

Assessment, Key Concepts and Golden Thread to Curriculum knowledge progression mapping document

	Yr 1			Yr 2			Yr 3			Yr 4			Yr 5			Yr 6		
	My Local Area Toys in Time	Transport and	The United Kingdom Our Seaside: Now and Then	Kings and Queens The Great Fire of London	Planet Earth	Life in Kenya They Made a Difference	Settlement and Land use in the UK	Europe (Case Study: Italy)	Climate Zones and Biomes Ancient Greeks	Roman Invasions Roman Britain	Amazon: Rivers and Rainforests	Maya Civilization The USA	Anglo-Saxon Scots	Asia: Volcanoes and Earthquakes	Baghdad/the Middle East The Industrial Rev	Ancient Egyptians Global Challenges	Conflict and Resolution	Mapping the World Making our Mark
Chronological understanding	<p>Aut1- Where we are in time on a timeline now. Aut2- Can we put our toys in chronological order? Spring- How travel has changed over time. Sum2- How have seaside holidays changed? Victorians and comparisons, what do we like to do at the seaside now v before</p>			<p>Aut1- Chronology- timeline of Kings and Queens from Normans to Windsor Aut2- Chronology across an events causing the great fire of London Sum1- People who have made a difference to human rights and events over time since 1950</p>			<p>Aut1-Chronology of Stone Age, Bronze Age and Iron Age Sum1-Deforestation Sum2- Events in AG and its place in history- different stages inc Age- timeline across 700 BC to 460BC and influence today</p>			<p>Aut 1- Roman Invasion/Event:55BC to 410AD Aut 2- The Romans controlled most of the lands in Britain for almost 400 years Sum1-Ancient Mayan events and times in history Sum2- USA landmarks through history- including skyline of NYC</p>			<p>Aut 1- Where in time? After the Romans. Aut 2- Britain from Scots-Anglo Saxons and Vikings up to 1066 Spring- Pangea and continental drift Sum 1- Where it fits into other Ancient Civilizations compared to Mayans and Ancient Egyptians Sum 2- Links to Year 1 and Year 6 Learning- Industrial Revolution 1750-1900</p>			<p>Aut1- Ancient civilizations- 3000 years Aut2- land use over time; chronology of borders, treaties and trade Spring- Chronological history of Britain beyond 1066. Sum1-Mapping the World (Pirates) Sum2-Social Justice over time- links to Y2</p>		
Impact on today- People, Legacy, Democracy, Change	<p>Aut1-How people live today? The people who live there and make it special. Changes for the future Spring-People now travel on holidays, to space, by boat, car, bike, plane- changes to travel- electric from petrol Sum1- UK Flags and representations, democracy Sum2- Impact of technological advances, changes in people and their fashions</p>			<p>Aut1- Bonfires, Thanksgiving Act, Monarchy, Government, Influence, Prime Minister Aut2- Change of London following the Great Fire to public services and architecture Spring- People and animals across the planet Sum1- Peoples jobs/lives/schools; impact of power systems; how life in Kenya is changing</p>			<p>Aut1- Comparisons between cities, towns, dwellings? Farming, Change in land use Aut2- Conflict between groups of people as they began to settle vs living a nomadic lifestyle- there was wealth through materials, tools, weapons and objects Spring- People in Europe compared to those living in the UK and their daily life</p>			<p>Aut 1- Emperors, Boudica, tribe, army, Hadrian, Claudius Aut2- Romans, Emperors, slavery Spring- Indigenous, settlements, Yanomami tribe is the largest in the Amazon Rainforest, fishing, agriculture, damming, irrigation, deforestation</p>			<p>Aut 1- King Alfred the Great- creating a code of Law- and splitting the kingdoms into Land-lords-wergeld- crime and punishment of court Aut 2- Society was separated into the King-Jarls, karls and thralls/slaves. Viking Women were highly respected supporting the farm and were skilled</p>			<p>Aut 1- society structured like a pyramid; arisans, nobles and vizier, pharohs, relied on nile for survival, scribes could read and write, early hieroglyphic language, Howard Carter discovered the tomb, calendar Aut 2- distribution of resources fairly/unfairly some countries have more/less- wealthy countries buy some,</p>		

Sum2- People's legacy and how they have had an impact on human rights- changes to laws

Sum1- Peoples impact on the climate- Climate Heroes- Challenges faced by humans living in each biome
Sum2- People, Olympics, Philosophy, Democracy, How history is recorded. Changes to our societies based upon their discoveries, Empire

