



Year 1

History

National Curriculum Link

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
 - The lives of significant individuals in the past who have contributed to national and international achievements
1. Constructing the past: Can identify relevant features of particular historical themes, events and people from family, local, national and global history.
 2. Sequencing the past: Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.
 3. Change and development: Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern toys).
 4. Cause and effect: Can identify at least one relevant cause for, and effect of, several events covered.
 5. Significance and interpretations: Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular significant individual.)
 6. Planning and carrying out a historical enquiry: Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences).
 7. Using sources as evidence: Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story).

Geography

National Curriculum Link

- 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 United Kingdom and its surrounding seas
- 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
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean. Key human features, including: city, town, village, farm, house.

- 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.
- Devise a simple map; and use and construct basic symbols in a key
- 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.

Lesson Examples:

Children bring in their own favourite toy from home and a toy that their parent's/ grandparents had. Explore the differences.

Put a variety of toys onto a timeline and discuss how they have changed and what they are made from.

Learn about famous people including: Florence Nightingale, Neil Armstrong, Christopher Columbus, The Wright Brothers. Make paper airplanes, rockets and ships and record facts about how their inventions have changed History.

Compare holidays from 100 years ago to now focusing on what people wore, how people travelled and activities people did at the beach.

Plan a route to school and create a map showing human and physical features.

Piece together a large puzzle of the UK and match the 4 countries and their capital cities.

Watch videos based on famous landmarks in the UK and create models of their favourite ones.

Using Google Earth explore the map and zoom into different locations discussing the name of country, its continent and label its physical and human features.

Complete a map of the school and create a key demonstrating the human and physical features.

Use directional language to navigate and follow instructions to find real treasure hidden in the woods.

Draw maps and direct a partner with a counter to follow the map to find the treasure.

Follow basic co-ordinates to find different items on a simple grid.

Evidence:

(Twitter links)

[Danesfield Year 1 on Twitter: "Thank you to all the parents, grandparents, aunts and uncles for allowing the children to bring in your childhood toy! We had so much fun exploring how different they are compared to modern toys and how they are special 🙌 #toysfrompasttopresent @DanesfieldSchl https://t.co/yzfExDqbsM" / Twitter](https://t.co/yzfExDqbsM)

[Danesfield Year 1 on Twitter: "Today we learnt about Neil Armstrong and we loved creating Saturn V rockets. Here they are. @DanesfieldSchl 🚀 https://t.co/aBUZle98RX" / Twitter](https://t.co/aBUZle98RX)

[Danesfield Year 1 on Twitter: "1K's Pirate Expedition! We hunted for the treasure using maps, a measuring wheel and a compass. It was so much fun! https://t.co/cCJQa54EZJ" / Twitter](https://t.co/cCJQa54EZJ)

[Danesfield Year 1 on Twitter: "In Geography we created pirate treasure maps. We then used directional language to instruct the beebot to different areas on the map. https://t.co/l01kg2g8ho" / Twitter](https://t.co/l01kg2g8ho)

[Danesfield Year 1 on Twitter: "We made some incredible London Landmarks. Take a look! 🇬🇧 @DanesfieldSchl https://t.co/pF9FnBYjU" / Twitter](https://t.co/pF9FnBYjU)

History

National Curriculum Link

- The lives of significant individuals in the past who have contributed to national and international achievements
 - Events beyond living memory that are significant nationally or globally
1. Constructing the past: The pupil can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot).
 2. Sequencing the past: Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').
 3. Change and development: Can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades).
 4. Cause and effect: Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot).
 5. Significance and interpretations: Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of a famous explorer).
 6. Planning and carrying out a historical enquiry: Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).
 7. Using sources as evidence: Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine).

Geography

National Curriculum Link

- 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.
- Use basic geographical vocabulary to refer to key physical features, including: river, soil, valley, vegetation, season and weather. Key human features, including: office, port, harbour, shop, factory.

- 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.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Lesson examples:

History

- Use various sources to find out about The Fire of London and write this in a newspaper report.
- Introduction to debating as to the cause of Emily Davison's demise.
- Learn about Queen Elizabeth 11 and compare her reign to Queen Elizabeth 1.
- Discover how the past can influence our current behaviour whilst learning about Guy Fawkes and Remembrance Day.
- Through learning about Marlow's history, children are more aware of their local area.

