



History Overview

Theme	Golden Threads	Governance/Culture	Invasion and conquest/Lifestyles including beliefs	The lives of significant people/ leadership
Nursery	Begin to make sense of their own life story and family history			
Rec	<p>Reception</p> <p>Comment in images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>ELG</p> <p>talk about the lives of people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what have been read in class</p> <p>Understand past events through settings, characters and events encountered in books read in class and storytelling</p>	<p>Governance/ Culture- Guy Fawkes and Bonfire night</p>	<p>Invasion and conquest/ Lifestyle and beliefs- They currently do Chinese New Year which could link to lifestyle and beliefs?!</p>	<p>Summer- Lives of significant people- Florence Nightingale</p>
Year 1	<p>Pupils should be taught about:</p> <p>§ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>§ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>§ the lives of significant individuals in the past who have contributed to national and</p>	<p>Railways</p> <p>The Victorians were the people who lived during the reign of Queen Victoria, from the 20 June 1837 until the date of her death on the 22 January 1901. It was an era of exciting discoveries, inventions and exploration following the Industrial Revolution.</p> <p>Despite Britain's political power, many ordinary people lead hard lives. As technology advanced, new machines left lots of people without jobs. Many resorted to workhouses, which provided basic poor relief like food, medical care and shelter in exchange</p>	<p>Life for a child in Victorian Britain</p> <p><i>Explore how life has changed for children today compared to Victorian children's experiences.</i></p> <p><i>Explore different aspects of childhood during the Victorian period and highlight the key changes.</i></p> <p><i>Assessment: What was life like for a child in Victorian Britain?</i></p>	<p>Christopher Columbus and Neil Armstrong (comparing people from the past)</p> <p>Discover how these two men changed the world through their explorations and discoveries in very different times.</p> <p>Follow the lives and achievements of Columbus and Armstrong. Discover the differences and similarities between their amazing discoveries and accomplishments!</p> <p>Assessment: Explain the differences between the explorations of Columbus and Armstrong</p>



	<p>international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>§ significant historical events, people and places in their own locality.</p>	<p>for labour. Conditions were poor and sadly, families were often separated.</p> <p>Expansion of the railways meant that people could travel faster and further than ever before. All of Britain's major cities, like London, Glasgow and Manchester, were now connected. Before trains, the fastest mode of transport was horses. All aboard!</p> <p>George Stephenson, today known as the 'Father of the Railways', was born in Wylam, Northumberland at a time of great change in Britain. Industry was expanding rapidly, leading to an increased demand for coal from the North-East. Living in Wylam, George was part of a large colliery community. His father was a stoker at Wylam Colliery, maintaining the fire that powered the steam engine. Horse-pulled wagons would have passed the Stephenson household, within two metres of their front door.</p>		<p>and what they have taught us about the world.</p>
Year 2	<p>Pupils should be taught about:</p> <p>§ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>§ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>§ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for</p>	<p>Victorian Seaside</p> <p>It wasn't until the railway steamed into existence in the 1840s that the seaside towns became must-visit destinations, often transforming quiet, unassuming fishing villages into tourist hotspots. Population numbers skyrocketed in the 19th century, which we can see in the census records. Later, cheap rail tickets meant the lower classes could join in the fun too. We found a few Victorian seaside pictures and vintage photographs, so you can get a feel for what a day at the beach over 100 years ago was like.</p> <p>Royals at the seaside</p> <p>Back in the late 1700s, King George III headed to Weymouth, Dorset on the advice of his doctors. His son, the Prince Regent and later George IV, built the</p>	<p>The first aeroplane flight</p> <p>When the first aeroplane flight took place (key dates) and how it fit in with what was going in the World at that point in history; who the Wright brothers were; what a huge achievement it was to succeed in creating the first flight; how the Wright brothers changed flight and how this impacts on what we do today; other events and people linked to the first aeroplane flight and the history of flight – Amelia Earhart, concorde,</p> <p>Life at the time pre WW1</p>	<p>Emily Davison and Rosa Parks</p> <p>Votes for Women</p> <p>Rosa Parks and Emily Davison are two very important females in history who stood up for equal rights in gender inequality and have made a huge impact!</p> <p><i>Assessment: How did the work of the woman impact on the lives of the girls and women today?</i></p> <p>Local History Study</p>