Sum1- Number system, social structure, comparisons with other civilizations, written language, currency, farming, hunting, and fishing improved- Chocolate
Sum2- Population- different governments, flag

weavers. Edward the Elder, Aethelflaed and her brother Edward the Elder, Aethelstan became King of all England; Edward the confessor- Harold, Harald Hadrada and William the Conqueror all rivalled the throne
Spring- Borders and their impact (natural and manmade) Engineers.- disaster relief
Sum 1- Centre of the Islamic World, Al-Mansur built Baghdad- coins used for trade- Al Khwarizmi – House of Wisdom made science advancements- Al-Battani astronomer and Al- Razi greatest physician- 1million people lived in Baghdad compared to London 20k. Men and Women were separated. In Baghdad vs Viking women who had independence and influence. Men influenced politics.
Sum 2- A population boom, empire expansion, shaped the modern world, power and transport. Colonising land, slave trade, expansion, Walt, Boulton produced steam engines, Humphry Davy- safety lamp; Abraham Davy- developed iron production- During the industrial revolution a

effects of climate change, migration, immigration, refugees, displacement
Spring- World War- British Empire- Colonies- Nazi Party, Reichstag, Fuhrer, civilians, trench life, enlisting
Summer 2- David Attenborough, Greta T, their mark Millicent Garrett, Emiline Pankhurst- suffragettes, BLM- racial equality, Ruth G, Mohammed Ali and their impact on the world

					middle class emerged3- due to overpopulation towns and cities became overcrowded and overrun by disease.	
Architecture (and Dwellings)	<p>Aut1- Village shops/ Church/ Our homes</p> <p>Aut2-Museums toys/ Holkham Hall</p> <p>Sum1- Comparisons of different places in the UK, House of Parliament, Castles</p> <p>Sum2- fairgrounds, lighthouses, bathhouses, amusements, caravan park, pier/harbour, promenade</p>	<p>Aut1- Castles, Palaces, Parliament</p> <p>Aut2- What was London like in 1666- Wood buildings, close together- Why did the fire spread so quickly? St Paul's Cathedral</p> <p>Spring- Climates of different continents and impact on dwellings; famous landmarks across the continents</p> <p>Sum1- Similarities and differences of architecture to Kenya</p> <p>Sum2- Segregation in places of work and in public</p>	<p>Aut1- Dwelling, towns, cities, hamlets</p> <p>Aut2- Stonehenge, monuments, neolithic dwellings, settlements, roundhouse, hillforts</p> <p>Spring- significant landmarks, buildings, bridges, monuments, dwellings, museums</p> <p>Sum2- Parthenon, Acropolis,</p>	<p>Aut 1- Roundhouses, settlements, fort</p> <p>Aut 2- Roman religion at Lullingstone Roman Villa, bathhouse, aqueduct, amphitheater, roads</p> <p>Spring- Amazonian settlements, irrigation, dams</p> <p>Sum1- city-states, regions</p> <p>Sum2-skyscrapers, dam, observation tower, landmarks,</p>	<p>Aut 1- Hadrian's Wall; daily life dwellings; land and kingdoms- abandoned roman buildings and large cities for small villages- Sutton hoo discovery</p> <p>Aut 2- longhouse, priories monasteries</p> <p>Spring- How dwellings and structures are built to absorb seismic activity</p> <p>Sum 1- Baghdad City, Mosques</p> <p>Sum 2- Industrial growth, factories, workhouses, first factories, cotton factories, steam powered- many machines and buildings built from iron- coal mines- cheaply made houses- too close together spread disease</p>	<p>Aut 1- Pyramids 147m tall, where they built civilisations, built statues for gods</p> <p>Aut 2- How people live globally, energy use, global citizens</p> <p>Spring- Trenches; No-mans land, life in war times</p> <p>Sum 1- TBC</p>
Beliefs	Protestantism, Catholicism	Protestantism, Methodists, Protestantism, Church of England, Catholicism Human Rights	Spiritual world, Druids- Priests, Vatican City, Philosophy	<p>Polytheistic religion with anthropomorphic deities, paganism, nature, astronomy and rituals. God, Goddess, Polytheism</p> <p>Sum 1- Gods, temples, festivals, own creation story, sacrifices</p>	<p>Aut- King Ethlebert- first King to convert to Christianity.</p> <p>Augustine, Columba, Aiden and Oswald all sainted for their work in promoting Christianity.</p> <p>Monasteries were the only schools. Missionary.</p> <p>Norse paganism, polytheistic, polytheistic</p> <p>Spring-Relief Organisations</p>	<p>Aut1- Gods- over 2k gods and goddesses believed in preserving the body for the afterlife- underworld</p> <p>Aut 2- Global citizenship- RE</p> <p>Spring- Nazi Party</p> <p>Sum 1- Muslim, Jewish, Christianity- linking to equality</p>

