

Curriculum Plan Subject Knowledge

	Term 1 Toy Story	Term 2 Me, my school, my road	Term 3 Superheroes: Florence Nightingale/ Mary Seacole	Term 4 Map Masters	Term 5 Kings and Queens
Year One/ Two Cycle A	<p>NC Links: Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>NC Links: Hi1/1.3 significant historical events, people and places in their own locality.</p>	<p>NC Links: Hi1/1.3 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</p>	<p>NC Links: Ge1/1.4a 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>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c 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>Ge1/1.4d 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>NC Links: Hi1/1.3 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</p>
	<p>Concepts: Society</p>	<p>Concepts: Society</p>	<p>Concepts: Significance and Conflict</p>	<p>Concepts: Space and Human Environments</p>	<p>Concepts: Leadership, Society and Significance</p>
	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • What are our toys like? • What were toys like 20 years ago? • What were our parents' and grandparents' toys like? • What were toys like 100 years ago? • How have toys changed over time? What about other cultures? • Were there differences between rich/ poor toys? Is this still the case today? 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • What did our school look like 100 years ago? • What was school like 100 years ago? • How is it different to now? • What did Newton Road look like 100 years ago? • What are the changes that have happened? • What would have life been like 100 years ago? Who reigned? • Would you rather have lived then or now? Why? 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • What was the Crimean War? (understand what a war is) • Who was Florence Nightingale and what is so significant about her? • What is the legacy of Florence Nightingale? • How was her work recognised? (Queen Victoria) • Who was Mary Seacole and what did she do? • What is the legacy of Mary Seacole? • What comparisons can be made between the two? • How were their lives similar/ 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • What is an atlas and what does it tell us? • How do we find countries across the world? • What are compass directions and how do they help? • How does a map work and what does it tell us? • What do maps look like in our local area? (possibility to extend out of Rushden to look at the River Nene – Stanwick Lakes) 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • What type of leader was Victoria? • What change did she bring to the world? • What was her impact on the world? • What was life like in the Victorian era? • Rich vs poor – what does it mean? • How does her reign compare to other queens and kings?

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		<p>different?</p> <ul style="list-style-type: none"> • <i>What other significant individuals are 'real life superheroes?' – Look at other people who have made a positive change and compare their lives to the above (additional question if time)</i> 			<p><i>Galapagos Islands disrupted trade routes</i></p>
<p>Vocabulary: artefacts, century, changes, chronological, decade, era, generation, inventions, material, mechanical, memories, new, old, opinions, paper, past, plastic, present, timeline, wooden</p>	<p>Vocabulary: Artefacts, century, changes, classroom, evidence, homes, houses, local, pupils, Queen Victoria, reign, staff, students, teacher, Victorian</p>	<p>Vocabulary: battle, dangers, event, injured, memorial, nursed, poverty, significant, source, supplies, survive, travel, war</p>	<p>Vocabulary: aerial view, buildings, countries, compass, directions, floor plan, forest, grounds, local, map, rivers, route, shops, surrounded, town, village</p>	<p>Vocabulary: chronological, crowned, coronation, empire, empress, heir, jubilee, majesty, monarchy, reign, royal, sceptre, succession, throne</p>	<p>Vocabulary: aerial view, beach, city, country, harbour, holiday, features, island, overseas, physical features, port, sea, season, tourism, trade, United Kingdom, weather</p>

	Term 1 London compared to Rushden	Term 2 Great Fire of London	Term 3 Antarctica	Term 4 Australia	Term 5 Illustrations through
Year One/ Two Cycle B	NC Links: Ge1/1.1b name, locate and identify characteristics of the 4	NC Links: Hi1/1.2 events beyond living memory that are significant	NC Links: Ge1/1.1a name and locate the world's 7 continents and 5 oceans	NC Links: Ge1/1.1a name and locate the world's 7 continents and 5 oceans	NC Links: Hi1/1.1 changes with memory. Where appropriate