	<p>example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>§ significant historical events, people and places in their own locality.</p>	<p>grand Royal Pavilion at Brighton. Queen Victoria and Prince Albert enjoyed holidaying on the Isle of Wight.</p> <p>Compare seaside holidays in the past with ones today</p> <p>Identify similarities and differences</p> <p>Infer information from a picture or photograph</p> <p>Ask appropriate questions about seaside holidays in the past</p>	<p>Local History Study Aerodrome Cramlington</p> <p><i>Assessment: What was the impact did aviation have on people at the time and now?</i></p>	
Year 3	<p>Pupils should be taught about:</p> <p>§ changes in Britain from the Stone Age to the Iron Age (Year 3)</p> <p>§ the Roman Empire and its impact on Britain (Year 4)</p> <p>§ Britain's settlement by Anglo-Saxons and Scots (Year 5)</p> <p>§ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 5 and 6)</p> <p>§ a local history study (Year 3, 4,5 and 6)</p> <p>§a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Year 4 and 5)</p> <p><i>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</i></p> <p><i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p>	<p>Ancient Egypt</p> <p>Who were the...?</p> <p>Governance</p> <p>The Ancient Egyptian Government was ruled first and foremost by the Pharaoh. The Pharaoh was the supreme leader not only of the government, but also of the religion. However, the Pharaoh couldn't run the government all by himself, so he had a hierarchy of rulers and leaders below him who ran different aspects of the government.</p> <p>Vizier</p> <p>The Primary leader of the Government under the Pharaoh was the Vizier. The vizier was the Chief Overseer of the land, sort of like a Prime Minister. All the other officials reported into the vizier. Perhaps the most famous vizier was the first one, Imhotep. Imhotep architected the first pyramid and was later made into a god.</p> <p>The Egyptian law stated that the vizier was to 1) act by the law 2) judge fairly and 3) not act wilfully or headstrong.</p>	<p>Stone Age and Iron Age</p> <p>The Stone Age was a time in prehistory when humans made and used stone tools. (Prehistory is the time before people invented writing.) Early humans began using stones as simple tools about 2 million years ago. Humans used mainly stone tools until about 10,000 years ago. However, the Stone Age began and ended at different times in various parts of the world. Scientists divide the Stone Age into two main periods: the Paleolithic Period and the Neolithic Period. Sometimes scientists put another period, called the Mesolithic, in between these two. Iron age</p> <p>'The Iron Age' is the name given to the time period (from approximately 500 BC to 43 AD in Britain) where iron became the preferred choice of metal for making tools. In Europe, The Iron Age marks the end of prehistory after the Stone Age and the Bronze Age.</p> <p>In Britain the end of the Iron Age is linked to the spread of Roman culture following the Roman invasion of 43 AD.</p> <p>Iron Age</p> <p>Around 800 BC people in Britain learned how to use iron. This discovery had a dramatic impact on</p>	<p>Henry V111 and Elizabeth 1</p> <p>Big idea(s): Children look at two monarchs of the modern history era who helped shape the country we live in today. They focus on Elizabeth as a strong female figure from the past.</p> <p>Revision: Understanding of key figures from KS1. Understanding of then and now, chronology and timelines from earlier topics.</p> <p>New learning and vocabulary: Who were the Tudors and how did they shape our country? Children learn about the reformation and the way in which Elizabeth vastly improved the lot of the poor (poor laws) which in turn led to our modern welfare state.</p> <p>Reformation, Doublet, Hose, Ruff, Chemise, Kirtle, French hood, Divorce, Alliance, Protestant, Catholic, Persecution, Monarch.</p> <p>Content and skills to be covered each lesson:</p> <ul style="list-style-type: none"> Lesson 1: Who were the Tudors and when did they rule? Henry VII and war of the roses – brief overview, timeline of key events (wars of the roses, battle of Bosworth, Henry VII