Geography

- Learn about another culture (Ghana) through lino printing and papier mache masks in Art.
- Using the Katie Morag story books about living on an island, use geographical vocabulary to refer to physical and human features.
- Children use Google Earth to locate their holiday destinations.

Evidence: (Twitter links)

<https://twitter.com/DanesfieldY2/status/1397186233932165121?s=20>

<https://twitter.com/DanesfieldY2/status/1326537048073777152?s=20>

<https://twitter.com/DanesfieldY2/status/1192151500291813376?s=20>

<https://twitter.com/DanesfieldY2/status/1191793441635786753?s=20>

<https://twitter.com/DanesfieldY2/status/1359152173280612356?s=20>

<https://twitter.com/DanesfieldY2/status/1349741729986064385?s=20>

Year 3

History

National Curriculum Link

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain

- The Tudor Period

1. Constructing the past: Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by the Romans).
2. Sequencing the past: Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).
3. Change and development: Can describe some similarities, differences and changes occurring within Year 3 topics (e.g. describe some similarities and differences between the Stone Age periods).
4. Cause and effect: Can describe some relevant causes for, and effects on, some of the key events and developments covered.
5. Significance and interpretations: Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain).
6. Planning and carrying out a historical enquiry: Can ask valid questions for enquiries and answer using a number of sources.
7. Using sources as evidence: Can understand how sources can be used to answer a range of historical questions.

Geography

National Curriculum Link

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.
- 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, a region in a European country, and a region in North or South America (with a focus on 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
- 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.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

MFL

National Curriculum Link

- Understand a few familiar spoken words and phrases
- Say and/or repeat a few words and short simple phrases
- Know how to pronounce some single letter sounds.
- Imitate correct pronunciation with some success.
- Recognise and read out a few familiar words or phrases
- Use visual clues to help with reading.
- Write or copy simple words and/or symbols correctly
- Select appropriate words to complete short phrases or sentences.
- Understand and respect that there are people and places in the world around them that are different to where they live and play
- Understand that some people speak a different language to their own

History:

Lesson Examples:

- Write a diary entry, imagining you are a farmer/soldier/general during Boudicca's rebellion
- Creating a timeline of events in the Tudor period, using pictures, dates, and facts they have researched.
- Research safari lesson – different stations for groups to use laptops, VR headsets, books and textual information, model making to discover Scara Brae
- Learning about, discussing and making replicas of the different tools that developed throughout the stone age. Putting pictures of the tools in order based on their level of technical advancement.
- Understanding the timeline of millions of years since the start of the Stone Age by unwinding a loo roll – each square was 500 years.
- Creating a family tree of Tudor monarchs and making notes of each of their biographies underneath.

Geography

Lesson examples:

- using google earth to identify the 10 most active volcanoes on Earth
- Creating maps of India with the main cities labelled
- colour coding world maps to show the equator, northern/southern hemisphere, tropic of cancer and capricorn and the areas covered by tropical rainforest.
- children learnt about the adaptations of different rainforest plants and animals and then designed their own plant that was adapted to live in the tropical rainforest
- learnt about deforestation through the book 'Greta and the Giants' and then wrote a persuasive speech about protecting the rainforest - this lesson also covered indigenous cultures in the rainforest.

- Children made dioramas to demonstrate the layers of the rainforest.

Spanish

Lesson examples:

- Using Quizlet to learn vocabulary in a variety of ways (look, listen, repeat, picture prompts and quiz questions) <https://quizlet.com/latest>
- Reading 'La Oruga Muy Hambrienta' / listening to it being read, then learning the names of the different fruit the caterpillar eats
- Creating a comic strip for 'La Oruga Muy Hambrienta' using the Spanish vocab that they have learnt
- Learning the Spanish alternative to the Happy Birthday song, to help cement vocabulary knowledge as well as understanding that people around the world speak other languages
- Writing birthday cards in Spanish to use numbers and dates vocabulary
- Studying 'La Tomatina' and other Spanish celebrations as part of cultural awareness.
- Using Kahoot to revise each half term's new vocabulary

Evidence (Twitter Links)

History:

Tudor Timelines - <https://twitter.com/DanesfieldY3/status/1408067146681180166>

Tudor Family Tree - <https://twitter.com/DanesfieldY3/status/1405526221476093955>

Making Roman Mosaics - <https://twitter.com/DanesfieldY3/status/1375525461250469894> <https://twitter.com/DanesfieldY3/status/1374824640305070093>

