

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
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<b>Year 7</b>	<b>What is History</b>	<b>Romans</b>	<b>What is Geography</b>	<b>Weather</b>
	<p><b>Students will learn:</b> How we find out about the past; archaeology; sequence photos of people according to age; handle/observe artefacts; compare artefacts to modern ones; sequence daily events – develop time lines.</p> <p><b>Vocab:</b> timeline, sequence, order, old, new, material, past, present, future, explore, explain, artefacts, museum, archaeology</p> <p><b>Skills:</b> categorise by criteria; order events familiar and less familiar; follow instructions; use range of timelines, using times, days, months, years to order events; use appropriate adjectives to describe items, justifying why they are old/new; begin to develop knowledge and use of globes, atlases and maps</p>	<p><b>Students will learn:</b> How we find out about the past; archaeology; sequence photos of people according to age; handle/observe artefacts; compare artefacts to modern ones; sequence daily events – develop time lines.</p> <p>How we know about the Romans; where romans lived; the story of Romulus &amp; Remus; Roman clothes; Roman entertainment – chariot race/gladiator/baths; Roman food; Romans in Britain –Romans v Celts; Hadrian’s wall.</p> <p><b>Vocab:</b> Romans, British, Italy, England, Scotland, Colosseum, Circus Maximus, chariot, entertainment, clothes – toga, tunic, armour, leather, chainmail, bath-house, strigil, oils, relax, exercise, food, soldiers, weapons, gladiators, compare, Romulus and Remus, true/fact, false/fiction, sequence, retell, artefacts, Celts, Boudicca, battle, Hadrian’s Wall, same, different, compare, empire</p> <p><b>Skills:</b> describe; compare; to know sources of historical information; to sequence using timelines and storyboards, developing chronological narrative; to develop awareness of the impact and lasting legacy of the Roman Empire in Britain today; begin to develop spatial awareness of world’s countries</p>	<p><b>Students will learn:</b> Explore own immediate surroundings- classroom/other rooms/school; sensory trail of surroundings; indicate/describe/comment on surroundings using geographical vocab when appropriate; explore surrounding area of school- exploring what is attractive/unattractive; identify features of school locality; classify features into human/physical; recognize places on map/globe/atlas; identify countries and physical features on variety of maps.</p> <p><b>Vocab:</b> environment, natural, manmade, features of environment, city, town, country, capital city, continent, map, atlas, globe, land, sea, UK</p> <p><b>Skills:</b> using globe/map/atlas to find countries/towns/cities; identify features of the natural landscape; distinguish between natural and manmade; compare/contrast features of cities/towns and countryside; build on existing knowledge and use of globes, atlases and maps</p>	<p><b>Students will learn:</b> Different types of weather - snow, fog, sun, rain and wind; how weather affects everyday activities e.g. snow-sledging, sun-picnic; how weather affects what clothes we wear; weather forecasts and recording daily weather charts; different ways to measure weather e.g. rain gauge-rain; extreme weather conditions in other countries.</p> <p><b>Vocab:</b> weather vocabulary, language, anemometer, thermometer, weather vane, measure, rainfall, measuring cylinder, record results, chart, table, pictogram, graph, wind speed, weather forecast including appropriate symbols, clothing vocabulary relevant to weather conditions, extreme weather</p> <p><b>Skills:</b> collecting and measuring rainfall; recording results; understanding and interpreting weather forecasts; using weather-measuring equipment; describe weather conditions in different countries; describe extreme weathers; develop knowledge of polar regions</p>

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<b>Year 8</b>	<p><b>Colonisation of the Americas</b></p> <p><b>Students will learn:</b> How the Aztecs were discovered; the story of Christopher Columbus; what the Aztecs looked like – clothes; about Aztec food; Aztec religion; Aztec warriors – ways of fighting/weapons; what happened to the Aztecs – Aztec/ Spanish battle.</p> <p><b>Vocab:</b> Spain, Mexico, Christopher Columbus, explorer, voyage, maps, spices, chocolate/cacao, tribes, temple, sacrifice, religion, gods, slavery, society, Cortez, gold, ships, homes, fall of Aztec empire</p> <p><b>Skills:</b> sequence; create narrative; understand society structure e.g. slavery, peasants, warriors, etc.; compare/contrast societies; compare/contrast houses; develop knowledge and understanding of how Aztecs/Christopher Columbus/early explorers affected Britain (chocolate, potatoes, tea, spices, etc.); develop arguments based on evidence (were the Aztecs bad people); use factually-based judgements to justify personal opinion; further develop spatial awareness of world's countries</p>	<p><b>Settlements</b></p> <p><b>Students will learn:</b> Where we live in the world/England/Newcastle; why animals/humans live in their homes; what materials houses are made from; parts of a house; different types of home-terraced/flat/bungalow/detached; what is a settlement; explore surrounding area of school; amenities/services/entertainment found in a settlement; what is a city-types of building; what is a village; life in Africa – types of home and diary of daily life.