<p>§ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (Year 3, 5 and 6)</p> <p>§ Ancient Greece – a study of Greek life and achievements and their influence on the western world (Year 4)</p> <p>§ 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. (Year 6 and WAAG KS2 topic Benin)</p>	<p>Nomarks Under the vizier were local governors called Nomarks. Nomarks ruled over an area of land called a nome. A nome was like a state or province. Nomarks were sometimes appointed by the Pharaoh, while at other times the position of nomark would be hereditary and handed down from father to son.</p> <p>Other Officials Other officials that reported into Pharaoh were the army commander, the chief treasurer, and the minister of public works. These officials each had different responsibilities and powers, but Pharaoh had the final say. Many of the Pharaoh's officials were priests and scribes.</p> <p>Scribes were important to the government as they kept track of the finances and recorded taxes and the census. Overseers of the land were also appointed to keep track of the farmers and to make sure they were doing their jobs.</p> <p>Monarchy The average person had no say in the government. However, because Pharaoh was considered a god, and the people's representative to the gods, they often accepted the Pharaoh as their supreme leader without complaint.</p> <p>Interesting Facts about the Ancient Egyptian Government</p> <ul style="list-style-type: none"> • The wives of the Pharaohs were the second most powerful people in the land after the Pharaohs. • Citizens had to pay taxes to support the government. 	<p>everyday life. Iron tools made farming much easier than before and settlements grew in size. People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks.</p> <p>During the Iron Age, the Celtic people spread out across Europe and many settled in Britain. The ancient Britons followed a Celtic way of life. They enjoyed feasting, music and poetry. They produced fine metalwork which they traded with people in mainland Europe</p> <p>What did Iron Age people believe?</p> <p>People in Iron Age Britain believed in powerful spirits. They met to worship the spirits in sacred places, like the shores of a lake or a clearing in a wood. Priests known as druids led religious ceremonies. They sacrificed animals and sometimes humans too! The druids gave precious offerings, such as swords and cups, to the spirits. They buried the offerings in the ground or threw them into rivers, lakes and bogs.</p> <p>When the Romans first arrived in Britain they wrote about the religion of the ancient Britons. They described four of their main festivals: <i>Imbolc</i> was held in February to welcome the birth of the first lambs. <i>Beltane</i> was celebrated in May, when the cattle were moved to their summer fields. <i>Lughnasadh</i> was held in August to celebrate the ripening of the crops.</p>	<p>becomes king, Henry VIII becomes king), Key dates of rule game – flash cards or timeline cards of the Tudor monarchs.</p> <ul style="list-style-type: none"> • Lesson 2: Henry VIII. Fact file, early life, key points of rule – change in religion, wives. • Lesson 3: Reformation! Children take on the two points of view and debate, one side are for the church and the other for the King. They can research the two points and argue. • Lesson 4: Who came before Elizabeth? Mary and Edward – children work in a group to create drama of either rule using their fact cards, take turns to perform this, quiz of key points at the end. • Lesson 5: Elizabeth I – Gloriana. Background (Anne Boleyn, persecution by Mary I), achievements in religion (tolerance increased), spy network (Walsingham, Mary Queen of Scots, plots against Elizabeth I, armada). Children create their own portrait of Elizabeth showing their understanding of her through their choice of placement, use of symbols and colours etc. • Lesson 6: Was Elizabeth as good as everyone believes? Look at the 5 problems at the beginning of her reign (Religion, poverty, foreign policy, succession problems, weak rulers) and break into 5 groups. Research how she dealt with these and to what level of success.
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	<ul style="list-style-type: none">• In the New Kingdom, court cases were ruled by a local council of elders called a Kenbet.• Pharaohs would hold court for his top officials and high priests. People would approach him and kiss the ground at his feet.• They did not have a complicated set of laws and statutes. In many cases the judges were to rule using common sense in an effort to come to an agreement. <p>Culture</p> <p>Ancient Egypt was rich in culture including government, religion, arts, and writing. The government and religion were tied together as the leader of the government, the Pharaoh, was also leader of the religion. Writing was also important in keeping the government running. Only scribes could read and write and they were considered powerful people.