Making Roman clay pots <https://twitter.com/DanesfieldY3/status/1375029445283741698> <https://twitter.com/DanesfieldY3/status/1374825301763579911>

Writing diary accounts of Boudicca's rebellion <https://twitter.com/DanesfieldY3/status/1370338606188015620>

Using forms to assess subject knowledge at the end of the Romans Topic <https://twitter.com/DanesfieldY3/status/1365652966808649730>

Mind maps and forms to review our learning about the stone age <https://twitter.com/DanesfieldY3/status/1319232251264176132>

Geography:

Evidence (twitter links):

<https://twitter.com/danesfieldy3/status/1393238350396628992?s=21> Creating the different layers of the rainforest in art.

<https://twitter.com/danesfieldy3/status/1359558466994634756?s=21> Understand the climate and animals found in India.

<https://twitter.com/danesfieldy3/status/1346848695967481860?s=21> Understanding where India is located.

<https://twitter.com/danesfieldy3/status/1329861625151631360?s=21> Learning how volcanos erupt.

<https://twitter.com/danesfieldy3/status/1329453091809275907?s=21> Locating the 10 most active volcanos on earth using Google Earth.

<https://twitter.com/danesfieldy3/status/1324010135874871302?s=21> Understanding the Earth's layers.

Spanish:

<https://twitter.com/DanesfieldY3/status/1414886513331118081>

Year 4

History

National Curriculum Link

- Ancient Greece
 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
1. Constructing the past: Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Greeks and their achievements).
 2. Sequencing the past: Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.
 3. Change and development: Can make valid statements about the main similarities, differences and changes occurring within topics.
 4. Cause and effect: Can comment on the importance of causes and effects for some of the key events and developments within topics.
 5. Significance and interpretations: Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Greek achievements were significant).
 6. Planning and carrying out a historical enquiry: Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.
 7. Using sources as evidence: The pupil can recognise possible uses of a range of sources for answering historical enquiries.

Geography

National Curriculum Link

Topic –Italy

Locational knowledge

locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features

Topic- UK

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.

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and physical geography

describe and understand key aspects of:

physical geography, including: rivers, mountains and the water cycle

human geography, including: types of settlement and land use

Geographical 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 to build their knowledge of the United Kingdom and the wider world

National Curriculum Link

- Understand a range of familiar spoken phrases
- Respond to a clear model of language
- Answer simple questions and give basic information
- Know how to pronounce all single letter sounds
- Show an awareness of sound patterns
- Be clearly understood
- Understand some familiar written phrases
- Begin to spell some commonly used words correctly
- Identify similarities and differences in my culture to that of another
- Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to their own

Lesson examples:

History

- Writing a newspaper report about the Battle of Marathon from Ancient Greek times
- Learning about the Parthenon and creating posters to explain why it was important to the Ancient Greeks
- Comparing our own crime and punishment system with that of Anglo-Saxon and Viking times
- Understanding about how we can learn from the past by investigating the mystery of Sutton Hoo

Geography

- Creating outfits worthy of Milan Fashion Week and learning about Vivaldi and 'The Four Seasons' in conjunction with our Italy project
- Designing an Italian menu and having a go and creating some of the dishes
- Learning about the course a river takes by building verges outside to change the direction of the water flow
- Comparing mountains of the UK against mountains of the world using graph paper

Spanish

- Creating Spanish Board Games to help with Vocabulary
- Learning 'The Three Little Pigs' to understand how vocabulary can begin to be put together into a story
- Learning about the countries where Spanish is spoken in South America
- Learning 'Heads, Shoulders, Knees and Toes' song in Spanish to aid with vocabulary retention

Evidence: (Twitter links)

History

Viking Day preparation: <https://twitter.com/DanesfieldY4/status/1404556732043571209>

Ancient Greece Parthenon posters: <https://twitter.com/DanesfieldY4/status/1324023773645938689>

Benjamin Zephaniah Poetry to celebrate Black History Month: <https://twitter.com/DanesfieldY4/status/1319645077396951041>
Applying our learning about the past to create our own Greek pots: <https://twitter.com/DanesfieldY4/status/1317078804066689024>
Staging a mini Olympics based on the sporting events of the time: <https://twitter.com/DanesfieldY4/status/1315650438260285441>

