**Key Stage 2**

By the end of Key Stage 2, the children will need the following key skills:

**History**

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| Area of study | Skills |
| Chronology | * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study |
| Range and Depth of Historical Knowledge | * They should understand how our knowledge of the past is constructed from a range of sources. * changes in Britain from the Stone Age to the Iron Age. * The Roman Empire and its impact on Britain. * Britain’s settlement by Anglo-Saxons and Scots. * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. * A local history study. * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. * 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 * Ancient Greece – a study of Greek life and achievements and their influence on the western world. * 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 |
| Interpretations of History | * They should understand how our knowledge of the past is constructed from a range of sources. |
| Historical Enquiry | * They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. |
| Organisation and Communication | * They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. |

**Geography**

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| Area of study | Skills |
| 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. * 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 | * 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. |
| Human and physical Geography | * **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. |
| Geography 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. * 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. |

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| **Year 3** | **Term 1- Stone Age** | **Term 2- Stone Age** | **Term 3- Bronze Age** | **Term 4- Iron Age** | **Term 5- Romans** | **Term 6- Romans** |
| Chronology | Place the time studied on a time line.  Sequence events or artefacts.  Use dates related to the passing of time.  Timeline to be expanded for period of history using.  At the end of unit class teacher to photograph for evidence and put into knowledge organiser. | | | | | |
| Range and Depth of Historical Knowledge | Find out about everyday lives of people in time studied.  Compare with our life today.  Identify reason for and results of people’s actions.  Understand why people may have had to do something.  Study change through the lives of significant individuals. | | | | | |
| Interpretations of History | Identify and give reasons for different ways in which the past is represented.  Distinguish between different sources and evaluate their usefulness.  Look at representations of the period – museum, cartoons | | | | | |
| Historical Enquiry | Use a range of sources to find out about a period.  Observe small details – artefacts, pictures.  Select and record information relevant to the study.  Begin to use the library, e-learning for research.  Ask and answer questions. | | | | | |
| Organisation and Communication | Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations and drama. | | | | | |
| History Vocabulary | BC, Archaeology, Artefacts, Calendar, Change, Chronology, Continuity, Interpretation, Primary evidence, Secondary evidence and Significance. | | BC, **Agriculture,** Archaeology, Artefacts, Change, Chronology, Continuity, Interpretation, Primary evidence, Secondary evidence, **Settler** andSignificance. | BC, Agriculture, Archaeology, Artefacts, Change, Chronology, **Conquest,** Continuity, **Democracy,** Interpretation, Primary evidence, Secondary evidence, Settler and Significance. | **AD,** Agriculture, **Ancient civilisation,** Archaeology, Artefacts, **Causation, Century,** Change, Chronology, Conquest, Continuity, **Decade,** Democracy, Interpretation, **Invasion,** Primary evidence, Secondary evidence, Settler and Significance. | |
| 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 Equator, Northern Hemisphere and Southern Hemisphere. | | | | | |
| Place Knowledge | Understand geographical similarities and differences through studying the human and physical geography of different regions in the United Kingdom. | | | | | |
| Human and physical geography | Describe and understand key aspects of:   * Physical geography, including climate zones, rivers, mountains and the water cycle. * Human geography, including types of settlement and land use, economic activity including 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 four points of a compass and four 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. * 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. | | | | | |
| Geography Vocabulary | **Climate,** Continent, Europe, Equator,Environment, Human Features, Physical Features, Population, Temperature, Vegetation. | | **Climate,** Continent, Europe, Equator,Environment, Human Features, **Meander,** Physical Features, Population, Temperature, Vegetation. | **Climate,** Continent, Europe, Equator,Environment, **Flood plain,** Human Features, **Meander,** Physical Features, Population, Temperature, Vegetation. | **Climate,** Continent, Europe, Equator,Environment, **Flood plain,** Human Features, **Meander,** Physical Features, Population, **Rain Gauge,** Temperature, Vegetation. | |

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| **Year 4** | **Term 1- Ancient Egyptians** | **Term 2- Ancient Egyptians** | **Term 3- Romans** | **Term 4- Scots** | **Term 5- Saxons** | **Term 6- Saxons** |
| Chronology | Place events from period studied on a time line.  Use terms related to the period and begin to date events.  Understand more complex terms e.g. BC/AD  Timeline to be expanded for period of history using.  At the end of unit class teacher to photograph for evidence and put into knowledge organiser. | | | | | |
| Range and Depth of Historical Knowledge | Use evidence to reconstruct life in time studied.  Identify key features and events.  Look for links and effects in time studied.  Offer a reasonable explanation for some events.  Develop a broad understanding of ancient civilisations. | | | | | |
| Interpretations of History | Look at the evidence available.  Begin to evaluate the usefulness of different sources.  Use of text books and historical knowledge. | | | | | |
| Historical Enquiry | Use evidence to build up a picture of a past event.  Choose relevant material to present a picture of one aspect of life in time past.  Ask a variety of questions.  Use the library, e-learning for research. | | | | | |
| Organisation and Communication | Select data and organise it into a data file to answer historical questions.  Know the period in which the study is set.  Display findings in a variety of ways.  Work independently and in groups. | | | | | |
| History Vocabulary | AD, Agriculture, Ancient civilisation, Archaeology, Artefacts, Causation, Century, **Colony,** Chronology, Conquest, Continuity, Decade, Democracy, Interpretation, Invasion, Primary evidence, Secondary evidence, Settler and Significance. | | | | | |
| Locational knowledge | * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) 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. | | | | | |
| Place Knowledge | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. | | | | | |
| Human and physical geography | Describe and understand key aspects of:   * Physical geography, including climate zones, rivers, mountains, volcanoes, earthquakes and the water cycle. * Human geography, including types of settlement and land use and economic activity. | | | | | |
| Geographical skills and field work | * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use the four points of a compass and four 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. * 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. | | | | | |
| Geography Vocabulary | Aftershock, Deposition, Earthquake, Epicentre, Erosion, Flood plain, Headland, Lava, Magma, Meander, Seismometer, Settlement, Tectonic plates, Tsunami, Valley, Volcano and Water cycle. | | | | | |