</p> <p><b>Vocab:</b> materials – brick, glass, slate, tiles; construction, waterproof, protect, safe, detached, semi-detached, terrace, bungalow, flat, city, village, map symbol, community, services, Africa, African village</p> <p><b>Skills:</b> description skills and use of appropriate adjectives; critical thinking skills; compare/contrast rural/urban/African village; identify differences in settings; further develop knowledge and use of globes, atlases and maps; further develop locational knowledge; develop understanding of natural and human characteristics within settlements</p>	<p><b>The Tudors</b></p> <p><b>Students will learn:</b> How we know about the Tudors; examine portraits of King Henry VIII; learn about King Henry VIII and story of 6 wives; know of impact of Henry VIII on church; examine Tudor homes; examine Tudor clothes; examine Tudor food.</p> <p><b>Vocab:</b> Monarchy, royals, Henry VIII, six wives, order, behead, divorce, church, dissolution, monasteries, churches, Catholic, Church of England, son, daughter, prince, princess, diet, food, houses, materials, society</p> <p><b>Skills:</b> develop knowledge of monarchy and impact on present day royals; to develop chronological narrative; sequence; develop knowledge and understanding of key events in British history; develop understanding of how historical events have impacted today's society</p>
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<p><b>Year 9</b></p>	<p><b>World War 2</b></p> <p><b>Students will learn:</b> How we know about WW2 - internet/video/papers/people; how WW2 began and which countries it was between; examine uniforms of soldiers and experience of soldiers fighting; The Blitz – what happened in an air raid; how people tried to be safe in an air raid; sensory room experience of air raid; rationing – why food was rationed and which food was rationed; how people grew more food; make wartime cake; clothes rationing –role-play shop with ration book; evacuation- watch video/listen to story; role-play being evacuated; examine holocaust – what Hitler did and how Nazis treat people in Germany; Ann Frank and her experience; Remembrance day – why we need to remember/how we remember.</p> <p><b>Vocab:</b> 1930s, 1940s, axis, allies, country names, Hitler, Chamberlain, Churchill, soldiers and equipment, pilots and equipment, sea men and equipment, weapon names, vehicle names, rationing, sharing, food, Dig for Victory, air raid, Blitz, air raid shelters, protect, gas masks, evacuation, Holocaust, Jewish, yellow stars, Ann Frank</p> <p><b>Skills:</b> sequencing events; develop arguments based on evidence; make judgements about situations in WW2; share thoughts and opinions, with justification; consider how Britain has developed as result of events of WW2; develop spatial awareness of world’s countries;</p>	<p><b>Water &amp; Waterways</b></p> <p><b>Students will learn:</b> How we use water-drinking/cooking/ washing/playing; why water is important, where water comes from – water cycle; how rivers are formed; investigate parts of a river – meander/source/mouth /tributary; how rivers can be polluted; how to keep rivers clean; investigate water use and source in another country e.g. Africa/India</p> <p><b>Vocab:</b> water cycle, sun, river, cloud, evaporate, condense, stream, river, tributary, meander, source, spring, mouth, riverbed, pollution, water supply</p> <p><b>Skills:</b> experiment; observe; experience changing water state; develop knowledge of water supply; develop awareness and understanding of physical geography; further develop environmental understanding</p>	<p><b>Rainforests</b></p> <p><b>Students will learn:</b> Explore world map; what &amp; where the rainforests are; explore layers of the rainforest – canopy/floor/under-storey; explore animals/plant life found in each layers of RF; explore flora/fauna of forest floor- how this environment works to benefit of forest – decomposition; create own mini-beast environment; examine products of the forest – foods; explore other products – wood/rubber; explore people of forest; examine why RF is in danger-deforestation</p> <p><b>Vocab:</b> layers, forest floor, understorey, canopy, emergent, sun, animal names, plant names, hot, cold, temperature, humid, decompose, food chain, predator, prey, medicine, food, materials, tribes, society, houses, school, deforestation</p> <p><b>Skills:</b> reasoning, critical thinking, develop awareness of changing landscape of rainforest; develop awareness of impact of our actions on rainforest; develop knowledge of how we benefit from products of rainforest; develop spatial awareness of world’s countries</p>
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