Geography

Learning about the course of a river: <https://twitter.com/DanesfieldY4/status/1398346712285057027>
Comparing different mountain heights: <https://twitter.com/DanesfieldY4/status/1392891552008220683>
Reproducing the Italian flag using different resources: <https://twitter.com/DanesfieldY4/status/1365340585767424000>
Creating an outfit worth of Milan Fashion Week: <https://twitter.com/DanesfieldY4/status/1359482890208370688>
Learning about Vivaldi and listening/responding to The Four Seasons “Spring”: <https://twitter.com/DanesfieldY4/status/1354387476308250630>
Recreating model Leaning Towers of Pisa: <https://twitter.com/DanesfieldY4/status/1351823609694711809>
Making Italian food: <https://twitter.com/DanesfieldY4/status/1350013004704854016>

Spanish

Making Spanish Board games such as “Spanopoly”: <https://twitter.com/DanesfieldY4/status/1397515519054516232>
Taking part in the European day of languages competition: <https://twitter.com/DanesfieldY4/status/1324301418539454464>
Making Spanish Magdelenas whilst practising vocabulary: <https://twitter.com/DanesfieldY4/status/1281166272634466305>

Year 5

History

National Curriculum Link

- Ancient Egypt
 - A post 1066 study of a theme or aspect of British history that extends children’s chronological understanding: the Industrial Revolution
1. Constructing the past: Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Egyptian life).
 2. Sequencing the past: Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Egyptian developments, people and events on an annotated timeline).
 3. Change and development: Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance).
 4. Cause and effect: Can place several valid causes and effects in an order of importance relating to events and developments.
 5. Significance and interpretations: Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Egypt).

6. Planning and carrying out a historical enquiry: Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Victorians from several sources and reach a conclusion at the end of an enquiry).
7. Using sources as evidence: Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Victorian Era).

Geography

National Curriculum Link

- 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).
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.

MFL

National Curriculum Link

- Understand the main points from a spoken passage made up of familiar language
- Know how to pronounce some letter strings.
- Understands the main point(s) from a short written text
- Match sound to print by reading aloud familiar words and phrases
- Use a bilingual dictionary to find out the meanings of new words Write a few short sentences with support using vocabulary and grammar already learnt
- Spell words that are readily understandable
- Respect and understand cultural diversity
- Identify and compare similarities and differences in my culture to that of another
- Understand how symbols, objects and pictures can represent a country

Lesson Examples:

History

- We mummified tomatoes to learn the ancient process of mummification
- We designed and created our own canopic jars from clay.
- We learnt about the impact of the ancient Egyptian system of irrigation on the modern world.
- We tackled an Escape Room using our knowledge of ancient Egypt.

- We made board games using facts of Cleopatra.
- We performed hot seating to 'meet' King Tut.
- We learnt and performed the different dances fashionable in the 1960s.
- We listened to some of the hits of the 1960s on a record player.
- Used found objects, to create an image of the industrial revolution inspired by LS Lowry.
- We conducted interviews with Queen Victoria on flipgrid.
- We had a virtual school trip the Reading Museum who showed us Victorian artefacts.
- We constructed scale models of Victorian chimneys to assess whether we were able to do the job of chimney sweep.

Geography

- Built rivers with its different courses on Minecraft
- Creative writing using the picture book The Rhythm of the Rain, where they write from the point of view of the river, using geographical vocabulary.
- We used Ordnance Survey maps to look at the River Thames at three different stages (upper, middle and lower course) and had to track down different things on the map.
- We learnt about Japan. We used a world map and Google Earth to identify the northern and southern hemisphere and the Tropics of Cancer and Capricorn, before focusing on Japan and labelling its major cities and geographical features, such as Mount Fuji and the surrounding seas.
- We have learnt that the Earth is made up of tectonic plates and that Japan is in 'The Ring of Fire' which is why it has so many earthquakes. We learnt how they can prepare from them e.g. quake resistant buildings.
- We learnt that earthquakes often lead to tsunamis and we used the picture book The Phone Booth in Mr Hirota's Garden to do some creative writing in English, about a real life event where a man set up a fake phone booth in his garden, where people came from all around to 'talk' to their lost loved ones following the 2011 tsunami. We also created reports about what tsunamis are.
- We learnt what mountains are and how they are formed, before learning about Mount Fuji in Japan. They created Sway presentations about it.