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	<p>countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Ge1/1.3b use basic geographical vocabulary to refer to:</p> <ol 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>Ge1/1.4a 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>	nationally or globally	<p>Ge1/1.2a 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>Ge1/1.3a 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>Ge1/1.2a 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>Ge1/1.3a 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>	should be used to reveal change in national life
	Concepts: Place, Space, Scale, Human Environments	Concepts: Significance	Concepts: Significance (History) Place, Space, Scale (Geography)	Concepts: Place, Space, The Physical World, Human Environments	Concepts: Significance
	Key Knowledge: <ul style="list-style-type: none"> Where in the world is Rushden? Where in the world is London? What are the 4 countries that make up the UK? What is the capital of England? What can you see in London and how is it different to what you can see in Rushden? What are the differences in human/ physical features between both places? 	Key Knowledge: <ul style="list-style-type: none"> What questions needed to be asked about the Great Fire of London? How did the Great Fire start and what happened during the great fire? How do we know what happened during the great fire? Why did the fire spread so quickly? How should we rebuild London to stop another great fire? 	Key Knowledge: <ul style="list-style-type: none"> Where would you find Antarctica and what is it like there? Who is Captain Scott and why is he famous today? How did Captain Scott travel to the South Pole and what happened when he got there? Why did Captain Scott risk his life to get there? How would Scott have felt when he arrived at the South Pole after Amundsen and how do we know? Why did Scott fail to get there first? How should we remember Scott today? Should we carry on exploring today? 	Key Knowledge: <ul style="list-style-type: none"> Where Australia and what is it like? What can we find on a map of Australia? What is the climate like in Australia? How are celebrations different in Australia compared to the UK? What landscapes can be found in Australia? What are the animals like in Australia? 	Key Knowledge: <ul style="list-style-type: none"> What did books look like 100 years ago? How have illustrations in books changed over 100 years? Why has there been a change?
	Vocabulary: airport, Big Ben, bus, capital city, city, country, direction, human feature, key, landmarks, physical feature, river, skyscrapers, tourists,	Vocabulary: bakery, cart, diary, embers, eyewitness, fire breaks, fire hooks, flammable, leather bucket, monument, St Paul's Cathedral,	Vocabulary: Arctic, Antarctica, encountered, expedition, explorer, tundra	Vocabulary: continent, country, human features, habitats, island, ocean, physical features, sea, surrounded	Vocabulary: artist, author, drawing, published

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town, train station,					
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	Term 1 Stone Age to Iron Age	Term 2 Volcanoes, mountains, earthquakes	Term 3 Romans – Empire impact on Britain	Term 4 Rushden through the ages	Term 5 Water Cycle
Year Three/ Four Cycle A	NC Links: Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	NC Links: Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	NC Links: Hi2/1.2 Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	NC Links: Hi2/2.1 Local History Pupils should be taught about an aspect of local history	NC Links: Ge2/1.1b name and counties and cities of the Kingdom, geographical characteristics, key features (including hills, coasts and rivers), and patterns; and understand

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					of these aspects have time Ge2/1.3a describe a key aspects of physical geography, including: climate zones and vegetation belts, mountains, volcanoes and earthquakes, and the water cycle
	Concepts: Society	Concepts: The Physical World	Concepts: Conflict, Religion, Leadership and Significance	Concepts: Society and Significance	Concepts: The Physical World and
	Key Knowledge: <ul style="list-style-type: none"> How do we learn about the past? When was the Stone Age? What was so significant about the Stone Age? 	Key Knowledge: <ul style="list-style-type: none"> What are tectonic plates? Where are the tectonic plates located? How are volcanoes formed? 	Key Knowledge: <ul style="list-style-type: none"> Where is Rome? What was it like there? How did the Roman Empire emerge? 	Key Knowledge: <ul style="list-style-type: none"> Where in the UK will you find Rushden? (revisit from learning in KS1) What was life like in Rushden in 	Key Knowledge: <ul style="list-style-type: none"> Why do we have rivers? Where do they come from? What is the journey of water?

<ul style="list-style-type: none"> • What changes did they bring in Britain? • Repeat key questions for Bronze Age and Iron Age. • What comparisons can you find for each of these? 	<ul style="list-style-type: none"> • Where are volcanoes located? • How are mountains formed? • Where are mountains located in the world? • What mountains can be found in the UK? • What causes an earthquake? 	<ul style="list-style-type: none"> • Who was Julius Caesar? • Why did they want to invade Britain? • What was the Roman invasion like? • What changes did they bring? • Who was Boudicca and why did she rebel? • What is the Roman legacy? 	<ul style="list-style-type: none"> • the past? • How does this compare to other towns? • What were the main trade links within Rushden? • What were conditions like in factories and who would work there? 	<ul style="list-style-type: none"> • Where are the major rivers? • What is our local river? How far does it travel? • What comparisons can you find between the River Great Ouse and another UK river? • Where are other rivers in the world? • Study of a world river.
<p>Vocabulary: agriculture, archaeology, archaeologist, artefact, bronze, era, flint, hillfort, hunter-gatherer, forage, homo sapiens, iron, monument, Neolithic, Nomadic people, period, pre-historic, roundhouse, settlement, site, smelting, thatched, trade, tribe</p>	<p>Vocabulary: active, altitude, climate, continent, core, dormant, erupt, fault lines, form, gas, lava, layers, location, magma, mantle, melt, molten, mountain, peak, physical features, pressure, range, summit, tectonic plates, vent,</p>	<p>Vocabulary: Battle, conquer, emigrate, emperor, empire, gladiator, immigrate, invade, legion, legionnaire, senate, settlers,</p>	<p>Vocabulary: economy, employment, heritage, industry, locality, trade, trader workers, workhouse, poverty, wealth</p>	<p>Vocabulary: biome, climate, confluence, continent, course, current, deposition, erosion, estuary, meander, mouth, ocean, features, sedimentary, spring, stream, tributary, cycle,</p>