

# "Preparing Pupils for life in Modern Britain"

## Curriculum Intent

### *Humanities*

Subject Lead: Jodie Dutton

Date of last review: July 2023

Subjects included: History  
Geography

## Humanities Curriculum Intent

At The Holden School our Humanities curriculum offers a broad, rich and ambitious experience. The study of Humanities specifically fosters curiosity, interest and mutual respect amongst our students. Humanities subjects at Holden school inform our students of global, historical, economic and cultural responsibilities. We encourage our students to reflect on the content and experiences taught so as to help them make good choices now and later in life. We equip our students with the knowledge and cultural capital they need to succeed for life in modern Britain. We hope this will address any disadvantage they may have; be it social, environmental or health related. It is evident that our students build up emotional resilience, tolerance and respect for our global community.

We plan for all students to achieve their personal best. The Humanities curriculum is planned and sequenced so that new knowledge and skills build on from what has previously been taught, ensuring progression towards the best possible outcomes. The Humanities outcomes are mapped accordingly to the appropriate stage of the student's knowledge and skills. The humanities curriculum has been developed to expose pupils to a broad range of topics to ignite curiosity which they may choose to explore further following their time at Holden school.

Our curriculum is specially developed and adopted so as to support students in building their knowledge and to apply that knowledge as skills; for example our weekly SMSC focus sessions allows students to consider further Religious, Cultural, Spiritual, Moral and Social scenarios and consolidation of learning outside of their generic lessons – equally these opportunities are taught and assessed in the same robust style using 'SOLAR'.



---

## Teaching & Learning In Humanities

### What does excellent teaching and learning look like in Humanities?

Prior to joining our school, students' attitudes and engagement levels were typically poor, as many students saw Humanities as "boring". Our excellent teaching staff build up and sustain positive relationships, by recognising individual interests and tailoring topics within the curriculum to suit those interests including opportunities for cross-curricular learning. At The Holden School excellent Humanities teaching and learning is; exciting, creative and practical with contextualised learning (bringing real life events, places and people) in at every opportunity. The Holden School offer a range of enrichment activities provided in long term plans related to subjects to enhance enthusiasm for learning and providing pupils with experiences which are effective in developing knowledge.

### How is Humanities taught in The Holden School Curriculum?

At The Holden School Humanities is planned and delivered in accordance with the national curriculum. A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past, the influences of the wider world and the relevance to modern day. It should inspire pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement.

A high-quality Geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments.

Students will have the opportunity to complete AQA Awards.

### How is Humanities taught in The Holden School Curriculum (KS4)?

During Key Stage 4 pupils undertake humanities on a cycle of religious education, geography and history on half-termly cycles to provide them with a broad and balanced curriculum. The knowledge and concepts featured within the Key stage 4 curriculum offer will aim to create independent learners, critical thinkers and decision makers—all personal assets that make them stand out as they progress to further education and/or the workplace. Teachers will have full access to all resources that support this curriculum. Students in KS4 will also have the opportunity to complete AQA Awards.

---

## Teaching & Learning In Humanities

### How is reading promoted in Humanities?

All teacher's of Humanities are expected to be aware of each child's current reading age. This will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilized so each learner is more able to build upon their skills. The humanities schemes of work is developed to assist pupils in building a wider vocabulary to ensure students acquire the necessary language to access their learning to reduce the word gap.

### How is careers promoted in Humanities?

Pupils are regularly encouraged to consider and identify the transferable skills they learn during their study of Humanities and how these can link into a variety of careers and opportunities later on in life. The humanities scheme of work exposes pupils to a variety of careers and the impact these can have in development of society around the world.

### How is Social, Moral, Spiritual, Cultural (SMSC) and British Values promoted in Humanities?

Humanities subjects are all heavily focused on people and their relationships and as such we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. events, problems and changes.

---

## Measuring Impact in Humanities

At The Holden School, staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment in Humanities. This system uses the 'Holden Foundation Subjects' Assessment Framework. This framework covers a broad range of ability and tracks topic specific knowledge and development of skills throughout humanities. This assessment method provides staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum helping to ensure that learning builds upon prior attainment. Each Step of the framework relate to all objectives are linked directly to the National Curriculum.

# Skills and Progression

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on SOLAR. It is our intention to ensure that all children progress at the expected rate so they are able to achieve their personal best.

We have ordered the knowledge and skills in a sequential way and these can be seen on the following pages:

EYFS History: Page 6

EYFS Geography: Page 7

KS1 History: Pages 8—14

KS2 History: Pages 14—27

KS1 Geography: Pages 28—33

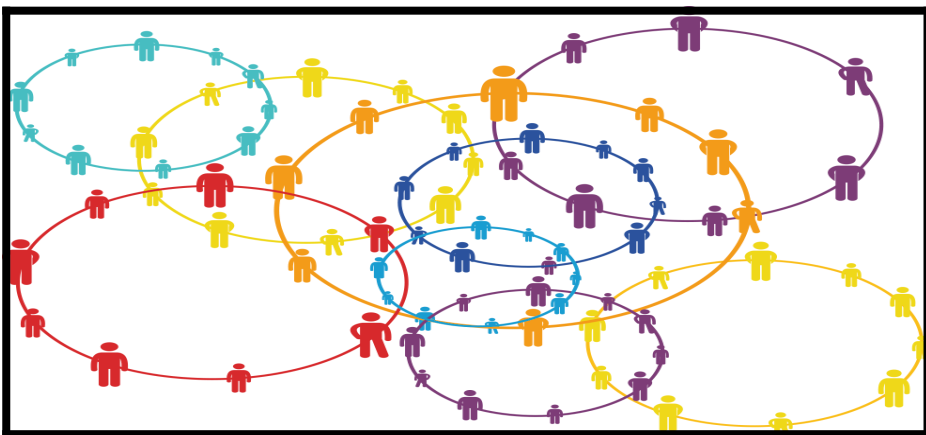
KS2 Geography: Pages 34—47

KS3 History: Pages 48—56

KS4 History: Pages 57—60

KS3 Geography: Pages 61—71

KS4 Geography: Pages 72—75



## History—EYFS

### Understanding of the world educational programme (taken from the EYFS Framework 2020)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early learning goals that link to history are :

### EYFS Understanding the world

ELG Past and present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

### In foundation stage the children.....

- Look at pictures of themselves now and themselves as babies, and talk about how they have changed.
- Learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc.
- Learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.
- Listen to stories that are set in the past.
- Compare things in the past and now, linked to our topics (eg emergency vehicles, houses, space rockets etc).
- Learn the names of some significant people from the past, such as Neil Armstrong, Guy Fawkes, Florence Nightingale (linked to our topics).

Understanding of the world educational programme (taken from the EYFS Framework 2020)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Early learning goals that link to geography are:

EYFS Understanding the world

ELG People, culture and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

In foundation stage the children.....

- Look at and talk about where they live.
- Learn the town they live in, which is in England.
- Talk about different places that they visit eg the park, the beach, the farm, and can talk about some of the similarities and differences.
- Explore maps and make their own maps (often linked to stories)
- Listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different.
- Explore different places through some of our topics (eg animals - explore the different places they might live; space – learn what it looks like, feels like, what you can see etc; festivals/celebrations – learn about celebrations in other countries and this country eg Chinese New Year, Diwali, Eid).
- Have on display a large map of the world, on which we can link flags of countries from our topics and stories, put labels for land, sea, countries and places of interest that come up in our stories and topics.

Topic	Year	Objective
Remembrance Day	KS1 cycle A	I can name some events or people that we remember on a yearly basis.
Remembrance Day	KS1 cycle A	I do know that Remembrance Day takes place in November.
Remembrance Day	KS1 cycle A	I do know that poppies are the symbol of Remembrance Day
Remembrance Day	KS1 cycle A	I do know what World War 1 was and when it took place.
Remembrance Day	KS1 cycle A	I do know what the armistice was and why it was both a happy and sad day.
Remembrance Day	KS1 cycle A	I can describe why poppies are the symbol of Remembrance Day.
Remembrance Day	KS1 cycle A	I do know that war memorials honour fallen soldiers.
Remembrance Day	KS1 cycle A	I can describe the features and symbols used on war memorials.
Remembrance Day	KS1 cycle A	I can record their observations through drawings and descriptions.
Remembrance Day	KS1 cycle A	I do know when Remembrance Day occurs.
Remembrance Day	KS1 cycle A	I can describe the significance of the two-minute silence at 11am
Remembrance Day	KS1 cycle A	I can describe typical features of a Remembrance Day service.
Remembrance Day	KS1 cycle A	I can explain why commemorating wars of the past is still important today.

Topic	Year	Objective
-------	------	-----------

Remembrance Day	KS1 cycle A	I do understand that service men and women still engage in battle today in different parts of the world.
Remembrance Day	KS1 cycle A	I can express their feelings about Remembrance Day in a variety of ways.
Toys Past and Present	KS1 cycle A	I can describe toys by their characteristics
Toys Past and Present	KS1 cycle A	I can use appropriate vocabulary to describe their toys
Toys Past and Present	KS1 cycle A	I can make suggestions for how they could find out about what toys were like in the past
Toys Past and Present	KS1 cycle A	I do know that toys in the past were different to toys today.
Toys Past and Present	KS1 cycle A	I can describe toys of the past.
Toys Past and Present	KS1 cycle A	I can discuss toys and ask questions about them
Toys Past and Present	KS1 cycle A	I do understand the term ‘decade’.
Toys Past and Present	KS1 cycle A	I can order decades chronologically.
Toys Past and Present	KS1 cycle A	I can identify some of the toys that were popular in particular decades.
Toys Past and Present	KS1 cycle A	I can recognise differences between old toys and new toys.
Toys Past and Present	KS1 cycle A	I can describe old and new toys using appropriate vocabulary.
Toys Past and Present	KS1 cycle A	I can sort old and new toys into categories

Topic	Year	Objective
-------	------	-----------

Toys Past and Present	KS1 cycle A	I know that some of the types of toys they play with were played with by children in the past too
Toys Past and Present	KS1 cycle A	I can identify differences between old and new toys.
Toys Past and Present	KS1 cycle A	I can identify similarities between old and new toys.
Toys Past and Present	KS1 cycle A	I can organise toys into categories.
Toys Past and Present	KS1 cycle A	I can order toys chronologically.
Toys Past and Present	KS1 cycle A	I can use a timeline to organise toys.
Kings and Queens	KS1 cycle A	I can talk about what a good monarch would do in different situations.
Kings and Queens	KS1 cycle A	I can think of some rules and laws that I might create if I were a monarch
Kings and Queens	KS1 cycle A	I can place some important British monarchs into the correct order on a timeline.
Kings and Queens	KS1 cycle A	I can talk about what I know about some important British monarchs from the past.
Kings and Queens	KS1 cycle A	I have an understanding of the chronology of various significant British kings and queens
Kings and Queens	KS1 cycle A	I can explain how the monarchy continues through the royal family.
Kings and Queens	KS1 cycle A	I can talk about what I know about Queen Victoria’s family tree.
Kings and Queens	KS1 cycle A	I can talk about how historians know about the life of Richard III.
Kings and Queens	KS1 Cycle A	I can think of some questions for my own enquires into various kings and queens.