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| **Year 5** | **Term 1- WW1** | **Term 2- WW2** | **Term 3- Mayans** | **Term 4- Mayans** | **Term 5- Vikings** | **Term 6- Vikings** |
| Chronology | Place current study on time line in relation to other studies.  Know and sequence key events of time studied.  Use relevant terms and periods labels.  Relate current studies to previous studies  Make comparisons between different times in history.  Timeline to be expanded for period of history using.  At the end of unit class teacher to photograph for evidence and put into knowledge organiser. | | | | | |
| Range and Depth of Historical Knowledge | Study different aspects of life of different people – differences between men and women.  Examine causes and results of great events and the impact on people.  Compare life in early and late times studied.  Compare an aspect of life with the same aspect in another period.  Study an ancient civilisation in detail. | | | | | |
| Interpretations of History | Compare accounts of events from different sources. Fact or fiction.  Offer some reasons for different versions of events. | | | | | |
| Historical Enquiry | Begin to identify primary and secondary sources.  Use evidence to build up a picture of life in time studied.  Select relevant sections of information.  Confident use of library, e-learning, research. | | | | | |
| Organisation and Communication | Fit events into a display sorted by theme time.  Use appropriate terms, matching dates to people and events.  Record and communicate knowledge in different forms.  Work independently and in groups showing initiative. | | | | | |
| History Vocabulary | AD, Agriculture, Ancient civilisation, Archaeology, Artefacts, Causation, Century, Colony, Chronology, Conquest, Continuity, Democracy, Interpretation, Invasion, **Primary evidence, Secondary evidence,** Settler and Significance | | | | | |
| Locational knowledge | * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North 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). | | | | | |
| Place Knowledge | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. | | | | | |
| 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. | | | | | |
| Geography 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 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. * 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. | | | | | |
| Geography Vocabulary | Biomes, Climate Zone, Contour, Delta, Deposit Materials, Desert, Ecosystem, Equator, Latitude, Longitude, Northern Hemisphere, Prime Meridian, Region, Southern Hemisphere, Tributary, Tropic of Cancer, Tropic of Capricorn and Vegetation Belts. | | | | | |

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| **Year 6** | **Term 1- Tudor and Stewarts** | **Term 2- Victorians** | **Term 3- Brunel** | **Term 4- Thematic Study 1066- now** | **Term 5- Thematic Study 1066- now** | **Term 6- Thematic Study 1066- now** |
| Chronology | Place current study on a time line in relation to other studies.  Use relevant dates and terms.  Sequence up to 10 events on a time line.  Timeline to be expanded for period of history using.  At the end of unit class teacher to photograph for evidence and put into knowledge organiser. | | | | | |
| Range and Depth of Historical Knowledge | Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.  Compare beliefs and behaviour with another period studied.  Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.  Know key dates, characters and events of time studied.  Compare and contrast ancient civilisations. | | | | | |
| Interpretations of History | Link sources and work out how conclusions are arrived at.  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.  Be aware that different evidence will lead to different conclusions.  Confident use of the library etc for research. | | | | | |
| Historical Enquiry | Recognise primary and secondary sources.  Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.  Bring knowledge gathering from different sources together in a fluent account. | | | | | |
| Organisation and Communication | Select aspect of study to make a display.  Use a variety of ways to communicate knowledge and understanding including extended writing.  Plan and carry out individual investigations. | | | | | |
| History Vocabulary | AD, Agriculture, Archaeology, Artefacts, Causation, Century, Chronology, Continuity, Democracy, Interpretation, **Monarchy, Parliament, Peasant,** Primary evidence, **Rebellion, Revolt,** Secondary evidence, Significance, **Torture, Traitor** and **Treason.** | | | | | |
| Locational Knowledge | * Locate the world’s countries, using maps to focus 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). | | | | | |
| Place Knowledge | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. | | | | | |
| 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. | | | | | |
| Geography 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 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. * 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. | | | | | |
| Geography Vocabulary | Aborigines, Biome, Commonwealth, Ecosystem, Fair Trade, Natural Resources, Pampas, Relief Rainfall, Rural Land Use, Savannah, Sustainability, Tributary, Trade Links, Tundra, United Nations and Urban. | | | | | |