</p> <p>Pyramids and Treasure</p> <p>The pharaohs of Egypt were often buried in giant pyramids or in secret tombs. They believed that they needed treasure to be buried with them to help them in the afterlife. As a result, archaeologists have a lot of well-preserved artefacts and tombs to examine in order to find out how the ancient Egyptians lived.</p> <p>End of the Empire</p> <p>The Ancient Egyptian Empire began to weaken in about 700 BC. It was conquered by a number of other civilizations. The first to conquer Egypt was the Assyrian Empire, followed a hundred or so years later by the Persian Empire. In 332 BC, Alexander the Great of</p>	<p><i>Samhain</i> took place in November and marked the end of the year.</p> <p><i>Assessment: How did the use of Iron impact on the lives of people at the time? What is the legacy of the Iron age people spiritual beliefs on modern day?</i></p>	<p>Present findings to each other and write up the results. https://www.bbc.co.uk/bitesize/guides/zcn4jxs/revision/2 use this to help.</p> <p>Assessment: Who had a more successful reign and why? Children write a persuasive argument to prove whether Henry or Elizabeth had a better reign and why.</p>
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Year 4	<p>Pupils should be taught about:</p> <p>§ changes in Britain from the Stone Age to the Iron Age (Year 3)</p> <p>§ the Roman Empire and its impact on Britain (Year 4)</p> <p>§ Britain's settlement by Anglo-Saxons and Scots (Year 5)</p> <p>§ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 5 and 6)</p> <p>§ a local history study (Year 3, 4,5 and 6)</p> <p>§a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Year 4 and 5)</p> <p><i>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</i></p> <p><i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p> <p>§the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley;</p>	<p>Ancient Greeks</p> <p>Who were the..?</p> <p>Governance</p> <p>The Ancient Greeks may be most famous for their ideas and philosophies on government and politics. It was in Greece, and particularly Athens, that democracy was first conceived and used as a primary form of government</p> <p>The Greek City-State</p> <p>Ancient Greece was made up of city-states. A city-state was a major city and the surrounding areas. Each city-state had its own rule and government. Sometimes the city-states fought each other. Athens and Sparta were the two largest city-states and they had many wars and battles.</p> <p>Types of Government</p> <p>There were three main types of government:</p> <ul style="list-style-type: none"> • Democracy - A government ruled by the people, or assembly. Officials and leaders were elected and all citizens had a say. • Monarchy - A single ruler like a king. In Athens this ruler was called a Tyrant. • Oligarchy - When the government is ruled by a small group. <p>Athenian Democracy</p>	<p>Romans</p> <p>Invasion and conquest</p> <p>Who were the..?</p> <p>Most people only think the ancient Romans controlled the lands of Italy, North Africa, Hispania or Iberia, and other areas around the Mediterranean Sea.</p> <p>But for more than 400 years, the Roman Empire was instrumental in ruling Britain.</p> <p>The Romans called the area Britannia.</p> <p>The invasion of Britannia</p> <p>The Roman Empire first entered Britannia in 55 B.C.E. under the leadership of Julius Caesar. He crossed the present-day English Channel and landed his forces near present-day Kent.</p> <p>They had problems with the barbarians who were valiant fighters. The Romans were forced to retreat and spend the winter in present-day France. In 54 B.C.E. Julius Caesar returned to Britannia.</p> <p>The Roman Emperor Hadrian decided in 122 C.E. to build a wall across the middle of Britain. This structure helped defend from the barbarians in northern Britain. When Hadrian's Wall was completed, it spanned 73 miles and varied from 10 to 20 feet in width and 10 to 20 feet in height. The Romans employed up to 10,000 soldiers at times to watch and control the wall. Hadrian's</p>	<p>Cromwell</p> <p>Big idea(s): Children learn about a period of change in the role of monarchy in our country through the controversial figure of Oliver Cromwell.</p> <p>Revision: Elizabeth I, studies of key figures, growing understanding of chronology and cause and effect.</p> <p>New learning and vocabulary: The events that caused the Civil War, what happened during it, who Cromwell was, why he was so controversial.</p> <p>Parliamentarian, Royalist, Cavalier, Roundhead, New Model Army, trial, execution, republic, commonwealth, Lord Protector, Restoration, Puritan.</p> <p>Content and skills to be covered each lesson:</p> <ul style="list-style-type: none"> • Lesson 1: Background to Cromwell's rise to power. Recap of Elizabeth I success, what can they remember from Year 3? What happened after she died? James I. Explain about James being a weak ruler, he was Scottish and didn't understand English Common Law, he spent all of the country's money, he treated parliament disrespectfully. Children could compare the two monarchs using a table or grid.