Spanish

- We made and labelled monster faces using vocabulary of the parts of the face.
- We read Little Red Riding Hood in Spanish and retold parts of the story using Spanish vocabulary.
- We Skyped with a Spanish national who read us Little Red Riding Hood in Spanish.
- We learnt about the Mexican celebration of Day of the Dead.
- We used the Pixar movie, Coco, to inspired Mexican themed writing.
- We learnt vocabulary in order to describe our pets and made flipgrids of our learning.
- We celebrated the European Day of Language with some foreign language taster session.

Evidence:

History

<https://twitter.com/danesfieldy5/status/1309482062215294976?s=21>

<https://twitter.com/danesfieldy5/status/1310696289026428928?s=21>
<https://twitter.com/danesfieldy5/status/1313430008648605701?s=21>
<https://twitter.com/danesfieldy5/status/1315644303025360897?s=21>
<https://twitter.com/danesfieldy5/status/1331256567023489036?s=21>
<https://twitter.com/danesfieldy5/status/1354526310459183105?s=21>
<https://twitter.com/danesfieldy5/status/1364602146407256067?s=21>
<https://twitter.com/danesfieldy5/status/1371903861447884807?s=21>

Geography

<https://twitter.com/DanesfieldY5/status/1396815242919874565?s=20> Rivers
<https://twitter.com/danesfieldy5/status/1409625525375492104?s=21>

Spanish

<https://twitter.com/danesfieldy5/status/1309484756111851520?s=21>
<https://twitter.com/danesfieldy5/status/1314580333711552512?s=21>
<https://twitter.com/danesfieldy5/status/1326181007322734592?s=21>
<https://twitter.com/danesfieldy5/status/1395075702488174597?s=21>

Year 6

History

National Curriculum Link

- A post 1066 study of a theme or aspect of British history that extends children's chronological understanding: World War II & The Battle of Britain
 - A non-European study that provides contrast with British history: Mayan civilisation c. AD 900
1. Constructing the past: Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society).
 2. Sequencing the past: Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.
 3. Change and development: Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication).
 4. Cause and effect: Can explain the role and significance of different causes and effects of a range of events and developments.

5. Significance and interpretations: Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance.
6. Planning and carrying out a historical enquiry: Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.
7. Using sources as evidence: Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).

Geography

National Curriculum Link

- 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).
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.

MFL

National Curriculum Link

- Understand the main points and some of the detail from a short spoken passage
- Take part in a simple conversation
- Express an opinion
- Know how to pronounce a range of letter strings
- Begin to understand how accents change letter sounds
- Pronunciation is becoming more accurate and intonation is being developed
- Understand the main points and some of the detail from a short written text
- Begin to read independently
- Use a bilingual dictionary to look up new words

- Write a short text on a familiar topic, adapting language already learnt
- Spell commonly used words correctly
- Talk about, discuss and present information about a particular country's culture
- Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war

Lesson Examples:

Geography:

Learnt about how mountains were formed (reinforcing the understanding of the Earth's layers).

Researched a mountain belt from across the world (including Europe and North/ South America).

Researched the effect of tourism on mountains.

Looked at where South Africa is in relation to the UK.

Human geography- understood why there is so much poverty in this country.

Discussed the climate, habitats and indigenous species of the country.

Used an OS map to build our knowledge of the UK. Used an OS map when orienteering.

Researched our local area, focusing on the River Thames. Studied the part of the Thames that runs through Marlow. Located different points of the River Thames and discussed the local wildlife we would find there.

History:

Lessons covering the basis of Mayan society (religion, food, social status, schooling, comparison of the rich and poor)

In each History topic we time lined key dates or events (period of the Maya, events of WW2, Nelson Mandela's life key events)

Discussed changes in society because of the WW2 e.g. woman in the workplace.

Looked at how Nelson Mandela changed the course of history for not only South Africa, but the world.

Compared the current Coronavirus pandemic to that of the 1665 Plague.

Looked at different sources of evidence to infer what living through the 1665 plague was like.

Usually take the children on a tour of Danesfield House (which has significant links to WW2) but the pandemic stopped that this year.

Evidence:

Geography

<https://twitter.com/danesfieldy6/status/1371499103096606722?s=21> South African picnic bread

<https://twitter.com/danesfieldy6/status/1311278659756535812?s=21> Learning about different mountain ranges, researching and presenting about them.

<https://twitter.com/danesfieldy6/status/1306243401470423040?s=21> Locating mountain ranges across the world.