Topic	Year	Objective
Kings and Queens	KS1 cycle A	I can decide which sources of information are most reliable to historians when finding out about Richard III.
Kings and Queens	KS1 cycle A	I can say some key facts about the life of Richard III
Kings and Queens	KS1 cycle A	I can create a menu of the food that a medieval king might have eaten.
Kings and Queens	KS1 cycle A	I can talk about how the foods that people ate in the fifteenth century are different to the present.
Kings and Queens	KS1 cycle A	I have an awareness of the past and can identify similarities and differences between ways of life in different periods.
Kings and Queens	KS1 cycle A	I can talk about some of the similarities and differences in the lives of Elizabeth I and Queen Victoria
Kings and Queens	KS1 cycle A	I can create a fact file to compare the lives of Elizabeth I and Queen Victoria.
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I can talk about a time they saw a bonfire or fireworks
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I can use the past tense when talking about historical events
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I can ask questions to find out more information
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I can name King James I and Queen Elizabeth I
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I can use the past tense when talking about historical events
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I can explain why Catholics were unhappy

Topic	Year	Objective
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I understand why Guy Fawkes and the other conspirators created the gunpowder plot
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I can think of relevant arguments to influence Guy Fawkes' decision
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I understand why Guy Fawkes and the other conspirators created the Gunpowder Plot
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I can say how Guy Fawkes and his conspirators would be feeling on the day of the plot
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I can explain why Guy Fawkes is famous
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I understand why Guy Fawkes and the other conspirators created the Gunpowder Plot
Guy Fawkes and the Gun Powder Plot	KS1 cycle B	I can retell the events of the Gunpowder plot
Intrepid Explorers	KS1 cycle B	I do know that Christopher Columbus lived a long time ago.
Intrepid Explorers	KS1 cycle B	I do know that Christopher Columbus was an explorer.
Intrepid Explorers	KS1 cycle B	I can identify ways in which life was different when Christopher Columbus was alive.
Intrepid Explorers	KS1 cycle B	I can describe what a sea journey in the 15th century might have been like.
Intrepid Explorers	KS1 cycle B	I can compare a modern sea journey with a sea journey in the 15th century.
Intrepid Explorers	KS1 cycle B	I do know what Columbus discovered and why this was significant.
Intrepid Explorers	KS1 cycle B	I do know that Columbus brought new things to Europe from the Americas.
Intrepid Explorers	KS1 cycle B	I do know that Columbus did not discover what he thought he discovered.
Intrepid Explorers	KS1 cycle B	I can ask and answer questions about the life and achievements of Columbus.

Topic	Year	Objective
Intrepid Explorers	KS1 cycle B	I can find out and describe facts about Neil Armstrong.
Intrepid Explorers	KS1 cycle B	I can describe some of the aspects of life in the 1960s.
Intrepid Explorers	KS1 cycle B	I can compare life in different time periods.
Intrepid Explorers	KS1 cycle B	I can describe the events surrounding the first landing on the moon.
Intrepid Explorers	KS1 cycle B	I can express how the astronauts might have felt during the Apollo 11 mission.
Intrepid Explorers	KS1 cycle B	I can describe some of the ways in which space exploration has had an impact on our lives today
Intrepid Explorers	KS1 cycle B	I do understand how to compare two individuals.
Intrepid Explorers	KS1 cycle B	I can identify and describe ways in which Armstrong and Columbus were similar to each other
Intrepid Explorers	KS1 cycle B	I can identify and describe ways in which Armstrong and Columbus were different from each other
Intrepid Explorers	KS1 cycle B	I can state what they have learnt about Armstrong and Columbus.
Intrepid Explorers	KS1 cycle B	I can recall differences between the two explorers.
Intrepid Explorers	KS1 cycle B	I can choose who they think the greater explorer was, giving reasons for their choice
Significant individual: Walter Tull	KS1 cycle B	I can correctly locate Walter Tull on a timeline
Significant individual: Walter Tull	KS1 cycle B	I can use different photographs to find information, make comparisons and make some inferences
Significant individual: Walter Tull	KS1 cycle B	Understand what is meant by the terms ‘famous’ and ‘significant’ and begin to understand the differences between the two
Significant individual: Walter Tull	KS1 cycle B	I can sequence correctly some of the key events in Walter Tull’s early life

Topic	Year	Objective
Significant individual: Walter Tull	KS1 cycle B	I can begin to make a judgment about the quality of Walter Tull’s early life
Significant individual: Walter Tull	KS1 cycle B	I can identify other sources of information which they might use to find out more about Walter Tull’s early life.
Significant individual: Walter Tull	KS1 cycle B	I can use a range of sources to describe how football kits have changed over time
Significant individual: Walter Tull	KS1 cycle B	I can make comparisons between football matches over time.
Significant individual: Walter Tull	KS1 cycle B	I can devise appropriate questions to ask Walter Tull about his experience in Bristol
Significant individual: Walter Tull	KS1 cycle B	I can write about Walter Tull’s experience in Bristol and how it must have affected him
Significant individual: Walter Tull	KS1 cycle B	I can explain the term ‘racism’
Significant individual: Walter Tull	KS1 cycle B	I can make comparisons over time
Significant individual: Walter Tull	KS1 cycle B	I can use words to describe Walter Tull’s service to his country
Significant individual: Walter Tull	KS1 cycle B	I can use a range of different sources to find out about Walter Tull’s experiences in WW1
Significant individual: Walter Tull	KS1 cycle B	I know some of Walter Tull’s achievements in WW1
Significant individual: Walter Tull	KS1 cycle B	I can explain design choices with specific reference to some of Walter Tull’s achievements.
Significant individual: Walter Tull	KS1 cycle B	I can find relevant information about a person from the internet and take notes
Significant individual: Walter Tull	KS1 cycle B	I can make comparisons between the lives of Walter Tull and Nicola Adams identifying some similarities and differences,
Ancient Egypt	LKS2 cycle A	I do know the difference between ancient and modern.
Ancient Egypt	LKS2 cycle A	I can locate Egypt on the map and describe its landscape.
Ancient Egypt	LKS2 cycle A	I can ask and respond to questions using appropriate vocabulary
Ancient Egypt	LKS2 cycle A	I can explain what the landscape of ancient Egypt was like.

Topic	Year	Objective
Ancient Egypt	LKS2 cycle A	I do know why the Nile was so important to the Egyptian way of life.
Ancient Egypt	LKS2 cycle A	I can explain how the Egyptian landscape impacted on people's everyday lives.
Ancient Egypt	LKS2 cycle A	I can explain how Tutankhamen's tomb was discovered.
Ancient Egypt	LKS2 cycle A	I do know why it was such a significant historical discovery.
Ancient Egypt	LKS2 cycle A	I can explain how artefacts can tell us about life in the past.
Ancient Egypt	LKS2 cycle A	I can suggest what an artefact was used for and who used it.
Ancient Egypt	LKS2 cycle A	I do know why artefacts are so important in helping us learn about the past.
Ancient Egypt	LKS2 cycle A	I do know why the Rosetta stone was such an important discovery.
Ancient Egypt	LKS2 cycle A	I can sort information into different categories.
Ancient Egypt	LKS2 cycle A	I can ask and answer questions about life in ancient Egypt.
Ancient Egypt	LKS2 cycle A	I can use a variety of sources to find out information.
Ancient Egypt	LKS2 cycle A	I can describe some ancient Egyptian beliefs about life and death.
Ancient Egypt	LKS2 cycle A	I can explain the process of mummification.
Ancient Egypt	LKS2 cycle A	I can infer and deduce information about the past from objects that have survived.
Ancient Egypt	LKS2 cycle A	I can recall facts and details about the ancient Egyptian civilisation.
Ancient Egypt	LKS2 cycle A	I can understand and organise information.
Ancient Egypt	LKS2 cycle A	I do know why studying past civilisations is so important.

Topic	Year	Objective
Stone Age to Iron Age	LKS2 cycle A	I know what the term 'prehistory' means
Stone Age to Iron Age	LKS2 cycle A	I know the names of the three periods of prehistory
Stone Age to Iron Age	LKS2 cycle A	I can describe how we can find out about the prehistoric past
Stone Age to Iron Age	LKS2 cycle A	I can explain how and when people first came to Britain
Stone Age to Iron Age	LKS2 cycle A	I know what kind of animals early humans encountered
Stone Age to Iron Age	LKS2 cycle A	I know where early humans lived
Stone Age to Iron Age	LKS2 cycle A	I know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated
Stone Age to Iron Age	LKS2 cycle A	I know where Doggerland is
Stone Age to Iron Age	LKS2 cycle A	I can describe what Mesolithic life was like
Stone Age to Iron Age	LKS2 cycle A	I know where and when agriculture was developed
Stone Age to Iron Age	LKS2 cycle A	I know when people in Britain started farming
Stone Age to Iron Age	LKS2 cycle A	I know what Stonehenge is and how the landscape developed
Stone Age to Iron Age	LKS2 cycle A	I know how bronze is made
Stone Age to Iron Age	LKS2 cycle A	I know how people were buried in the Bronze Age
Stone Age to Iron Age	LKS2 cycle A	know what happened to the climate at the end of the Bronze Age
Stone Age to Iron Age	LKS2 cycle A	I know how iron is made
Stone Age to Iron Age	LKS2 cycle A	I know what Iron Age houses were like
Stone Age to Iron Age	LKS2 cycle A	I know what happened at the end of the Iron Age
Stone Age to Iron Age	LKS2 cycle A	I know what the three ages of prehistory are



Topic	Year	Objective
Stone Age to Iron Age	LKS2 cycle A	I know how long British prehistory is
Stone Age to Iron Age	LKS2 cycle A	I can explain how life changed in Britain during prehistory
Romans	LKS2 cycle A	I do understand the terms 'invade' and 'settle'.
Romans	LKS2 cycle A	I can explain reasons why people have invaded and settled in Britain in the past.
Romans	LKS2 cycle A	I can place the Romans on a timeline.
Romans	LKS2 cycle A	I can give some reasons why the Romans invaded Britain.
Romans	LKS2 cycle A	I can describe what the Roman army was like.
Romans	LKS2 cycle A	I can try to imagine what life was like for Roman soldiers.
Romans	LKS2 cycle A	I know when the Celts lived in Britain.
Romans	LKS2 cycle A	I can use sources to find out about Celtic daily life.
Romans	LKS2 cycle A	I can describe in my own words what Celtic daily life was like.
Romans	LKS2 cycle A	I do know who Boudica was and what she did.
Early Civilisations	LKS2 cycle B	I know what the word civilisation means
Early Civilisations	LKS2 cycle B	I know approximate dates of some of the earliest civilisations
Early Civilisations	LKS2 cycle B	I know the locations of some of the earliest civilisations
Early Civilisations	LKS2 cycle B	I know when people first started using a writing system
Early Civilisations	LKS2 cycle B	I can suggest reasons why writing systems were necessary
Early Civilisations	LKS2 cycle B	I know that writing systems developed over time
Early Civilisations	LKS2 cycle B	I know why people started trading
Early Civilisations	LKS2 cycle B	I know why people started using tokens for trading

Topic	Year	Objective
Early Civilisations	LKS2 cycle B	I know when money was first used
Early Civilisations	LKS2 cycle B	I understand why writing and number systems developed
Early Civilisations	LKS2 cycle B	I know early civilisations developed other areas of mathematics E.g. weights and measures
Early Civilisations	LKS2 cycle B	I can make predictions about dates of inventions based on historical knowledge
Early Civilisations	LKS2 cycle B	I can use a variety of sources of information to help answer questions
Early Civilisations	LKS2 cycle B	I can evaluate findings and use this to describe the inventions of early civilisation
Early Civilisations	LKS2 cycle B	I know how building developed over time
Early Civilisations	LKS2 cycle B	I can identify building of the earliest civilisations
Early Civilisations	LKS2 cycle B	I can describe or suggest how early buildings were constructed
Early Civilisations	LKS2 cycle B	I can describe the main achievements of the earliest civilisations
Early Civilisations	LKS2 cycle B	I can express and display knowledge in a variety of ways
Early Civilisations	LKS2 cycle B	I can use evidence to ask and answer questions
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I do understand what an archaeologist does and why they excavate certain sites.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can study objects and answer questions about them.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can make suggestions about what the objects discovered at Sutton Hoo tell us about the person buried there.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can explain the difference between invasion and settlement.