<p>Ancient Egypt; The Shang Dynasty of Ancient China (Year 3, 5 and 6)</p> <p>§ Ancient Greece – a study of Greek life and achievements and their influence on the western world (Year 4)</p> <p>§ 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. (Year 6 and WAAG KS2 topic Benin)</p>	<p>Democracy in Ancient Greece was very direct. What this means is that all the citizens voted on all the laws. Rather than vote for representatives, like we do, each citizen was expected to vote for every law.</p> <p>Culture</p> <p>What was Greek culture like?</p> <p>The Greeks pretty much invented the theatre. Thousands of people packed the hillside arena of ancient Athens to watch plays by famous writers like Sophocles, Euripides and Aeschylus.</p> <p>The Greeks also celebrated the arts with big festivals. There was always music, dancing and feasting in honour of their gods.</p> <p>The Greeks' trademark red and black pottery was very fashionable, and it was bought and sold all over the Mediterranean and even parts of Asia.</p> <p>They were great builders too. The Greeks built grand temples to their gods and superb sculptures of brave heroes.</p> <p>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p>	<p>wall also increased the purse of ancient Rome by serving as a point of taxation on imports and exported goods.</p> <p>The collapse of Roman rule in Britain</p> <p>The Roman Empire was in control of Britain from 43 C.E. until 410 C.E. they were forced to leave Britannia to fight against various barbarian tribes invading Italy.</p> <p>The Goths and Vandals sacked the city of Rome twice in the 5th century C.E., including in 410 C.E. and 455 C.E. As the Roman Empire declined in power, the Western Roman Empire collapsed in 476 C.E.</p> <p>Impact of ancient Rome on Britain</p> <p>As with much of the land and territory the Romans conquered, they left a lasting impact on the culture of Britain. The Romans were master builders and had engineering skills that allowed for the construction of Hadrian's Wall, roads, aqueducts to transport water, and introduced concrete to Britain.</p> <p>They also left Roman culture behind, too, in the form of government systems and laws, the Latin language, and the Julian calendar.</p> <p>The first city the Romans established in Britannia was called Camulodunum, which is known as present-day Colchester.</p> <p>Lifestyle including beliefs</p> <p>Roman Gods: For many hundreds of years, the Romans worshipped thousands of gods. Trees, rocks, streams, bridges, everything in ancient Rome had a guardian spirit or god watching over it. Each god had at least one job to do. Some gods had very important jobs like watching over the</p>	<ul style="list-style-type: none">Lesson 2: Charles I. Use this: https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/2 As a guide to the reasons Charles fell out with Parliament. Children should understand why the war began and could make notes on the various areas as a non-chronological report about why the Civil War began – Causes of the Civil War. Talk about his execution too.Lesson 3: Oliver Cromwell. Children should learn about Cromwell's background, beliefs and where he came from. They could create a biography about the key points of his life.Lesson 4: The Civil War. Children need to learn key points about battles, Charles' two defeats, the role of the cavaliers and roundheads and the New Model Army. This could be a drama opportunity.Lesson 5: Cromwell the villain? Look (sensitively) at Cromwell's role in Ireland and his treatment of people, also look at how he became Lord Protector and basically turned Britain into a military dictatorship.Lesson 6: The Merry Monarch returns! Charles II restoration after Cromwell's death, what happened to the Puritans? Christmas, theatres, alcohol, make up, music, dancing all legal again. How had people changed?
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		<p>crops, or bringing the sun out each day. But all gods were important. The Romans prayed to their gods at least once every day. As Rome expanded and grew, the Romans came in contact with people who worshiped other gods. If those people had fought extremely well, the Romans figured that their gods must be pretty good, so the Romans adopted those gods and made them Roman gods as well. They gave those gods Roman names and changed some of the personalities of these gods to better fit the Roman way of life. However, gods were added to the Roman list of gods, it was the law that all people in the Roman world must worship Roman gods.</p> <p>Christianity began in the Roman Empire.</p> <p>Assessment: What is the impact of the Roman invasion in Britain after the Iron age?</p>	<p>Assessment: Children re-enact the key events as a class, showing their understanding, for another year group.</p> <p>Useful websites for teacher knowledge:</p> <p>https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z8vdm p3/revision/1</p> <p>https://www.bbc.co.uk/bitesize/topics/zk4cw mn</p>	
Year 5	<p>Pupils should be taught about:</p> <p>§ changes in Britain from the Stone Age to the Iron Age (Year 3)</p> <p>§ the Roman Empire and its impact on Britain (Year 4)</p> <p>§ Britain's settlement by Anglo-Saxons and Scots (Year 5)</p> <p>§ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 5 and 6)</p> <p>§ a local history study (Year 3, 4,5 and 6)</p>	<p>Shang Dynasty</p> <p>Who were the..?</p> <p>The Shang Dynasty was a monarchy governed by a series of kings, 29 or 30 in total, over the course of almost 600 years. The king was served by officials who held specialized positions of authority and function; and the officials belonged to a hereditary class of aristocrats, usually related to the king himself.</p> <p>A dynasty is a sequence of rulers from the same family, usually in the context of a monarchical system, but sometimes also appearing in republics</p> <p>The Shang kings ruled through a complex and highly stratified governmental network of walled towns, with</p>	<p>Anglos Saxons</p> <p>The Anglo-Saxons came to England after the Romans left in the year 410. Nobody was really ruling all of England at the time – there were a lot of little kingdoms ruled by Anglo-Saxons that eventually came together as one country. The earliest English kings were Anglo-Saxons, starting with Egbert in the year 802. Anglo-Saxons ruled for about three centuries, and during this time they formed the basis for the English monarchy and laws. The two most famous Anglo-Saxon kings are Alfred the Great and Canute the Great.</p> <p>Lifestyle and Culture</p>	<p>Victoria</p> <p>Big idea(s): Children learn about Victoria as a key figure in British history and the changes that happened during her rule. They also look at the impact she had on their local context, e.g. industrial revolution, immigration to the North East during the famine, commonwealth and Empire as motivators for immigration.</p> <p>Revision: Key figures from earlier years, chronology, change in power from Y3 and Y4 topics.</p> <p>New learning and vocabulary: In depth look at Victoria as a person, her life and achievements. The chance to put this into a local and personal context for all children in</p>