					Sum1- Qur'an highlights the value of learning and encourages study Sum 1- People of colonized lands experienced inequality in culture and religion	
<i>Culture (art, design, food, DT, MFL & music)</i>	Aut1- Design of toys past and present/ Toy materials/ musical toys Aut2- Transport design Sum1- Comparisons of nations- songs- food- design of flags Sum2- prom, puppet show, holidays in the past, food at the seaside, activities, fairs, fairground design, promenade music	Aut1- Monarch, Portraits Aut2- What they ate, drank had in their house? No technology all from diaries, Design a Tudor home. Spring- Music, languages and food in different continents Sum1- Kenyan Art; folk and country music; food of Kenya Sum2- How cultural differences impacted on perception of people- developing the HRA; Cultural representations and art	Aut1- Countryside Aut2- taming of animals, cave paintings, sharing of culture through the European tribes, hunter/gathering to farming Spring- Food in Italy, Mediterranean, MFL, Music across Europe, DT-Design landmarks across Europe Sum1- Biome Art Sum2- Greek stories, theatre and culture- food, music and art	Aut1- Tunic, Clothing, Armory, shield, sword design Aut2- Calendar, numbers, words, currency Spring- chief, hearth, hammock, loincloth Sum1-Corn, Cocoa, festivals, tribal, music, glyphs Sum2-Culture of different cities/states/DT-Architecture	Aut 1- Fire used for cooking, everyone supported villages by taking on specific roles- blacksmith, jewelers, books were translated to English to support education Aut 2- Longships, sword or axe, shield – helmet made of iron/leather- Bayeux Tapestry; Vikings were craftsmen and weavers- objects from wood, metal- bone Spring- Asian Culture, Food and Art- Designing a building to withstand seismic activity, Sum 1- Baghdad textiles, silk, textiles and glass traded across the world- MFL- scholars translated books from Ancient Greece, Rome and India Sum 2- Class system- industrial revolution design-	Aut 1- Society and culture, hieroglyphs- art, preserving and embalming; Aut 2- MFL countries; design and build a floodproof house- linked to reading floodlands and sustainability. Spring- Spring- The Great depression, Nazi Party, Negotiations, treaty of Versailles Sum 2- Protest- activism, harassment- how culture impacts on social change
<i>Driving- Key Enquiry Question</i>	1) What is it like to live in our local area? Aut-1 2) How are toys from the past different from today? 3) How has transport changed/developed over time?	1) In your opinion, who are the three most powerful monarchs since 1066, and what are your reasons for selecting them?	1) What is the land like in the UK and how do we use it? 2) How does prehistoric Britain compare to some of the earliest world civilisations?	1) Why did the Romans invade Britain and how successful were they? 2) What were the similarities and differences that linked	1) What are the Anglo-Saxons remembered for? 2) How much did Britain change from 793AD to 1066? 3) What are natural disasters and how do they	1) What made the Ancient Egyptians one of the most successful civilizations?

	<p>4) Why should people visit the UK? 5) Have we always liked to be by the seaside?</p>	<p>2) How could the Great Fire of London have been prevented? 3) PE- Can you describe the seven continents and five oceans that make up planet Earth? 4) How is living in Kenya similar and different to living in the UK? 5) How have the human rights heroes you have studied made a difference to our world?</p>	<p>3) What is significant about Europe? Where in the continent would you most like to visit and why? 4) What are Biomes? Why are they important? Why should they be protected?</p>	<p>Roman Britain to the rest of the Roman Empire? 3) What is the Amazon, why is it significant and should it be protected? 4) Who were the Ancient Maya and how successful was their civilization? 5) What is it like in the USA?</p>	<p>impact upon the lives of people living in Asia? 4) What was the golden age of Islam and how did it help us today? 5) What were the positive and negative aspects of the Industrial Revolution?</p>	<p>2) What are the major human and physical challenges faced around the globe and how can we make a positive difference? 3) How did the wars impact Britain and the world- what did we learn about conflict and resolution? 4) Pirates of the Caribbean 5) How can we make our mark?</p>
<p><i>Show what you know and let your light shine through your learning?</i></p>						

<i>Learning Experience/ Hook Linked to Theme</i>	Autumn – London Transport (Virtual) Holkham Hall Spring - Kimmy's Zoo/Banham Zoo Summer – Sheringham Beach/Town	Autumn – Orienteering Norwich Castle Village Walk Spring - Kimmy's Zoo Church Trip- Baptism Summer – Africa Alive	Autumn – Time & Tide (Stone/Iron) Spring – Pizza Making Summer – Portals to the Past (Ancient Greeks)	Autumn – Time & Tide (Roman) Spring - Summer – Roald Dahl Performance	Autumn – Orienteering West Stow (Anglo-Saxons) Spring – Asian Food Workshop Summer – Gressenhall (Victorians)	Autumn - Castle Museum (Egyptians) Spring – Gressenhall (WWII) Summer – Eaton Vale Residential
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