Topic	Year	Objective
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can place the Anglo-Saxons on a timeline.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can identify on a map where the Anglo- Saxons came from.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I do know who the Scots were and where they lived.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I do know who the Picts were and where they lived.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I do understand that there were tensions between the Scots, Picts and Anglo-Saxons.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can generate questions relating to everyday life in Anglo-Saxon times.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can use a variety of historical sources to find out about everyday life.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can compare the lives of rich and poor Anglo-Saxons.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can describe the pastimes of different type of people in Anglo-Saxon Britain.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can infer what life was like in Anglo- Saxon Britain from the story of Beowulf.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I do understand why they told stories like Beowulf.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I do know that some people in Britain were Christians before the Anglo-Saxons invaded.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I do know that Anglo-Saxons were pagans when they came to Britain.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can describe some of the factors that helped convert Britain to Christianity.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can explain the evidence for their decisions about who the person at Sutton Hoo was.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I can make a judgement about which evidence is most helpful.
Anglo-Saxons, Picts and Scots	LKS2 cycle B	I do understand that other people have different interpretations.

Topic	Year	Objective
Tudors	LKS2 cycle B	I can make suggestions as to what they think life would have been like in Tudor times.
Tudors	LKS2 cycle B	I can identify sources of information that could be used to find out about the lives of rich and poor people in Tudor times.
Tudors	LKS2 cycle B	I can identify the differences between wealth and poverty in Tudor Britain.
Tudors	LKS2 cycle B	I can identify the characteristics of rich and poor Tudors.
Tudors	LKS2 cycle B	I can communicate their knowledge in a variety of ways.
Tudors	LKS2 cycle B	I can identify the features of Tudor buildings.
Tudors	LKS2 cycle B	I can make inferences about the lifestyles of different types of Tudor people.
Tudors	LKS2 cycle B	I can express knowledge in ways appropriate to the task.
Tudors	LKS2 cycle B	I do know what an inventory is and what it is used for.
Tudors	LKS2 cycle B	I can use evidence in inventories to make inferences about people's lifestyles.
Tudors	LKS2 cycle B	I can summarise the differences between two Tudor houses.
Tudors	LKS2 cycle B	I can make inferences about what life was like for poor Tudors.
Tudors	LKS2 cycle B	I can suggest differences in evidence for rich and poor Tudors.
Tudors	LKS2 cycle B	I can explain some the rich Tudor's attitudes towards the poor and give reasons.
Tudors	LKS2 cycle B	I can make inferences about the lives of rich Tudors from a variety of sources.
Tudors	LKS2 cycle B	I can find out about the lives of rich Tudors from a variety of sources.
Tudors	LKS2 cycle B	I can select and recall information appropriate to their investigation.
Tudors	LKS2 cycle B	I can identify some of the differences between the lifestyles of rich and poor Tudors.
Tudors	LKS2 cycle B	I can recognise the main advantages and disadvantages faced by rich and poor Tudors.
Tudors	LKS2 cycle B	I can evaluate what the lives of rich and poor Tudors would have been like.

Topic	Year	Objective
World War 1	UKS2 cycle A	I can name the countries within the Central Powers alliance.
World War 1	UKS2 cycle A	I can name the countries within the Triple Entente.
World War 1	UKS2 cycle A	I can explain who Archduke Franz Ferdinand was and his significance in the start of WWI
World War 1	UKS2 cycle A	I can explain what trench warfare is.
World War 1	UKS2 cycle A	I can describe what life was like for the soldiers on the Western Front.
World War 1	UKS2 cycle A	I understand why the battle of the Somme was significant.
World War 1	UKS2 cycle A	I can name a technology that was used for the first time during WWI.
World War 1	UKS2 cycle A	I can discuss how technology changed warfare during WWI.
World War 1	UKS2 cycle A	I can justify ideas using sources of information.
World War 1	UKS2 cycle A	I can describe the roles of horses in WWI.
World War 1	UKS2 cycle A	I can name another species of animal that was used in WWI and its role in the war.
World War 1	UKS2 cycle A	I can discuss the advantages and disadvantages of using animals in war.
World War 1	UKS2 cycle A	I can name a way that women or children supported the war effort from home.
World War 1	UKS2 cycle A	I can define what propaganda is and why it was used in the war.
World War 1	UKS2 cycle A	I am able to name some changes that happened in Britain because of the war.
World War 1	UKS2 cycle A	I can identify the date of armistice day for WWI.
World War 1	UKS2 cycle A	I can describe what the Treaty of Versailles is.
World War 1	UKS2 cycle A	I can identify changes in Europe after the war ended.
World War 1	UKS2 cycle A	I can sort information into categories.
World War 1	UKS2 cycle A	I am able to present knowledge on a topic using different mediums.
World War 1	UKS2 cycle A	I can justify decisions with clear reasoning.

Topic	Year	Objective
Children in Victorian Britain	UKS2 Cycle A	I can place Victorians on timeline
Children in Victorian Britain	UKS2 Cycle A	I can use a portrait to draw inference
Children in Victorian Britain	UKS2 Cycle A	I can suggest what life would have been like for children in the past
Children in Victorian Britain	UKS2 Cycle A	I can list some jobs of poor Victorian children
Children in Victorian Britain	UKS2 Cycle A	I can explain why such young children were forced to work
Children in Victorian Britain	UKS2 Cycle A	I can use a variety of information sources
Children in Victorian Britain	UKS2 Cycle A	I know some individuals who helped change Victorian society
Children in Victorian Britain	UKS2 Cycle A	I know some of the laws that were passed to protect children
Children in Victorian Britain	UKS2 Cycle A	I can explain why not everyone was in favor of new laws to protect children
Children in Victorian Britain	UKS2 Cycle A	I can identify features of a Victorian school
Children in Victorian Britain	UKS2 Cycle A	I can explain some educational reforms that took place during the 19th Century
Children in Victorian Britain	UKS2 Cycle A	I can explain differences between modern and Victorian schools
Children in Victorian Britain	UKS2 Cycle A	I can suggest some pastimes of Victorian children
Children in Victorian Britain	UKS2 Cycle A	I can compare modern and Victorian leisure pursuits
Children in Victorian Britain	UKS2 Cycle A	I can use some appropriate language and vocabulary from the Victorian era
Children in Victorian Britain	UKS2 Cycle A	I can make predictions about daily life in Victorian Britain
Children in Victorian Britain	UKS2 Cycle A	I can recall information about life for children in Victorian Britain
Children in Victorian Britain	UKS2 Cycle A	I can answer questions about life for children in Victorian Britain
Children in Victorian Britain	UKS2 Cycle A	I can present information showing knowledge of the Victorian period

**Topic****Year****Objective**

Crime and punishment	UKS2 Cycle A	I can suggest the way crime changes over time
		I can describe basic ways in which punishment for crime changes over time
Crime and punishment	UKS2 Cycle A	I can define terms related to crime and punishment such as judge, jury, lawyer, pillory, etc.
Crime and punishment	UKS2 Cycle A	I know how crime was detected in Roman times
Crime and punishment	UKS2 Cycle A	I know how criminals were tried in Roman times
		I can describe some common punishments for criminals in Roman times
Crime and punishment	UKS2 Cycle A	I can describe how crime would usually be punished in Anglo-Saxon/Viking times
		I know what the most common crime of the time was
Crime and punishment	UKS2 Cycle A	I can describe how people involved gods in the punishment of criminals
		I can describe how criminals were caught in medieval and Tudor periods
Crime and punishment	UKS2 Cycle A	I can explain the three main types of courts in medieval and Tudor periods
		I know what the punishments for theft, treason, murder and heresy were
Crime and punishment	UKS2 Cycle A	I know which crimes were common during the early modern period
		I know which aspects of crime and punishment stayed the same between the medieval period and early modern period
Crime and punishment	UKS2 Cycle A	I can describe which punishments were new during the early modern period
		I know which types of crime became less common in the Victorian period and why
Crime and punishment	UKS2 Cycle A	I can describe changes in the way crime was detected
		I can explain the major changes in the way crimes were punished
Crime and punishment	UKS2 Cycle A	I can describe what different types of crimes there have been over the ages

**Topic****Year****Objective**

Crime and punishment	UKS2 Cycle A	I can describe how crime prevention and detection has changed over the ages
		I can describe how punishment for criminal activity has changed over the ages
Crime and punishment	UKS2 Cycle A	
Vikings vs Anglo-Saxons	UKS2 cycle B	I can explain how the Anglo-Saxons came to Britain.
Vikings vs Anglo-Saxons	UKS2 cycle B	I know why this period is often referred to as the Dark Ages.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can give an overview of what life was like in the 8th century before the Viking invasions
Vikings vs Anglo-Saxons	UKS2 cycle B	I know when the Vikings first invaded Britain.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can offer reasons for why the Vikings invaded.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can recognise and describe the different perspectives of the Viking invasions.
Vikings vs Anglo-Saxons	UKS2 cycle B	I know that the Vikings settled in Britain after the first raids in the 8th century.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can use a variety of sources to gather information.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can describe how the Vikings gained control of the northeast of England.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can describe the role King Alfred played in making England a unified country.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can suggest reasons why he was dubbed 'Great'.

