solve the mystery of why this great empire came to an end? 6. How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?	The Mayans A non-European society that provides contrasts with British history (one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.) Key Questions: 1. Why do you think we study the Mayan empire in school? 2. When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong? 3. What was life like at the height of the Mayan civilzation? 4. How can we possibly know what it was like there 1,000 years ago? 5. If the Maya were so civilized, why then did they believe in human sacrifice? 6. How can we solve the riddle of why the Mayan empire ended so quickly?	
	Geography	Extreme Earth Human and physical geography - describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Progression of Skills: • Ask questions –what is this landscape like? What will it be like in the future? • Identify and explain different views of people including themselves	Water Human and physical geography - describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Progression of Skills: • Ask questions: what is this landscape like? What will it be like in the future? • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps • Identify and explain different views of people including themselves • Communicate in ways appropriate to task and audience	Pirates - All Around the World Locational knowledge – • 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). Progression of Skills: • To describe route and direction linking N/S/E/W with degrees on the compass ·link words to topic/theme e.g. contour/height/ valley • Ask questions: what is this landscape like? What will it be like in the future? • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps • Identify and explain different views of people including themselves • Use contents/index to locate position of location including page/coordinates

	Science	**Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. **Electricity** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	**Animals, including humans** • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. **States of matter** • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Living things and their habitats** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things.

Yr		Autumn	Spring	Summer
5	History	Anglo Saxons Britains's settlement by Anglo-Saxons and Scots This could include: Roman withdrawl from Britian in c.AD 140 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture. Christian conversion - Canterbury, Iona and Lindisfarne. Key Questions: 1. Why did the Anglo-Saxons invade and how can we possibly know where they settled? 2. What does the mystery of the empty grave tell us about Saxon Britain? 3. How did people's lives change when Christianity came to Britain and how can we be sure? 4. How were the Saxons able the see off the Viking threat? 5. Just how great was King Alfred, really? 6. Just how effective was Saxon justice? 7. So how dark were the dark Ages, really?	Ancient Greece A study of Greek life and achievements and their influence on the western world. Key Questions: 1. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? 2. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? 3. Why was Athens able to be so strong at this time? 4. What was so special about life in 5th Century BC Athens that makes us study it? 5. What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? 6. In what ways have the Ancient Greeks influenced our lives today?	The Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking roads and invasion, resistantance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld ANglo-Saxon laws and justice, Edward the Cofessor and his death in 1066. Key Questions: 1. What image do we have of the Vikings? 2. Why have the Vikings gained such a bad reputation? 3. How did the Vikings try to take over the country and how close did they get? 4. How have recent excavations changed our view of the Vikings? 5. What can we learn about Viking settlement from a study of place name endings? 6. Raiders or settlers: how should we remember the Vikings?

	Geography	**Somewhere to Settle** Human and physical geography - describe and understand key aspects of: • 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. **Geographical skills and fieldwork –** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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. **Progression of Skills:** • To describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland • Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing? • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life • Identify and explain different views of people including themselves • Field sketches should show understanding of pattern/ movement/ change • Draw in scale – accuracy of scale • Use key to make deductions about landscape/ industry/ features etc.	**Exploring Eastern Europe** Human and physical geography - describe and understand key aspects of: • 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. **Geographical skills and fieldwork –** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Place knowledge – • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Locational knowledge – • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Progression of Skills:** • Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing? • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life • Identify and explain different views of people including themselves • Locate information/ place with speed and accuracy	Marvellous Maps **Geographical skills and fieldwork –** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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. **Locational knowledge –** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Progression of Skills:** • To describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland • Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing? • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life • Identify and explain different views of people including themselves • Locate information/ place with speed and accuracy • Use key to make deductions about landscape/ industry/ features etc.

	Science	**Living things and their habitats** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. **Properties and changes of materials** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	**Forces** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Animals, including humans** • describe the changes as humans develop to old age. Earth and Space • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Yr		Autumn	Spring	Summer
6	History	Key British Monarchs and their Impact e.g. Elizabeth 1, Victoria, Elizabeth 2 William the Conqueror, Henry V111a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs using case studies e.g. John, Anne and Victoria, changes in an aspect of social history, e.g. crime & punishment from the Anglo-Saxons to the present leisure & entertainment in the 20th Century	WW2 – Local Study Unit (Peterborough) Unlike all other areas of study Local History has no real prescribed content. Y6 investigation will begin with the war memorial in Alwalton church and consider what it tells us about our local area during the First and Second World War.	British Popular Music – 1950's to present day A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -For example: the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

	Geography	**Trading and Economics** **Human and physical geography** - describe and understand key aspects of: • 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. **Geographical skills and fieldwork –** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Place knowledge – • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Locational knowledge –** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Progression of Skills**: • Ask questions: what is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed? • Locate information/place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.	**Our Changing World** **Locational knowledge –** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Human and physical geography -** describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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. **Progression of Skills**: • Describe route, direction, location ·16 points on compass to degrees on compass ·link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary • Ask questions: what is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed? • Identify and explain different views of people including themselves • Give increased detail of views, justification – detailed reasons influencing views • Collect and record evidence • Record measurement of river width/ depth/ velocity	**The Amazing Americas** **Geographical skills and fieldwork –** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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. **Place knowledge –** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Locational knowledge – • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • 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). **Human and physical geography -** describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Progression of Skills:** • Ask questions: what is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed? • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it • Identify and explain different views of people including themselves • Give increased detail of views, justification – detailed reasons influencing views • Collect and record evidence • Field sketches should show understanding of pattern/ movement/ change • Locate information/place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.

	Science	**Electricity** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram. Evolution and inheritance • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Working Scientifically** • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments.	**Living things and their habitats** • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.Animals, including humans • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. **Working Scientifically** • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests	**Animals, including humans** • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. Evolution and inheritance • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Working Scientifically** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate