

Year	KS1					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS1 Cycle 1 2024-25	<p>Topic: What is the Geography of where I live?</p> <p>Skills</p> <ul style="list-style-type: none"> • Identify and describe physical and human geographical features of a range of environments • Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe; • Understand that the many different uses of land observed in the local area can 	<p>Topic: How does the weather affect our lives?</p> <p>Skills</p> <ul style="list-style-type: none"> • Identify and describe the basic atmospheric elements of the weather; • Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices; • Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur; • Observe and offer reasons for 	<p>Topic: What does it take to be a great explorer?</p> <p>Skills</p> <ul style="list-style-type: none"> • Describe the achievements of Ranulph Fiennes • Give an account of the accomplishments of Amy Johnson • Identify and recognise the main motives of the explorer Christopher Columbus, • Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind 	<p>Topic: Oceans and Seas</p> <p>Skills</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing and painting to develop and share their ideas, experiences and imagination. • Interpret a range of sources of geographical information, including maps, globes and aerial photographs. • Name and locate the world's 7 continents and 5 oceans. • Use basic geographical vocabulary to refer to key physical features, including 'sea', 'ocean' and 'weather'. 	<p>Topic : How do we know so much about where Sappho used to live?</p> <p>Skills</p> <ul style="list-style-type: none"> • Identify, recognise, describe and suggest reasons for the way in which people lived in the city of Pompeii; • Describe a 'typical' day in the life of Sappho, • Identify and describe in simple terms what the Roman Empire was • Describe and provide reasons for the causes and effects of the 	<p>Topic: Why does it matter where my food comes from?</p> <p>Skills</p> <ul style="list-style-type: none"> • Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced; • Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products; • Identify the top 10 most popular fruits in the United Kingdom and understand why half of these are imported;

	<p>be grouped into a small number of categories;</p>	<p>the distribution of hot and cold places in the world;</p> <ul style="list-style-type: none"> • Compare and contrast the environments of Antarctica and the Sahara Desert 		<ul style="list-style-type: none"> • 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. 	<p>destruction of Pompeii in AD 79;</p>	<ul style="list-style-type: none"> • Understand why being careful about how much added sugar we eat each day is important for maintaining a healthy lifestyle;
<p>KS1 Hum Cycle 2 2025-26</p>	<p>Topic How do our favourite toys and games compare with those of children in the 1960s Skills</p> <ul style="list-style-type: none"> • Identify and describe some of the ways in which historians divide up time such as BC and AD and decades • Compare, contrast and sequence historical events • Identify through observation and discussion some of the most memorable events of the 1960s 	<p>Topic: Why do we love being beside the seaside? Skills</p> <ul style="list-style-type: none"> • Identify and describe the main physical and human features of seaside environments; • Provide reasons as to why it is important to protect living things at the seaside; • Describe popular activities undertaken at the seaside; • Understand the interdependence of living things in 	<p>Topic: Why was Charles sent to prison? (WW1) Skills</p> <ul style="list-style-type: none"> • Recognise some of the ways in which the First World War changed how adults were able to behave in Britain; • Describe and suggest reasons why communication was such a challenge during the First World War and consequently explain why messenger pigeons were so important • Compare and contrast means of communication in Britain during the time of the First World War with today; 	<p>Topic: Why don't penguins need to fly? Skills</p> <ul style="list-style-type: none"> • Identify, recognise and describe the key geographical features of the Antarctic environment; • Identify ways in which penguins are adapted to the Antarctic environment; • Identify countries in Africa which lie within the Sahara Desert; • Identify, recognise and describe the key geographical features of the Sahara Desert; 	<p>Topic : Who is the greatest history maker? Skills</p> <ul style="list-style-type: none"> • Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom; • Describe, reason and explain what it means for someone such as Guy Fawkes to make history • Identify, describe and explain how six significant people made history during their lifetime; 	<p>Topic: How does the geography of Kampong Ayer compare with the geography of where I live? Skills</p> <ul style="list-style-type: none"> • Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles; • Compare their own location with the location of Kampong Ayer in the country of Brunei • Identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and