Topic	Year	Objective
Vikings vs Anglo-Saxons	UKS2 cycle B	I can use a variety of sources of information to find out the life of King Alfred.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can describe what life was like for Vikings in Britain.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can identify differences between Viking and Anglo-Saxon life.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can identify similarities between Viking and Anglo-Saxon life.
Vikings vs Anglo-Saxons	UKS2 cycle B	I know that by 1016, England was a unified country under the control of a single king.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can name the key historical figures and describe their role in events.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can discuss causes and effects of historical events.
Vikings vs Anglo-Saxons	UKS2 cycle B	I know why the Battle of Hastings took place.
Vikings vs Anglo-Saxons	UKS2 cycle B	I can describe the main events surrounding the Norman conquest.
Vikings vs Anglo-Saxons	UKS2 cycle B	I know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain
Ancient Greek	UKS2 cycle B	I understand the terms 'BC' and 'AD'
Ancient Greek	UKS2 cycle B	I can name the main time periods of ancient Greece
Ancient Greek	UKS2 cycle B	I can place in chronological order the main time periods of ancient Greece
Ancient Greek	UKS2 cycle B	I can discuss some of the main events from each time period I have looked at
Ancient Greek	UKS2 cycle B	I can explain the difference between a democracy, oligarchy and a monarchy in ancient Greece
Ancient Greek	UKS2 cycle B	I can discuss some of the advantages and disadvantages of democracies and monarchies
Ancient Greek	UKS2 cycle B	I can discuss my own opinions of which type of government I think is best
Ancient Greek	UKS2 cycle B	I can list some similarities and differences between the two city-states of Athens and Sparta

Topic	Year	Objective
Ancient Greek	UKS2 Cycle B	I can put myself 'in the shoes of' an ancient Greek and discuss the two city-states
Ancient Greek	UKS2 Cycle B	I can explain my own views and opinions of the two city-states
Ancient Greek	UKS2 Cycle B	I understand the difference between primary and secondary sources
Ancient Greek	UKS2 Cycle B	I can use given sources to gather or find specific information
Ancient Greek	UKS2 Cycle B	I have a developing knowledge of what daily life in ancient Greece was like
Ancient Greek	UKS2 Cycle B	I can explain why ancient Greece had a polytheistic religion
Ancient Greek	UKS2 Cycle B	I can explain the importance of religion in the everyday life of ancient Greeks
Ancient Greek	UKS2 Cycle B	I can use given resources to discover information about the ancient Greek gods and goddesses
Ancient Greek	UKS2 Cycle B	I can name some ancient Greek ideas or developments that still influence us today
Ancient Greek	UKS2 Cycle B	I can use given sources to further their own learning
Ancient Greek	UKS2 Cycle B	I can express and explain their own views and opinions
Medicine and disease	UKS2 Cycle B	I can distinguish between a primary and secondary source
Medicine and disease	UKS2 Cycle B	I can give an example of a primary or secondary source
Medicine and disease	UKS2 Cycle B	I can compare the medical practise of two civilisations

Topic	Year	Objective
Medicine and disease	UKS2 Cycle B	I can identify one or more aspects of medicine in the Roman era
Medicine and disease	UKS2 Cycle B	I can describe any aspects which influenced the Roman view of health and medicine
Medicine and disease	UKS2 Cycle B	I can compare Roman ideas with the ideas of modern culture
Medicine and disease	UKS2 Cycle B	I can name a medical treatment from the medieval period
Medicine and disease	UKS2 Cycle B	I can describe what happened to people and their beliefs during the plague
Medicine and disease	UKS2 Cycle B	I can identify lifestyle aspects which helped the spread of the plague
Medicine and disease	UKS2 Cycle B	I can pose my own questions about an artefacts
Medicine and disease	UKS2 Cycle B	I can create a possible hypotheses for my own questions using evidence to support
Medicine and disease	UKS2 Cycle B	I can name a treatment used in the Tudor period
Medicine and disease	UKS2 Cycle B	I can describe what medical care had been like before the Victorian era
Medicine and disease	UKS2 Cycle B	I can describe some of the ways medical care improved during the Victorian era
Medicine and disease	UKS2 Cycle B	I can name some of the key individuals who made improvements in medical care during the Victorian era
Medicine and disease	UKS2 Cycle B	I can give a brief description of the NHS
Medicine and disease	UKS2 Cycle B	I can compare modern medicine with a period of past medicine
Medicine and disease	UKS2 Cycle B	I can name a particular important medical discovery in the past 100 years
Medicine and disease	UKS2 Cycle B	I can recall facts about a given period of history's medical understanding
Medicine and disease	UKS2 Cycle B	I can give evidence my opinion with facts
Medicine and disease	UKS2 Cycle B	I am able to answer questions based on the history of medicine

Topic	Year	Objective
My World and Me	KS1 Cycle A	I can identify the seven continents and the five oceans
My World and Me	KS1 Cycle A	I can locate the UK on a world map
My World and Me	KS1 Cycle A	I can say where I would find hot and cold countries on a map
My World and Me	KS1 Cycle A	I can identify the seven continents and the five oceans
My World and Me	KS1 Cycle A	I can locate the UK on a world map
My World and Me	KS1 Cycle A	I can name a variety of land features
My World and Me	KS1 Cycle A	I can locate the UK and Ecuador on a world map
My World and Me	KS1 Cycle A	I can say how Quito and London are similar
My World and Me	KS1 Cycle A	I can say how Quito and London are different
My World and Me	KS1 Cycle A	I can locate the UK, poles and equator on a world map
My World and Me	KS1 Cycle A	I can say which animals they would expect to find in a hot climate
My World and Me	KS1 Cycle A	I can say which animals I would expect to find in a cold climate
My World and Me	KS1 Cycle A	I can name and recognise some geographical physical features in the aerial photos
My World and Me	KS1 Cycle A	I can name and recognise some geographical human features in the aerial photos
My World and Me	KS1 Cycle A	I can recognise landmarks in aerial photos
My World and Me	KS1 Cycle A	I can draw my own maps
My World and Me	KS1 Cycle A	I can use a map key
My World and Me	KS1 Cycle A	I can navigate around a map

Topic	Year	Objective
Map Makers	KS1 Cycle A	I can explain what a direction is
Map Makers	KS1 Cycle A	I can explain why using directional language is important
Map Makers	KS1 Cycle A	I can use directional language to guide a partner
Map Makers	KS1 Cycle A	I can explain what is meant by an aerial view or perspective
Map Makers	KS1 Cycle A	I can draw the classroom as an aerial view to help another pupil
Map Makers	KS1 Cycle A	I can draw an aerial view or perspective of a familiar room
Map Makers	KS1 Cycle A	I can read the information on the town map examples
Map Makers	KS1 Cycle A	I can explain what the use of a key is
Map Makers	KS1 Cycle A	I can draw my own key for my own map
Map Makers	KS1 Cycle A	I can recall the key features seen on my walk
Map Makers	KS1 Cycle A	I can show how to draw a simple map
Map Makers	KS1 Cycle A	I can draw a key to aid with reading my map
Map Makers	KS1 Cycle A	I can read the map of Spring Town
Map Makers	KS1 Cycle A	I can explain why Spring Town is not designed very well
Map Makers	KS1 Cycle A	I can design a new town using human features
Map Makers	KS1 Cycle A	I can recall the key features of a map
Map Makers	KS1 Cycle A	I can complete my 3D map using the checklist
Map Makers	KS1 Cycle A	I can talk through my design using geographical vocabulary

Topic	Year	Objective
Around the world	KS1 Cycle A	I know the world is split into seven continents
Around the world	KS1 Cycle A	I can locate Europe on a world map
Around the world	KS1 Cycle A	I can describe some of the features and characteristics of France
Around the world	KS1 Cycle A	I can locate Asia on a world map
Around the world	KS1 Cycle A	I can locate China on a world map
Around the world	KS1 Cycle A	I can describe some of the features and characteristics of China
Around the world	KS1 Cycle A	I can locate Australia on a world map
Around the world	KS1 Cycle A	I know Australia is a country and not a continent
Around the world	KS1 Cycle A	I can describe some of the features and characteristics of Australia
Around the world	KS1 Cycle A	I can locate Africa on a world map
Around the world	KS1 Cycle A	I can identify Kenya on a world map
Around the world	KS1 Cycle A	I can describe some of the features and characteristics of Kenya
Around the world	KS1 Cycle A	I can locate North America on a world map
Around the world	KS1 Cycle A	I can identify United States of America on a world map
Around the world	KS1 Cycle A	I can describe some of the features and characteristics of the USA
Around the world	KS1 Cycle A	I can locate South America on a world map
Around the world	KS1 Cycle A	I can identify Brazil on a world map
Around the world	KS1 Cycle A	I can describe some of the features and characteristics of Brazil
Around the world	KS1 Cycle A	I can locate Antarctica on a world map
Around the world	KS1 Cycle A	I can describe some features and characteristics of Antarctica
Around the world	KS1 Cycle A	I can locate the seven continents of the world on a map and identify a country in each one

Topic	Year	Objective
Where do I live?	KS1 Cycle B	I know what a continent is
Where do I live?	KS1 Cycle B	I can name and locate the seven continents
Where do I live?	KS1 Cycle B	I can identify the UK on a world map
Where do I live?	KS1 Cycle B	I know that the United Kingdom is made up of different countries
Where do I live?	KS1 Cycle B	I can name the countries and capital cities of the UK
Where do I live?	KS1 Cycle B	I can identify the national flags of each of the countries of the UK
Where do I live?	KS1 Cycle B	I can name the four countries of the UK
Where do I live?	KS1 Cycle B	I can name the capital cities of the UK
Where do I live?	KS1 Cycle B	I can identify some features and characteristics of the UK
Where do I live?	KS1 Cycle B	I know the difference between a village, town and city
Where do I live?	KS1 Cycle B	I can locate their local area on a map of the UK
Where do I live?	KS1 Cycle B	I can use a variety of sources, including maps, to help them explore the local area
Where do I live?	KS1 Cycle B	I know what addresses are used for
Where do I live?	KS1 Cycle B	I can write my own address
Where do I live?	KS1 Cycle B	I can describe where I live

Topic	Year	Objective
Sea and Coasts	KS1 Cycle B	I can name and locate the five oceans
Sea and Coasts	KS1 Cycle B	I can name and locate the seven continents
Sea and Coasts	KS1 Cycle B	I can get information from different sources
Sea and Coasts	KS1 Cycle B	I can identify physical features
Sea and Coasts	KS1 Cycle B	I can identify human features
Sea and Coasts	KS1 Cycle B	I can explain what the seaside is
Sea and Coasts	KS1 Cycle B	I can identify physical and human features
Sea and Coasts	KS1 Cycle B	I can explain what I can see
Sea and Coasts	KS1 Cycle B	I can compare photos
Sea and Coasts	KS1 Cycle B	I can use observational skills to answer questions
Sea and Coasts	KS1 Cycle B	I can ask questions to find out more about a place
Sea and Coasts	KS1 Cycle B	I can share what I have learned
Sea and Coasts	KS1 Cycle B	I can compare two pictures
Sea and Coasts	KS1 Cycle B	I can identify features of beaches
Sea and Coasts	KS1 Cycle B	I can use observational skill to answer questions
Sea and Coasts	KS1 Cycle B	I can use directional language
Sea and Coasts	KS1 Cycle B	I know what the four points of a compass are
Sea and Coasts	KS1 Cycle B	I can describe how to get from one place to another using compass points



Topic	Year	Objective
-------	------	-----------

Let's go on Safari	KS1 Cycle B	I know that countries near the equator are hotter than those nearer the North and south Poles
Let's go on Safari	KS1 Cycle B	I can describe what the climate in Kenya is like
Let's go on Safari	KS1 Cycle B	I can describe some of the differences between the climate in Kenya and the UK
Let's go on Safari	KS1 Cycle B	I can identify some animals that live in Kenya
Let's go on Safari	KS1 Cycle B	I can use directional language to describe where things are on a map
Let's go on Safari	KS1 Cycle B	I can use the four compass points to describe where things are on a map
Let's go on Safari	KS1 Cycle B	I know what the four points of a compass are
Let's go on Safari	KS1 Cycle B	I can describe how to get from one place to another using compass points
Let's go on Safari	KS1 Cycle B	I can locate features on a map using compass points
Let's go on Safari	KS1 Cycle B	I can use appropriate vocabulary to describe the physical geography of Kenya
Let's go on Safari	KS1 Cycle B	I can identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities
Let's go on Safari	KS1 Cycle B	I can use adjectives to describe various features
Let's go on Safari	KS1 Cycle B	I know there are different lifestyles and cultures within Kenya
Let's go on Safari	KS1 Cycle B	I can describe the lifestyle and culture of some Kenyan people
Let's go on Safari	KS1 Cycle B	I can identify similarities and differences between life in the Maasai tribe and life in the UK
Let's go on Safari	KS1 Cycle B	I can identify differences between Kenya and the UK
Let's go on Safari	KS1 Cycle B	I can identify similarities between Kenya and the UK
Let's go on Safari	KS1 Cycle B	I can identify ways in which my life is similar to and different from the life of a Kenyan child

Topic	Year	Objective
-------	------	-----------

Investigating our Local Area	LKS2 Cycle A	I can locate the UK on a world map
Investigating our Local Area	LKS2 Cycle A	I can use a map to locate a region, county and town
Investigating our Local Area	LKS2 Cycle A	I can use the eight points of a compass to navigate around a map
Investigating our Local Area	LKS2 Cycle A	I know the difference between human and physical geographical features
Investigating our Local Area	LKS2 Cycle A	I can identify human and physical features in the local area
Investigating our Local Area	LKS2 Cycle A	I can comment on how the land in the local area is used
Investigating our Local Area	LKS2 Cycle A	I can give examples of services common to most towns
Investigating our Local Area	LKS2 Cycle A	I can identify services in their local area
Investigating our Local Area	LKS2 Cycle A	I can present their findings in an appropriate way
Investigating our Local Area	LKS2 Cycle A	I can collect evidence
Investigating our Local Area	LKS2 Cycle A	I can record evidence
Investigating our Local Area	LKS2 Cycle A	I can analyse and draw conclusions from the evidence they have collected
Investigating our Local Area	LKS2 Cycle A	I can describe what the local area is like
Investigating our Local Area	LKS2 Cycle A	I can evaluate what the local area is like
Investigating our Local Area	LKS2 Cycle A	I can present my ideas in a way appropriate to the task

Topic	Year	Objective
Volcanos	LKS2 Cycle A	I can recognise what a volcano is
Volcanos	LKS2 Cycle A	I can explain where some famous volcanoes are in the world
Volcanos	LKS2 Cycle A	I can read and interpret a range of information types (tables, maps, written)
Volcanos	LKS2 Cycle A	I can explain and describe what happens when a volcano erupts
Volcanos	LKS2 Cycle A	I can explain why a volcano erupts
Volcanos	LKS2 Cycle A	I can understand that volcanic eruptions impact the surrounding areas
Volcanos	LKS2 Cycle A	I understand the parts of a volcano
Volcanos	LKS2 Cycle A	I can explain the three main types of volcanoes
Volcanos	LKS2 Cycle A	I understand and interpret cross-section diagrams of volcanoes
Volcanos	LKS2 Cycle A	I can understand the world's countries sit on large tectonic plates
Volcanos	LKS2 Cycle A	I can name the tectonic plates and countries that lie on them
Volcanos	LKS2 Cycle A	I understand there are three types of plate boundaries
Volcanos	LKS2 Cycle A	I can explain why some people and animals live near volcanoes
Volcanos	LKS2 Cycle A	I understand that not all volcanic regions are hostile
Volcanos	LKS2 Cycle A	I can explain how people, plants and animals adapt to a volcanic environment
Volcanos	LKS2 Cycle A	I understand the similarities and differences between a volcanic area and a nonvolcanic area
Volcanos	LKS2 Cycle A	I can explain how their life differs to others
Volcanos	LKS2 Cycle A	I understand why people choose to settle in certain areas
Volcanos	LKS2 Cycle A	I can use research skills to find information
Volcanos	LKS2 Cycle A	I can plan and present a presentation on a chosen volcano
Volcanos	LKS2 Cycle A	I know how to work in small groups

Topic	Year	Objective
Earning a living	LKS2 Cycle A	I can explain some of the reasons why people work
Earning a living	LKS2 Cycle A	I can identify a variety of different jobs and their roles
Earning a living	LKS2 Cycle A	I can describe which jobs I would like and would not like to do
Earning a living	LKS2 Cycle A	I can identify the main job sectors
Earning a living	LKS2 Cycle A	I can match a variety of jobs to their sectors
Earning a living	LKS2 Cycle A	I know that not all jobs are paid equally
Earning a living	LKS2 Cycle A	I know what the economy is
Earning a living	LKS2 Cycle A	I can name some of the main industries in the UK
Earning a living	LKS2 Cycle A	I can identify areas in the UK on a map
Earning a living	LKS2 Cycle A	I know that different parts of the world have different industries
Earning a living	LKS2 Cycle A	I can describe some of the ways in which people in other countries earn a living
Earning a living	LKS2 Cycle A	I know that a lot of jobs involve the manufacture and trade of items
Earning a living	LKS2 Cycle A	I know some of the reasons why some adults are unemployed
Earning a living	LKS2 Cycle A	I can describe some of the effects unemployment has on people
Earning a living	LKS2 Cycle A	I know that the government supports unemployed people financially
Earning a living	LKS2 Cycle A	I know that some children in poorer countries have to work to support their families
Earning a living	LKS2 Cycle A	I understand the link between education and employment
Earning a living	LKS2 Cycle A	I can express my ideas about the sort of job I would like in the future

Topic	Year	Objective
Our European Neighbours	LKS2 Cycle B	I can locate Europe on a world map
Our European Neighbours	LKS2 Cycle B	I know that the UK is a country in Europe
Our European Neighbours	LKS2 Cycle B	I can describe some of the geographical features of Europe
Our European Neighbours	LKS2 Cycle B	I can locate Europe on a world map
Our European Neighbours	LKS2 Cycle B	I can identify European countries
Our European Neighbours	LKS2 Cycle B	I can use a map to identify European countries
Our European Neighbours	LKS2 Cycle B	I can match European flags to their countries
Our European Neighbours	LKS2 Cycle B	I know that there are a variety of currencies in Europe, including the euro
Our European Neighbours	LKS2 Cycle B	I can describe ways in which European countries are different from each other
Our European Neighbours	LKS2 Cycle B	I can describe what a capital city is
Our European Neighbours	LKS2 Cycle B	I can identify the capital cities of some European countries
Our European Neighbours	LKS2 Cycle B	I can locate European capital cities on a map
Our European Neighbours	LKS2 Cycle B	I can identify landmarks belonging to different European cities
Our European Neighbours	LKS2 Cycle B	I can use a variety of sources to find out about the geographical features of cities
Our European Neighbours	LKS2 Cycle B	I can compare and contrast two different European cities
Our European Neighbours	LKS2 Cycle B	I can understand the difference between human and physical geography
Our European Neighbours	LKS2 Cycle B	I can use a variety of sources of information to find out about a particular country
Our European Neighbours	LKS2 Cycle B	I can present the information they have found out appropriately

Topic	Year	Objective
Deserts	LKS2 Cycle B	I know what a desert is
Deserts	LKS2 Cycle B	I can locate some of the world major deserts on a world map
Deserts	LKS2 Cycle B	I know that not all deserts are hot and sandy
Deserts	LKS2 Cycle B	I know that deserts are characterised by extremely low rainfall
Deserts	LKS2 Cycle B	I can describe the weather and climate of deserts around the world
Deserts	LKS2 Cycle B	I can analyse data to find out about desert climates
Deserts	LKS2 Cycle B	I know that deserts change over time
Deserts	LKS2 Cycle B	I know how sand dunes are formed
Deserts	LKS2 Cycle B	I can describe the process of erosion to create various rock formations
Deserts	LKS2 Cycle B	I know that much of the desert is too hostile to be lived in by humans
Deserts	LKS2 Cycle B	I can name some of the ways in which deserts are used by humans
Deserts	LKS2 Cycle B	I can list some of the natural resources of the desert such as oil
Deserts	LKS2 Cycle B	I know that many people live in deserts
Deserts	LKS2 Cycle B	I can describe some of the challenges faced by desert dwellers
Deserts	LKS2 Cycle B	I know how cities grow and survive in deserts
Deserts	LKS2 Cycle B	I can describe what desertification is
Deserts	LKS2 Cycle B	I know why desertification is happening
Deserts	LKS2 Cycle B	I can describe the effects of desertification

Topic	Year	Objective	Topic	Year	Objective
Where does our food come from?	LKS2 Cycle B	I know that the United Kingdom is in the Northern Hemisphere	Where does our food come from?	LKS2 Cycle A	I can describe the conditions in Mediterranean climate zones
Where does our food come from?	LKS2 Cycle B	I understand that our food comes from different places around the world	Where does our food come from?	LKS2 Cycle B	I can describe some ways in which land is used for farming in Mediterranean climate zones
Where does our food come from?	LKS2 Cycle B	I can explain some of the ways in which food is processed and transported around the world	Where does our food come from?	LKS2 Cycle B	I know what longitude and latitude lines are
Where does our food come from?	LKS2 Cycle B	I can describe some of the conditions in temperate climate zones	Where does our food come from?	LKS2 Cycle B	I can describe the climate in the United Kingdom and other temperate climate zones
Where does our food come from?	LKS2 Cycle B	I know some of the foods that are produced in temperate climate zones	Where does our food come from?	LKS2 Cycle B	I can explain some ways in which land is used by farmers to produce food in the United Kingdom
Where does our food come from?	LKS2 Cycle B	I can explain how these foods are transported long distances	Where does our food come from?	LKS2 Cycle B	I can use hemisphere, longitude and latitude to describe locations
Where does our food come from?	LKS2 Cycle B	I know where the tropics are	Where does our food come from?	LKS2 Cycle B	I can describe some differences between climate zones
Where does our food come from?	LKS2 Cycle B	I can describe the conditions of tropical climate zones	Where does our food come from?	LKS2 Cycle B	I know that some food sold in the United Kingdom comes from other parts of the world
Where does our food come from?	LKS2 Cycle B	I can explain how buying fair trade produce benefits food growers	The United Kingdom	UKS2 Cycle A	I can locate the United Kingdom on a world map
Where does our food come from?	LKS2 Cycle B	I know what a biome is	The United Kingdom	UKS2 Cycle A	I can name and locate the countries and capital cities of the United Kingdom
Where does our food come from?	LKS2 Cycle B	I can explain how land is changed to enable more food to be produced	The United Kingdom	UKS2 Cycle A	I know some facts about the human geography of the United Kingdom, such as population and life expectancy
Where does our food come from?	LKS2 Cycle B	I understand some of the consequences of changing the way land is used	The United Kingdom	UKS2 Cycle A	I know what a county is
Where does our food come from?	LKS2 Cycle B	I know where in the world Mediterranean climate zones are found	The United Kingdom	UKS2 Cycle A	I can identify the counties of the UK
			The United Kingdom	UKS2 Cycle A	I can place counties of the UK on a map

Topic	Year	Objective
The United Kingdom	UKS2 Cycle A	I can describe what a city is
The United Kingdom	UKS2 Cycle A	I can identify cities of the UK
The United Kingdom	UKS2 Cycle A	I can locate UK cities on a map
The United Kingdom	UKS2 Cycle A	I know how mountains and hills are formed
The United Kingdom	UKS2 Cycle A	I can identify major hill and mountain ranges of the UK
The United Kingdom	UKS2 Cycle A	I can use a variety of sources to find out about hills and mountains, and communicate my findings appropriately
The United Kingdom	UKS2 Cycle A	I can identify the oceans and seas that surround the UK
The United Kingdom	UKS2 Cycle A	I know that the UK has a varied coastline
The United Kingdom	UKS2 Cycle A	I can use and understand vocabulary relating to seas and coasts
The United Kingdom	UKS2 Cycle A	I understand and describe the journey of a river from source to sea
The United Kingdom	UKS2 Cycle A	I can name some of the major rivers of the UK
The United Kingdom	UKS2 Cycle A	I can find out and analyse information about rivers of the UK
Water world	UKS2 Cycle A	I understand water can be found in different forms around the world
Water world	UKS2 Cycle A	I can explain where water is found on our planet
Water world	UKS2 Cycle A	I can explain the different bodies of water found on earth
Water world	UKS2 Cycle A	I understand why the water cycle is an important process on our planet
Water world	UKS2 Cycle A	I understand the steps involved in the water cycle

Topic	Year	Objective
Water world	UKS2 Cycle A	I can explain the water cycle in my own words
Water world	UKS2 Cycle A	I know how water gets to my home
Water world	UKS2 Cycle A	I can explain how and why I use water
Water world	UKS2 Cycle A	I understand what water conservation is and why it is important
Water world	UKS2 Cycle A	I can compare water use and availability in two countries
Water world	UKS2 Cycle A	I understand water access around the world differs
Water world	UKS2 Cycle A	I understand limited access to water causes huge problems in communities
Water world	UKS2 Cycle A	I understand what a sustainable future is
Water world	UKS2 Cycle A	I can explain how water contributes to a sustainable future
Water world	UKS2 Cycle A	I can describe what hydropower is and how it can be beneficial/be detrimental to the environment
Water world	UKS2 Cycle A	I can observe and record information
Water world	UKS2 Cycle A	I can answer questions about the quality of water
Water world	UKS2 Cycle A	I understand that not all water is safe to drink
North America	UKS2 Cycle A	I can locate the continent of North America on a world map
North America	UKS2 Cycle A	I can name the countries of North America
North America	UKS2 Cycle A	I can locate North American countries on a map
North America	UKS2 Cycle A	I can identify some different climate zones in North America
North America	UKS2 Cycle A	I can investigate the climate of a particular area

Topic	Year	Objective
-------	------	-----------

North America	UKS2 Cycle A	I can compare climates in North America
North America	UKS2 Cycle A	I know the difference between human and physical geographical features
North America	UKS2 Cycle A	I can identify and describe some geographical features of North America
North America	UKS2 Cycle A	I can describe how certain geographical features are formed?
North America	UKS2 Cycle A	I know what a capital city is
North America	UKS2 Cycle A	I can identify North American capital cities and match them to their countries
North America	UKS2 Cycle A	I can explore features of different capital cities, such as language and population
North America	UKS2 Cycle A	I can explain why different parts of the world have different time zones
North America	UKS2 Cycle A	I can calculate the time at different locations in North America based on GMT
North America	UKS2 Cycle A	I can calculate corresponding times within different locations in North America
North America	UKS2 Cycle A	I can compare the physical geography of a region in the UK and a region in North America
North America	UKS2 Cycle A	I can compare the human geography of a region in the UK and a region in North America
North America	UKS2 Cycle A	I can use a variety of appropriate sources to find out about the human and physical geography of a region
North America	UKS2 Cycle A	I can use a variety of sources of information to find out about a specific North American country
North America	UKS2 Cycle A	I can select appropriate facts, figures and images to include in their work
North America	UKS2 Cycle A	I can present geographical information in a variety of ways

Topic	Year	Objective
-------	------	-----------

Our local area	UKS2 Cycle B	I can explain the differences between human and physical geography
Our local area	UKS2 Cycle B	I can give examples of economic activity
Our local area	UKS2 Cycle B	I understand the differences between imports and exports
Our local area	UKS2 Cycle B	I can describe the differences between commercial, industrial and residential areas
Our local area	UKS2 Cycle B	I can explain how the land around the school is used
Our local area	UKS2 Cycle B	I can name different types of settlement
Our local area	UKS2 Cycle B	I can describe the different service available in their local area
Our local area	UKS2 Cycle B	I can name the different climate zones
Our local area	UKS2 Cycle B	I know which climate I live in
Our local area	UKS2 Cycle B	I can explain the differences between mountains and hills
Our local area	UKS2 Cycle B	I can name some upland areas in the UK

Topic	Year	Objective
Natural resources	UKS2 Cycle B	I can describe some natural resources and land uses in Britain
Natural resources	UKS2 Cycle B	I can explain what 'abundant' natural resources are
Natural resources	UKS2 Cycle B	I can discuss some problems associated with the use of natural resources which are not abundant
Natural resources	UKS2 Cycle B	I understand that some natural resources are burned to produce electricity
Natural resources	UKS2 Cycle B	I can describe some problem associated with burning natural resources to produce electricity
Natural resources	UKS2 Cycle B	I can explain, in simple terms, how energy is produced, then distributed via the National grid
Natural resources	UKS2 Cycle B	I can name some clean and renewable natural resources and describe how they are used to produce electricity
Natural resources	UKS2 Cycle B	I know some advantages and disadvantages of newable energy sources
Natural resources	UKS2 Cycle B	I can debate the pros and cons of renewables
Natural resources	UKS2 Cycle B	I know of some major wood-producing countries
Natural resources	UKS2 Cycle B	I can describe some uses of wood and name some wood products
Natural resources	UKS2 Cycle B	I can give some reasons why some wood products are imported and exported
Natural resources	UKS2 Cycle B	I can explain how iron ore is extracted to produce steel
Natural resources	UKS2 Cycle B	I can describe the process of steel production, from ore extraction to its final uses
Natural resources	UKS2 Cycle B	I can use a variety of methods to present findings on the ways a natural resource is used and traded
Natural resources	UKS2 Cycle B	I know the principal natural resources used in the production of glass and concrete

Topic	Year	Objective
Natural resources	UKS2 Cycle B	I understand that these natural resources are found in abundance around the world
Natural resources	UKS2 Cycle B	I can explain some of the benefits and drawbacks of exploiting natural resources
Natural resources	UKS2 Cycle B	I can distinguish between uses of natural resources e.g. food/energy/construction/manufacturing
Natural resources	UKS2 Cycle B	I can present my ideas about natural resources in an organised, meaningful way
Natural resources	UKS2 Cycle B	I can ask questions to extend learning about natural resources
Exploring China	UKS2 Cycle B	I know which continent China is in
Exploring China	UKS2 Cycle B	I can locate and label the capital city, bordering countries and seas on a map of China
Exploring China	UKS2 Cycle B	I have growing understanding of what it might be like to live in China
Exploring China	UKS2 Cycle B	I know what physical geography means
Exploring China	UKS2 Cycle B	I can talk about some of the ways in which humans can affect the physical geography of a place
Exploring China	UKS2 Cycle B	I can give my own opinions and reasoning about the positive and negative impact humans have had on the physical geography of China
Exploring China	UKS2 Cycle B	I understand the term 'economic growth'
Exploring China	UKS2 Cycle B	I can describe some positive effects of China's economic growth
Exploring China	UKS2 Cycle B	I can describe some negative effects of China's economic growth
Exploring China	UKS2 Cycle B	I understand what the terms 'tourist' and 'tourism' mean

Topic	Year	Objective
Exploring China	UKS2 Cycle B	I know about at least one of China's famous tourist attractions
Exploring China	UKS2 Cycle B	I have an understanding of the positive and negative aspects of tourism
Exploring China	UKS2 Cycle B	I understand what the term 'culture' means
Exploring China	UKS2 Cycle B	I have a growing understanding of Chinese culture
Exploring China	UKS2 Cycle B	I can research, retain and share relevant information on a particular topic

Topic	Year	Objective
Medieval Britain	KS3 Cycle A	I can define key terms in the development of castles
Medieval Britain	KS3 Cycle A	I can explain how and why castles changed after 1066
Medieval Britain	KS3 Cycle A	I can identify some key roles in a medieval castle
Medieval Britain	KS3 Cycle A	I can explain what daily life in a castle was like
Medieval Britain	KS3 Cycle A	I can recall the names of at least 5 weapons or tactics used to get into a castle
Medieval Britain	KS3 Cycle A	I can summarise how these weapons, methods or tactics were designed to work
Medieval Britain	KS3 Cycle A	I can explain the weapons, methods and tactics King John used to get into Rochester Castle
Medieval Britain	KS3 Cycle A	I can describe how a medieval villager spent their day
Medieval Britain	KS3 Cycle A	I can compare a medieval villager's house with a modern house
Medieval Britain	KS3 Cycle A	I can identify similarities and differences between how rich and poor people spent their time in the middle ages
Medieval Britain	KS3 Cycle A	I can compare and contrast the sports and games played in the middle ages
Medieval Britain	KS3 Cycle A	I can describe the role of a knight in medieval society
Medieval Britain	KS3 Cycle A	I can explain how aspects of medieval history have relevance today
Medieval Britain	KS3 Cycle A	I can explain why tournaments took place
Medieval Britain	KS3 Cycle A	I know the rights, opportunities and activities of medieval women
Medieval Britain	KS3 Cycle A	I can explain why there was little written about the lives of medieval women
Medieval Britain	KS3 Cycle A	I can compare life in a town and life in a village



Topic	Year	Objective
Power in the Middle Ages	KS3 Cycle A	I can summarise the events in the quarrell between Henry II and Thomas Becket in the correct chronological order
Power in the Middle Ages	KS3 Cycle A	I can evaluate King Henry's reasons for making Becket Archbishop of Canterbury
Power in the Middle Ages	KS3 Cycle A	I can explain the consequences of Thomas Becket's murder
Power in the Middle Ages	KS3 Cycle A	I can analyse the consequences of King Johns actions
Power in the Middle Ages	KS3 Cycle A	I can explain the importance of Magna Carta
Power in the Middle Ages	KS3 Cycle A	I can explain why King Henry III argued with the barons
Power in the Middle Ages	KS3 Cycle A	I can describe the origins of Britain's parliament
Power in the Middle Ages	KS3 Cycle A	I can explain why peasant chose to revolt in 1381
Power in the Middle Ages	KS3 Cycle A	I can make connections between causes of peasants revolt
Power in the Middle Ages	KS3 Cycle A	I can analyse evidence to identify similarities and differences
Power in the Middle Ages	KS3 Cycle A	I know how and why standards of cleanliness and person hygiene were very different to today
Power in the Middle Ages	KS3 Cycle A	I know the main symptoms of Black Death
Power in the Middle Ages	KS3 Cycle A	I can explain how the plague spread throughout the world
Power in the Middle Ages	KS3 Cycle A	I can describe different weapons that were used during medieval warfar
Power in the Middle Ages	KS3 Cycle A	I can formulate an opinion on which weapons were most effective and justify my opinion with evidence
Power in the Middle Ages	KS3 Cycle A	I know the main reasons England went to war with itself
Power in the Middle Ages	KS3 Cycle A	I know why England came to be ruled by Henry Tudor
Power in the Middle Ages	KS3 Cycle A	I can evaluate evidence about the deaths of the princes in the towers