<p>§ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Year 4 and 5)</p> <p><i>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</i></p> <p><i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p> <p>§ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (Year 3, 5 and 6)</p> <p>§ Ancient Greece – a study of Greek life and achievements and their influence on the western world (Year 4)</p> <p>§ 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. (Year 6 and WAAG KS2 topic Benin)</p>	<p>the "hunting area" serving as a bridge between the royal domain and the capital (Chang 1980: 158, 210). The word shang 商 in oracle bone inscriptions always refers to a town, not a state or dynasty (Chang 1980: 211).</p>	<p>The Anglo-Saxons were pagans when they came to Britain, but, as time passed, they gradually converted to Christianity. Many of the customs we have in England today come from pagan festivals. Pagans worshiped lots of different gods.</p> <p><i>Assessment: What is impact of Anglo Saxon beliefs on modern day Britain?</i></p> <p>Crime and punishment mini unit</p> <p><i>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</i></p> <p><i>Assessment: Did the use of crime and punishment during Anglo Saxon times?</i></p>	<p>the class, many of whom come from commonwealth or previous empirical countries or who are of Irish descent.</p> <p>Saxe-Coburg, Regency, Crisis, Constitution, Empire, Commonwealth, Poverty, Poor house, Workhouse, Industrial revolution.</p> <p>Content and skills to be covered each lesson:</p> <ul style="list-style-type: none">• Lesson 1: Personal politics. Melbourne, Conroy, Peel and Albert. Who were the people who influenced and advised the new Queen?• Lesson 2: Industrial Queen. The industrial revolution, how she championed it and how it changed our lives.• Lesson 3: Empress Victoria. The Empire and commonwealth and some of the successes and failings.• Lesson 4: War-time leader. The Crimean war and Boer wars, a comparison. Children can look at the first two wars which were reported upon by the press and compare sources and look at British conduct during the wars.• Lesson 5: A Queen for all. Ireland. The Great Famine and Victoria's response to it. Mass immigration to certain areas including the North East. <p>Lesson 6: The Scottish Queen. Love of Scotland and traditional music. Performance opportunity.</p>
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Year 6	<p>Pupils should be taught about:</p> <p>§ changes in Britain from the Stone Age to the Iron Age (Year 3)</p> <p>§ the Roman Empire and its impact on Britain (Year 4)</p> <p>§ Britain's settlement by Anglo-Saxons and Scots (Year 5)</p> <p>§ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 5 and 6)</p> <p>§ a local history study (Year 3, 4,5 and 6)</p> <p>§ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Year 4 and 5)</p> <p><i>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</i></p> <p><i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p> <p>§ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (Year 3, 5 and 6)</p>	<p>Mayans</p> <p>Who were the..?</p> <p>The Maya Empire was not one unified nation. There was no central government. The Maya Empire was a collection of independent cities (city-states). The Maya built hundreds of cities. One noble family controlled each city. Some cities were very large. Each family had a great deal of power because each family had a large army.</p> <p>When the ruling noble died in a city, his job passed to his son. No one else got a shot at it. The noble families' right to rule originated with the Hero Twins. Each noble family was supposedly a direct descendant of one of the Hero Twins. That gave them the justification they needed to keep their job. They were directly related to the gods.</p> <p>The ruling noble did not do his job alone. The head of the noble family in each city-state had government officials to help him rule his city. He chose the officials. His officials could be a mix of retired warriors, elders, and members of his family. Some of these officials acted as judges, others were in law enforcement. In the Maya Empire, a woman could be the ruler of a city-state. Women could be active in government as well as economics and religion.</p> <p>Like the ancient Greeks, the Maya city-states were both independent and intertwined. The Mayas considered themselves to be Maya Indians. They all spoke the same language. Their written language was the same. They worshiped the same gods. They told the same myths. They had the same laws. They wore the same style clothing. They thought of themselves as one people. Unlike the ancient Greeks, Maya cities were</p>	<p>Vikings up to 1066</p> <p>Struggle for power</p> <p>The Vikings first invaded Britain in AD 793 and last invaded in 1066 when William the Conqueror became King of England after the Battle of Hastings. The first place the Vikings raided in Britain was the monastery at Lindisfarne, a small holy island located off the northeast coast of England.</p> <p>The Vikings raided Britain because they were looking for lucrative new items to steal and trade. In addition, they wanted land that they could take and claim as their own. They particularly liked to raid monasteries, like the one at Lindisfarne.</p> <p>Local history study – Lindisfarne Gospels - A famous illuminated manuscript created around 700 AD, The Lindisfarne Gospels is a historical marvel which demonstrates Anglo-Saxon art, culture and religious expression. The creation of the text occurred on Lindisfarne around 1300 years ago and has since become famous for its beauty, ornate detail and design</p> <p>Lifestyle and beliefs</p> <p>Like the type of religion in ancient Greece or Rome, the Vikings worshiped many different Gods and Goddesses. Their religion was an important part of everyday life. The three most important Viking Gods Odin - the leader of the gods - god of magic, poetry and war. His wife was Frigg Thor (Tor in Scandinavian languages) was the god of thunder. Thor had iron gloves, a magic belt and a hammer.</p>	<p>Winston Churchill – World War II</p> <p>Big idea(s): Children learn about WW2 but also about the impact on our country as a significant turning point in British history.</p> <p>Revision: Chronology, key figures, changing periods of power, social change.</p> <p>New learning and vocabulary: Children learn about the wider impact of WW2, including impacts felt within Britain (Battle of Britain, the Blitz) and the impact on other parts of the world (The Holocaust, D-Day). Children recognise how the events of WW2 contributed to great social and political change in Britain and around the world and the role that key figures played within that.</p> <p>The children then explore the role that Winston Churchill played as a political leader in the British victory of WW2.</p> <p>Treaty, Extremism, Fascism , Communism, Persecution, Discrimination, Nationalism, Isolation, Tolerance, Leadership, Economic crisis, Propaganda, Invasion, Conscription</p> <p>Content and skills to be covered each lesson:</p> <ul style="list-style-type: none"> Lesson 1: War Begins: Explore the events that lead to the beginning of WW2, WW1 fallout, Hitler's foreign policy, German invasion of Poland, Chamberlain's message. Lesson 2: The right man at the right time. Churchill's opposition to Hitler and Chamberlain, the causes of WW2 – economic, political and
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<p>§ Ancient Greece – a study of Greek life and achievements and their influence on the western world (Year 4)</p> <p>§ 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. (Year 6 and WAAG KS2 topic Benin)</p>	<p>interconnected with marvelous roads. Each Maya city had a palace, some temples, some pyramids, a central marketplace, and a ball court.</p>	<p>He was also god of protection. He provided protection from cold hunger, giants and other dangers.</p> <p>The giants were (Jotun; Swedish pronunciation): the Rimburs - giants of the cold world; (rim = rime, thurs = thirst; Swedish)</p> <p>the Bergresar - giants of the mountains; (berg = mountain, res = giant; Swedish)</p> <p>Freyr (or Frej in Swedish) - god of agriculture and fertility.</p> <p>Freyr was worshipped on a regular basis all through-out the year for future prosperity. He was the twin of Freyja (goddess of love and fertility). Freyja wept golden tears when she was unhappy.</p> <p><i>Assessment: How important was religion to the Viking people? Link to ancient Greece and Rome.</i></p>	<p>ideological. Churchill's relationships with Stalin and FDR.</p> <ul style="list-style-type: none">Lesson 3: The Blitz. Children explore the tough choices around evacuation and the impact this had on children and families at the time.Lesson 4: Men and women at War: Explore the role that both women and men played during the war in conflict and at home. Comparison of the set of roles that they played. Explore the use of propaganda to encourage conscription.Lesson 5: D-Day: Now the children have learnt about the different roles of British people during the war, explore the events of D-Day and Churchill's own opinions on the invasion, both positive and negative.Lesson 6: The Holocaust: Following on from learning about Hitler's foreign policy, learn about the Holocaust and the story of Anne Frank and her family. This lesson allows the children to learn about the bad events that were happening in Europe at the time.Lesson 7: War is Over: Learn about the events that led up to V-E Day. Explore the Paris Peace Treaty from the perspective of the Allies and the Axis countries following the fall of Nazi Germany. <p>Lesson 8: Assessment – Analysis of the success of Churchill's decisions. How successful were they? What were the consequences of these decisions?</p>
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Retrieval practice resources (to be completed at the beginning a new topic to consolidate learning from the last topic in the sequence)

Retrieval Activity 1 – True or False

Task: Identify if the following statements are true or false		
The Primary leader of the Government under the Pharaoh was the Vizier.	Ancient Egypt Governance and culture	The Pharaoh could run the government all by himself.
The Ancient Egyptian Government was ruled first and foremost by the Pharaoh.		Scribes were not important to the government as information about finances taxes and the census did not need to be recorded.

Retrieval Activity 2 – Finish the statements

Task: Read the following statements and finish the sentences in your own words		
Under the vizier were local governors called _____. _____ ruled over an area of land called a _____.	Ancient Egypt Governance and culture	The average person had no say in the government. However, because Pharaoh was considered a _____, and the people's representative to the gods, they often accepted the Pharaoh as their supreme leader without complaint.
Other officials that reported into Pharaoh were the _____, _____ and the _____. These officials each had different responsibilities and powers, but Pharaoh had the final say. Many of the Pharaoh's officials were priests and scribes.		

Retrieval Activity 3 – Picture round – could be adapted for SEND pupils with further scaffolding

Task: Choose an image and write all associated facts linked to Ancient Egyptian Governance and culture

	Ancient Egypt Governance and culture	
		



Geography Overview

Theme	Golden Threads	Our World and Resources – Human geography: In this theme, we decided to focus on human Geography as it is often easier for children to access due to their understanding from their own experiences. This grounding in geographical terms will enable them to fully access the physical Geography unit later in the year. We grouped these topics as they are all based in human Geography.	Physical geography: This theme builds on the learning from the earlier human theme and allows children to use their new vocabulary to support their learning. Children understanding their area and the world around them will enable them to understand better the differences in the physical geography of the rest of the world as well as their own country. Knowing more about the location of different countries will also allow children to understand why different formations happen in different places.	Current issues in our world: This theme focuses on current issues in our world due to climate change, coastal erosion and overuse of fossil fuels. This is very important for our children as they live out the Gospel value of being stewards of the Earth. For our children this will also enable them to be more aware of the impact they can have on the environment and how to look after it for future generations.
Rec	Children know about similarities and differences between themselves and others, and among families. Communities and traditions – understanding the world – people and communities Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environment might vary from one another (understanding the world – the world)			
Year 1	Pupils should be taught to: Locational knowledge 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	<u>Where we live:</u> Locational knowledge, place knowledge, similarities and differences of a small area – compare to Blyth. This unit builds children's understanding of what location means and where they are in relation to other places. It also offers the opportunity to build comparison skills in their local area through experiential learning.	<u>Our place in the world:</u> Locational knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Develop knowledge of world, UK and their locality – their place within the world and country. Use world maps, atlases and globes.	<u>Directions and map skills:</u> Build on prior knowledge to describe locations, use simple compass directions, atlases, maps and globes. Opportunity to look at key vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, city, town, port, harbour.