	<ul style="list-style-type: none"> • Identify and describe some of the most popular toys and games of the 1960s; • Compare and contrast toys and games of the 1960s with those of today, • Describe and explain the cause of the major change to toys and games since the 1960s; 	<p>seaside environments;</p> <ul style="list-style-type: none"> • Identify, describe and categorise living things within a rock pool habitat; • Identify, describe and offer reasons for the presence of pollution on a beach; • Describe and explain how people can take greater care of the seaside environment; • Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians 	<ul style="list-style-type: none"> • Identify and describe some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War; • Offer reasons for the causes of some of the changes in ways of life they have identified; • Describe the variety of ways in which horses were used during the First World War and explain why their use was so important to the war effort 	<ul style="list-style-type: none"> • Explain why Antarctica is a desert despite being the coldest place on Earth; • Describe and explain the components of the food chain of an Emperor Penguin. 	<ul style="list-style-type: none"> • Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future – the mark they would wish to leave on history; 	<p>contrast these with their own homes</p> <ul style="list-style-type: none"> • Identify the key features of a traditional home in Kampong Ayer • Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next; • Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern;
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Year	KS2					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS2 Hum Cycle 1 2024-25	<p>Topic: Why do some earthquakes cause more damage than others?</p> <p>Skills</p> <ul style="list-style-type: none"> • Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources; • Identify, describe and explain the causes of earthquakes; • Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; • Explain why volcanoes often occur at the same location as earthquakes 	<p>Topic: Stone Age Skills</p> <ul style="list-style-type: none"> • Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then; • Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age; • Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age; 	<p>Topic Beyond the Magic Kingdom Skills</p> <ul style="list-style-type: none"> • Identify, describe and explain the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida; • Identify, locate, compare and contrast the constituent states of the USA • Describe and explain the historical significance of the Maya civilisation • Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> 	<p>Topic: Bronze Age Skills</p> <ul style="list-style-type: none"> • Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain; • Identify and describe the likely use of a range of Bronze Age • Identify, describe and explain the purpose of monuments, both historically and modern day; • Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout; • Demonstrate understanding through explaining the significance of a monument either in the local area and/or a monument of global importance • Based on knowledge with some additional research, identify, describe, explain and justify the choice of 	<p>Topic : Why do so many people in the World live in Megacities?</p> <p>Skills</p> <ul style="list-style-type: none"> • Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density; • Describe and begin to explain the distribution of megacities across the continents of the world; • Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants; • Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country; • Understand the main reasons why 	<p>Topic : Iron Age Skills</p> <ul style="list-style-type: none"> • Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today; • Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included; • Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them; • Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time; • Describe who Boudicca was and explain why she fought the Romans



	<ul style="list-style-type: none">• Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.	<ul style="list-style-type: none">• Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required;	<ul style="list-style-type: none">• Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours	10 artefacts to be placed in the grave of a Bronze Age warrior chief.	the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom;	when they invaded Britain at the end of the Iron Age.
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Year	KS2					
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS2 Hum Cycle 2 2025-26	<p>Topic: How and why is my local area changing?</p> <p>Skills</p> <ul style="list-style-type: none"> Identify, describe and give reasons for why environments change; Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life; Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment; Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant 	<p>Topic: Romans</p> <p>Skills</p> <ul style="list-style-type: none"> Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43; Interpret primary sources of historical evidence to describe the physical appearance of Boudicca and make a judgment about the causes and effects of her harsh treatment by the Romans; Understand through explanation the difference between historical evidence and legends and folklore; Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122; Identify and describe the key features of 	<p>Topic: How can we live more sustainably?</p> <p>Skills</p> <ul style="list-style-type: none"> Describe and explain using examples what living sustainably means; Identify, describe and explain the differences between renewable and non-renewable resources; Understand in basic terms how solar panels and wind turbines generate electricity; Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing; Explain how electricity is generated in hydroelectric power stations; Understand why creating new habitats for birds are good examples 	<p>Topic: Anglo Saxons</p> <p>Skills</p> <ul style="list-style-type: none"> Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever; Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan; Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, 	<p>Topic: Why are jungles so wet and deserts so dry?</p> <p>Skills</p> <ul style="list-style-type: none"> Observe, describe and explain in basic terms the pattern of climate in the UK; Identify, describe and begin to offer reasons for the distribution of different types of climate around the world; Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world; Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements; 	<p>Topic: Vikings</p> <p>Skills</p> <ul style="list-style-type: none"> Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'; Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread; Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain; Identify and describe the distribution of those areas of Britain settled by Viking Norsemen; Explain the difference between historical evidence and a myth, folklore



	<p>national or local event or development, or the work of a significant individual;</p> <ul style="list-style-type: none">• Describe and explain the impact of environmental change in one threatened region of the world	<p>the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built;</p> <ul style="list-style-type: none">• Describe what a gladiator was and what occurred at gladiatorial games	<p>of sustainable development;</p>	<ul style="list-style-type: none">• Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England.	<ul style="list-style-type: none">• Understand how climate affects both the landscape of different biomes and the plants and animals that can live there;• Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;	<p>and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;</p>
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