Topic	Year	Objective
The Tudors	KS3 Cycle A	I know about the life of Henry VII
The Tudors	KS3 Cycle A	I understand how tactics used by Henry VII allowed him to become more powerful
The Tudors	KS3 Cycle A	I know why Henry VIII disgareed with the pope
The Tudors	KS3 Cycle A	I can assess how this affected religion in England
The Tudors	KS3 Cycle A	I know why some people criticised the Catholic Church
The Tudors	KS3 Cycle A	I know how protestants got their name and what they believed
The Tudors	KS3 Cycle A	I can explain and analyse the marriages of Henry VIII and his wives
The Tudors	KS3 Cycle A	I can explain how and why Henry's son changed religion in England
The Tudors	KS3 Cycle A	I can analyse how and why Mary gained the nickname 'Bloody Mary'
The Tudors	KS3 Cycle A	I know how Elizabeth became Queen
The Tudors	KS3 Cycle A	I can explain the consequences of Queen Elizabeths I 'middle way'
The Tudors	KS3 Cycle A	I can describe the events of the Babington plot
The Tudors	KS3 Cycle A	I can explain why the King of Spain decided to invade Spain
The Tudors	KS3 Cycle A	I can compare the strengths and weaknesses of England and Spains navies
The Tudors	KS3 Cycle A	I can identify key reasons why the Spanish armada failed
The Tudors	KS3 Cycle A	I know how and why the British Empire began
The Tudors	KS3 Cycle A	I can explain the significance of key individuals in the growth of the Empire

Topic	Year	Objective
The Stuarts	KS3 Cycle B	I can identify what King James I believed about the divine right
The Stuarts	KS3 Cycle B	I can explain why the throne of England passed to the Scottish Royal family
The Stuarts	KS3 Cycle B	I can identify the role of key individuals in the story of the Gunpowder plot
The Stuarts	KS3 Cycle B	I can recall at least 3 accepted facts about the Gunpowder plot
The Stuarts	KS3 Cycle B	I can analyse a source and justify opinions
The Stuarts	KS3 Cycle B	I can assess evidence related to the Gunpowder plot
The Stuarts	KS3 Cycle B	I can justify an opinion regarding Robert Cecil involvement in Gunpowder plot
The Stuarts	KS3 Cycle B	I can outline why witchcraft was so widely believed in
The Stuarts	KS3 Cycle B	I can identify how people were accused of witchcraft
The Stuarts	KS3 Cycle B	I can define the term 'Civil War'
The Stuarts	KS3 Cycle B	I can examine the causes of the Civil war
The Stuarts	KS3 Cycle B	I can examine which sections of society supported each side in the Civil War
The Stuarts	KS3 Cycle B	I can describe the different types of soldiers and summarise how they fought
The Stuarts	KS3 Cycle B	I know how and why King Charles I was put on trial
The Stuarts	KS3 Cycle B	I can analyse key events of the trial
The Stuarts	KS3 Cycle B	I can evaluate sources relating to the execution
The Stuarts	KS3 Cycle B	I can define the words 'republic' and 'Interregnum'
The Stuarts	KS3 Cycle B	I know how the country changed under Cromwell
The Stuarts	KS3 Cycle B	I can justify my opinion on the reputation Oliver Cromwell deserves
The Stuarts	KS3 Cycle B	I can examine a variety of opinions on Oliver Cromwell
The Stuarts	KS3 Cycle B	I can explain how England returned to a monarchy
The Stuarts	KS3 Cycle B	I know how King Charles II sought revenge after 1660

Topic	Year	Objective
Restoration and revolution	KS3 Cycle B	I know how, when and why Charles II became King
Restoration and revolution	KS3 Cycle B	I can compare the nation under the rule of Cromwell and 'the Merry Monarchs'
Restoration and revolution	KS3 Cycle B	I can recall symptoms of the plague
Restoration and revolution	KS3 Cycle B	I can assess the impact of the plague
Restoration and revolution	KS3 Cycle B	I know what people knew about the spread of plague and disease in the 17th century
Restoration and revolution	KS3 Cycle B	I can describe how the Great Fire impacted London
Restoration and revolution	KS3 Cycle B	I can explain why the fire spread so quickly
Restoration and revolution	KS3 Cycle B	I know how London was rebuilt after the fire
Restoration and revolution	KS3 Cycle B	I know why King Charles II brother became king
Restoration and revolution	KS3 Cycle B	I can recall the changes that Catholic King James II implemented
Restoration and revolution	KS3 Cycle B	I know the monarchy changed from protestant to catholic
Restoration and revolution	KS3 Cycle B	I can describe the consequences of the Glorious Revolution
Restoration and revolution	KS3 Cycle B	I can explain the official establishment of the 'United Kingdom'
Restoration and revolution	KS3 Cycle B	I can define the word 'Jacobite'
Restoration and revolution	KS3 Cycle B	I can explain what happened during Jacobite Rebellions of 1715 and 1745
Restoration and revolution	KS3 Cycle B	I know the differences between the Age of Faith and the Age of Reason
Restoration and revolution	KS3 Cycle B	I know some of the inventions and discoveries of the 16th to early 18th century

Topic	Year	Objective
Industry and revolution	KS3 Cycle B	I can explain what is meant by the term 'Industrial revolution'
Industry and revolution	KS3 Cycle B	I can analyse the causes of the 'Industrial revolution'
Industry and revolution	KS3 Cycle B	I can analyse the class divisions in 18th and 19th century society
Industry and revolution	KS3 Cycle B	I can compare life for different classes at these times
Industry and revolution	KS3 Cycle B	I know how women were treated in the 18th and 19th centuries
Industry and revolution	KS3 Cycle B	I can evaluate the importance of the Match Girls Strike of 1888
Industry and revolution	KS3 Cycle B	I can identify five ways people enjoyed their leisure time in the 1800s
Industry and revolution	KS3 Cycle B	I understand what a typical Victorian high street might have looked like
Industry and revolution	KS3 Cycle B	I know where some of the most famous high street shops began
Industry and revolution	KS3 Cycle B	I can outline the causes of the Great Hunger
Industry and revolution	KS3 Cycle B	I can formulate an opinion whether British Government offered enough help
Industry and revolution	KS3 Cycle B	I understand the changes to population in Britain between 1558 - 1901
Industry and revolution	KS3 Cycle B	I understand the changes in politics in Britain between 1558 - 1901
Industry and revolution	KS3 Cycle B	I understand the developments in science in Britain between 1558 - 1901

Topic	Year	Objective
The First World War	KS3 Cycle C	I can identify short and long-term causes of the First World War
The First World War	KS3 Cycle C	I can explain how an assassination led to the outbreak of war
The First World War	KS3 Cycle C	I can outline the reasons why men chose to fight
The First World War	KS3 Cycle C	I can define 'propaganda' and explain how the government used it
The First World War	KS3 Cycle C	I know the typical experiences of a soldier in the trenches
The First World War	KS3 Cycle C	I can identify the main areas of conflict and trench warfare
The First World War	KS3 Cycle C	I know how victims of 'Shell Shock' were treated during the First World War
The First World War	KS3 Cycle C	I can explain the links between war and medical progress
The First World War	KS3 Cycle C	I can assess the impact of the First World War on surgery, health and medicine
The First World War	KS3 Cycle C	I understand why soldiers from the British Empire fought for Britian
The First World War	KS3 Cycle C	I can analyse sources to formulate an opinion on the contribution of 'soldiers of the Empire'
The First World War	KS3 Cycle C	I can describe how the First World War affected everyday life in Britian
The First World War	KS3 Cycle C	I can explain how and why British civilians were at risk between 1914 and 1918
The First World War	KS3 Cycle C	I can explain how the war came to an end in 1918
The First World War	KS3 Cycle C	I can explain how and why 11 November is still significant in the modern day
The First World War	KS3 Cycle C	I can explain who the 'Big Three' were and how they contributed to the peace settlement
The First World War	KS3 Cycle C	I can formulate an opinion and justify using evidence - regarding the League of Nations being a success.
The First World War	KS3 Cycle C	I can analyse opinions about the League of Nations

Topic	Year	Objective
-------	------	-----------

Power in the early 20th century	KS3 Cycle C	I can define the term 'Hungry Thirties'
Power in the early 20th century	KS3 Cycle C	I can assess the diverse range of experiences of British Citizens in the 1930s
Power in the early 20th century	KS3 Cycle C	I can describe the differences between a democracy and a dictatorship
Power in the early 20th century	KS3 Cycle C	I can identify the main features of each type of government
Power in the early 20th century	KS3 Cycle C	I can define 'fascism' and 'communism'
Power in the early 20th century	KS3 Cycle C	I can explain where and how facist and communist beliefs held power
Power in the early 20th century	KS3 Cycle C	I can describe the changes taking place in Germany in the 1920s
Power in the early 20th century	KS3 Cycle C	I can explain Hitlers attempted takeover of Germany
Power in the early 20th century	KS3 Cycle C	I can explain the growth of the Nazi Party in the late 1920s and early 1930s
Power in the early 20th century	KS3 Cycle C	I understand the key factors in Hitlers rise in popularity
Power in the early 20th century	KS3 Cycle C	I understand how life changed for Germans under Nazi rule
Power in the early 20th century	KS3 Cycle C	I can explain how the Nazis justified the way they ruled
Power in the early 20th century	KS3 Cycle C	I can explain the build up to the outbreak of the war in 1939
Power in the early 20th century	KS3 Cycle C	I can assess the views of modern historians relating to the outbreak of war

Topic	Year	Objective
-------	------	-----------

The Second World War	KS3 Cycle C	I can recall terms such as 'Blitzkrieg' and 'Blitz'
The Second World War	KS3 Cycle C	I can identify key turning points of the way
The Second World War	KS3 Cycle C	I can outline the sequence of the main events of the Second World War
The Second World War	KS3 Cycle C	I can identify reasons why the Dunkirk evacuations could be considered a success and a failure
The Second World War	KS3 Cycle C	I can analyse different opinions about the Dunkirk evacuations
The Second World War	KS3 Cycle C	I know the events of Operation Sealion
The Second World War	KS3 Cycle C	I can assess why Hitler was not able to invade Britain in September 1940
The Second World War	KS3 Cycle C	I know which countries helped Britain fight during the Second World War
The Second World War	KS3 Cycle C	I can identify the contribution of 'soldiers of Empire'
The Second World War	KS3 Cycle C	I can define the word 'evacuation' and explain why it took place
The Second World War	KS3 Cycle C	I can analyse the experiences of evacuees and their hosts
The Second World War	KS3 Cycle C	I can recall key terms and concepts such as rationing, Home Guard and total war
The Second World War	KS3 Cycle C	I can identify the ways in which the Second World War affected ordinary citizens
The Second World War	KS3 Cycle C	I can recall key developments in health and medicine during and after the Second World War
The Second World War	KS3 Cycle C	I can explain the difference between precision bombing and area bombing
The Second World War	KS3 Cycle C	I can formulate an opinion on why Dresden was bombed
The Second World War	KS3 Cycle C	I can outline why Winston Churchill appears on a £5 note
The Second World War	KS3 Cycle C	I can assess whether I think Churchill was a 'truly great leader'
The Second World War	KS3 Cycle C	I can identify why Hitler and the Nazis persecuted Jewish people

