

	Autumn	Spring	Summer
Topic Title	Stone Age and Iron Age – significant changes	Contrasting UK and European Locality Mountains	Roman Impact on UK and Legacy Volcanoes and Earthquakes
Content	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p><b>Examples (non-statutory)</b></p> <p>This could include:</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</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,</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),</p>	<p>The Roman Empire and its impact on Britain</p> <p><b>Examples (non-statutory)</b></p> <p>This could include:</p> <p>Julius Caesar’s attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian’s Wall</p> <p>British resistance, for example, Boudica</p> <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</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>

Ideas	<p>Skara Brae – BBC Schools</p> <p><a href="http://www.bbc.co.uk/scotland/learning/primary/skarabrae/">http://www.bbc.co.uk/scotland/learning/primary/skarabrae/</a></p> <p>Cave paintings</p> <p>Shropshire Hills</p> <p>Homes, food</p> <p>Copper Mines</p>	<p>Holidays – where to go, what to take</p> <p>Cardingmill Valley</p>	<p>Wroxeter</p> <p>Chester</p> <p>Roman Life</p> <p>Pompeii</p>
Ongoing	<p style="text-align: center;"><b>Locational Knowledge -</b></p> <p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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)</p> <p style="text-align: center;"><b>Geographical skills and fieldwork</b></p> <p style="text-align: center;">Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p style="text-align: center;">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 style="text-align: center;">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>		

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