	<p>United Kingdom and its surrounding seas</p> <p>Place knowledge</p> <p>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</p> <p>Human and physical geography</p> <p>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</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <p>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> <p>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</p> <p>Geography – key stages 1 and 2</p>		<p>Educational visit opportunity: Walkabout in local area to map out and write own directions</p>
Year 2	<p><u>The big, wide world</u></p> <p>Locational knowledge: name and locate 7 continents, 5 oceans, recap of countries and capital cities of the UK, North and South poles, map skills, atlases, directions, key vocabulary. Expands on learning about local area and UK in Y1.</p>	<p><u>Climate around the world</u></p> <p>Seasonal and daily weather patterns around the UK and world, the impact of the equator on climate, vegetation, north and south poles.</p> <p>Fieldwork</p> <p>Physical Geography</p> <p><i>Investigation: Weather diary – measure the rainfall over the course of a week</i></p> <p>School grounds</p> <p>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.</p>	<p><u>India</u></p> <p>Similarities and differences between the UK and a non-European country.</p>



	<p>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</p> <p>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.</p>			
Year 3	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <p>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</p>	<p><u>Where we live:</u></p> <p>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. 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. Use the 8 points of a compass, 4 and 6-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.</p>	<p><u>Water and the water Cycle:</u></p> <p>Children learn about how the water cycle works, who uses water and how and what the issues are with water in our world.</p> <p>Educational visit opportunity: Centre for life water and sustainability workshop</p>	<p><u>Coastal areas:</u></p> <p>Famous coastlines, erosion, disappearing coastlines, what we can do</p> <p>Educational visit opportunity: Visit to the coast to study erosion and rocks.</p> <p>Fieldwork</p> <p>Physical Geography</p> <p><i>Investigation: The amount and size of the pebbles or what landforms are at the coast?</i></p> <p>Coasts: Marsden Grotto (or another beach location such as Blyth etc)</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area by observing and sketching key features and maps</p>
Year 4	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	<p><u>Our place in the world:</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their:</p>	<p><u>Global Ecosystems</u></p> <p>(History – the murder of Chico Mendes and historical destruction of rainforests.</p> <p>Geography – identify the position and</p>	<p><u>Energy:</u></p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic</p>



	<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</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, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge</p> <p>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</p> <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>environmental regions, key physical and human characteristics, countries, 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) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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 in North or South America. 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. Use the 8 points of a compass, 4 and 6-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</p>	<p>significance of latitude and longitude [equator], understand geographical similarities and differences through the study of human and physical geography of a region of South America, describe and understand key aspects of physical geography including physical geography including climate zones, vegetation belts and the water cycle, distribution of natural resources</p>	<p>activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 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> <p>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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4 and 6-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.</p> <p>Educational visit opportunity: Visit to Cramlington wind farm</p>
Year 5	<p>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</p> <p>Geography – key stages 1 and 2</p> <p>4 Geographical skills and fieldwork</p>	<p><u>Changing jobs:</u></p> <p>Children will learn about jobs around the world, how those are changing based on resources and changes in physical geography, what jobs will be like in the future, the impact of technology.</p>	<p><u>Mountains and rivers</u></p> <p>Know more about the features of a variety of places around the world from local to global. Understand how people can both improve and damage the environment.</p> <p>Draw on knowledge and understanding to suggest suitable geographical enquiry</p>	<p><u>Climate:</u></p> <p>Climate around the equator, climate around the world, deserts, temperate climates, cold environments.</p>



	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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>	<p>Educational visit opportunity: Trip to a factory? To see manufacturing?</p>	<p>questions. Communicate findings using the appropriate vocabulary</p> <p>Fieldwork</p> <p>Physical Geography</p> <p>River Study: Ingram Valley</p> <p><i>Investigation: How does the depth, speed and sediment change across the bend of a river?</i></p> <p>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>	
Year 6		<p><u>Food and Resources and trade:</u> Distribution of food, where does food come from, food miles, sustainable food. 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. 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, major cities. 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</p>	<p><u>Hazardous World:</u> Know more about the features of a variety of places around the world from local to global and in different parts of the world. Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places. Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places. Explain own views Suggest own geographical enquiry. Select and use appropriate skills to conduct enquiry.</p>	<p><u>Map skills:</u> 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. 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.</p>



	<p>local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Educational visit opportunity: https://www.themagichatcafe.co.uk/ food waste project in Newcastle. Visit to a shipping company – maybe something through the insurance company linked to breakfast club?</p>	<p>Educational visit opportunity: Earthquake engineering workshop.</p> <p>*Local history topic – How mining has shaped Cramlington</p>	<p>Use the 8 points of a compass, 4 and 6-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</p> <p>Fieldwork Human geography Borrowdale Fieldwork Investigation</p> <p><i>Investigation: How do visitors affect the natural environment?</i></p> <p>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 and 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</p>
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