Topic	Year	Objective
The Second World War	KS3 Cycle C	I can explain how the 'Final Solution' was organised
The Second World War	KS3 Cycle C	I can explain how and why the USA joined the Second World War
The Second World War	KS3 Cycle C	I can assess the immediate impact of the nuclear attack in 1945
The Second World War	KS3 Cycle C	I can explain what the United Nations is and what it does
The Trans-atlantic Slave Trade	KS4 Cycle A	I can examine how the slave trade was organised
The Trans-atlantic Slave Trade	KS4 Cycle A	I can assess Britain's role in the slave trade
The Trans-atlantic Slave Trade	KS4 Cycle A	I can examine conditions on a slave ship
The Trans-atlantic Slave Trade	KS4 Cycle A	I can compare 2 ways in which slaves were sold
The Trans-atlantic Slave Trade	KS4 Cycle A	I can describe life on a plantation
The Trans-atlantic Slave Trade	KS4 Cycle A	I know when both slave trading and slave ownership ended in Britain
The Trans-atlantic Slave Trade	KS4 Cycle A	I can outline the different factors that contributed to the abolition of slavery
The Trans-atlantic Slave Trade	KS4 Cycle A	I can assess the different factors that led to abolition of slavery

Topic	Year	Objective
The Transatlantic Slave Trade	KS4 Cycle A	I can examine how the slave trade was organised
The Transatlantic Slave Trade	KS4 Cycle A	I can assess Britain's role in the slave trade
The Transatlantic Slave Trade	KS4 Cycle A	I can examine conditions on a slave ship
The Transatlantic Slave Trade	KS4 Cycle A	I can compare 2 ways in which slaves were sold
The Transatlantic Slave Trade	KS4 Cycle A	I can describe life on a plantation
The Transatlantic Slave Trade	KS4 Cycle A	I know when both slave trading and slave ownership ended in Britain
The Transatlantic Slave Trade	KS4 Cycle A	I can outline the different factors that contributed to the abolition of slavery
The Transatlantic Slave Trade	KS4 Cycle A	I can assess the different factors that led to abolition of slavery
India: A British Empire case study	KS4 Cycle A	I can define the words 'colony' and 'empire'
India: A British Empire case study	KS4 Cycle A	I can explain how and why Britain gained an empire
India: A British Empire case study	KS4 Cycle A	I can describe what India was like before the British took over
India: A British Empire case study	KS4 Cycle A	I know why India was considered valuable to a conquering nation
India: A British Empire case study	KS4 Cycle A	I understand how trading works
India: A British Empire case study	KS4 Cycle A	I can assess the importance of the Battle of Plassey
India: A British Empire case study	KS4 Cycle A	I can explain the causes and consequences of events in India 1857-1858

Topic	Year	Objective
-------	------	-----------

India: A British Empire case study	KS4 Cycle A	I can compare different interpretations of events in India 1857-1858
India: A British Empire case study	KS4 Cycle A	I can research a variety of viewpoints on British takeover of India
India: A British Empire case study	KS4 Cycle A	I can recall key events in the campaign for Indian independence
India: A British Empire case study	KS4 Cycle A	I can assess factors that led to the partition of India in 1947
The Post-War world	KS4 Cycle B	I can define the term 'welfare state' and explain its origins
The Post-War world	KS4 Cycle B	I can outline how a report written in the 1940's has relevance in the modern day
The Post-War world	KS4 Cycle B	I can define the term 'Cold War'
The Post-War world	KS4 Cycle B	I can explain why the allies of the Second World War became enemies
The Post-War world	KS4 Cycle B	I can define 'Truman Doctrine'
The Post-War world	KS4 Cycle B	I can examine ways in which the USA tried to 'contain' communism
The Post-War world	KS4 Cycle B	I can identify where Cold War conflicts took place around the world
The Post-War world	KS4 Cycle B	I can recall the key events in the space race
The Post-War world	KS4 Cycle B	I can explain why countries in Europe cooperated more consistently in the second half of the 20th century
The Post-War world	KS4 Cycle B	I can outline which countries belong to the European Union
The Post-War world	KS4 Cycle B	I can explain where Britain's immigrant population moved from
The Post-War world	KS4 Cycle B	I can identify the reasons people chose to migrate to Britain
The Post-War world	KS4 Cycle B	I can define the term 'Windrush generation'

Topic	Year	Objective
-------	------	-----------

The Post-War world	KS4 Cycle B	I can outline the experiences and impacts of the 'Windrush generation'
The Post-War world	KS4 Cycle B	I can define the term 'multicultural Britain'
The Post-War world	KS4 Cycle B	I can describe the benefits of immigration to British society
Into the Modern World	KS4 Cycle B	I can examine and assess key changes, developments, inventions and ideas in Britain in the 1950s
Into the Modern World	KS4 Cycle B	I can recall key political events and conflicts in the world in the 1950s
Into the Modern World	KS4 Cycle B	I can examine and assess key changes, developments, inventions and ideas in Britain in the 1960s
Into the Modern World	KS4 Cycle B	I can recall key political events and conflicts in the world in the 1960's
Into the Modern World	KS4 Cycle B	I can examine and assess key changes, developments, inventions and ideas in Britain in the 1970s
Into the Modern World	KS4 Cycle B	I can recall key political events and conflicts in the world in the 1970's
Into the Modern World	KS4 Cycle B	I can examine and assess key changes, developments, inventions and ideas in Britain in the 1980s
Into the Modern World	KS4 Cycle B	I can recall key political events and conflicts in the world in the 1980's
Into the Modern World	KS4 Cycle B	I can examine and assess key changes, developments, inventions and ideas in Britain in the 1990's
Into the Modern World	KS4 Cycle B	I can recall key political events and conflicts in the world in the 1990's
Into the Modern World	KS4 Cycle B	I can examine and assess key changes, developments, inventions and ideas in Britain in the 2000s
Into the Modern World	KS4 Cycle B	I can recall key political events and conflicts in the world in the 2000s
Into the Modern World	KS4 Cycle B	I can define the word terrorism and analyse how terrorists operate in today's world
Into the Modern World	KS4 Cycle B	I can examine methods to combat terrorism

Topic	Year	Objective
Weather and Climate	KS3 Cycle A	I can define weather and climate
Weather and Climate	KS3 Cycle A	I can identify different types of weather
Weather and Climate	KS3 Cycle A	I understand how weather affects human activities
Weather and Climate	KS3 Cycle A	I can identify weather instruments and what they measure
Weather and Climate	KS3 Cycle A	I can interpret cloud symbols used on weather maps
Weather and Climate	KS3 Cycle A	I can explain how clouds form
Weather and Climate	KS3 Cycle A	I can identify different types of cloud
Weather and Climate	KS3 Cycle A	I can observe weather conditions
Weather and Climate	KS3 Cycle A	I can interpret a barometer reading
Weather and Climate	KS3 Cycle A	I can explain how air pressure affects the weather
Weather and Climate	KS3 Cycle A	I can assess how low and high air pressure affect human activities
Weather and Climate	KS3 Cycle A	I can describe the causes of a heatwave
Weather and Climate	KS3 Cycle A	I can classify the social, economic and environmental effects of the European heatwave of 2003
Weather and Climate	KS3 Cycle A	I understand how to stay safe in a heatwave
Weather and Climate	KS3 Cycle A	I understand the impacts of a storm
Weather and Climate	KS3 Cycle A	I can explain the formation and effects of a storm surge
Weather and Climate	KS3 Cycle A	I can identify how homes could be protected from a flood
Weather and Climate	KS3 Cycle A	I can draw a climate graph using temperature and rainfall data

Topic	Year	Objective
Weather and Climate	KS3 Cycle A	I can interpret a climate graph
Weather and Climate	KS3 Cycle A	I can compare climate graphs for different areas
Weather and Climate	KS3 Cycle A	I can describe the main climate zones
Weather and Climate	KS3 Cycle A	I can locate the main climate zones on a map
Weather and Climate	KS3 Cycle A	I can identify different places in each climate zone
Weather and Climate	KS3 Cycle A	I understand places have different climates to the UK
Weather and Climate	KS3 Cycle A	I know some places have extremes of climates
Weather and Climate	KS3 Cycle A	I can use an atlas to locate places on a map
Map skills	KS3 Cycle A	I can compare different types of maps
Map skills	KS3 Cycle A	I can identify who uses maps
Map skills	KS3 Cycle A	I understand the importance of maps
Map skills	KS3 Cycle A	I know the purpose of a compass
Map skills	KS3 Cycle A	I can identify the eight points on a compass
Map skills	KS3 Cycle A	I can use points of a compass to provide directions
Map skills	KS3 Cycle A	I can recognise the key features of a sketch map
Map skills	KS3 Cycle A	I understand how to draw a sketch map
Map skills	KS3 Cycle A	I can draw two types of sketch map - of a place and to show a route
Map skills	KS3 Cycle A	I understand the purpose of grid-references
Map skills	KS3 Cycle A	I can use four-figure and six-figure grid references to locate features on a map
Map skills	KS3 Cycle A	I can apply the use of four-figure and six-figure grid references to an OS map
Map skills	KS3 Cycle A	I know the different methods used to show height on a map
Map skills	KS3 Cycle A	I can interpret contour lines to show the height of land

Topic	Year	Objective
Map skills	KS3 Cycle A	I can interpret contour patterns to show the shape of the land
Map skills	KS3 Cycle A	I can accurately record measurements from a map
Map skills	KS3 Cycle A	I can plot data on a graph to create a cross-section
Map skills	KS3 Cycle A	I can interpret a cross-section and identify topographic features
Polar Regions	KS3 Cycle A	I can map key features of the Arctic and Antarctica
Polar Regions	KS3 Cycle A	I can research information about Arctic and Antarctica
Polar Regions	KS3 Cycle A	I can summarise information about Arctic and Antarctica
Polar Regions	KS3 Cycle A	I can explain how seasons are caused by Earth's orbit
Polar Regions	KS3 Cycle A	I can annotate diagrams to explain the causes of the polar climate
Polar Regions	KS3 Cycle A	I can construct and interpret a climate graph
Polar Regions	KS3 Cycle A	I can create a fact poster about a polar animal
Polar Regions	KS3 Cycle A	I can present accurate information to a group
Polar Regions	KS3 Cycle A	I can explain how polar animals have adapted to their environment
Polar Regions	KS3 Cycle A	I can recognise characteristics of the tundra environment
Polar Regions	KS3 Cycle A	I can explain how plants have adapted to the polar environment
Polar Regions	KS3 Cycle A	I can apply knowledge of plant adaptations to an exam style question
Polar Regions	KS3 Cycle A	I can explain how the Nenets are able to survive in the Arctic
Polar Regions	KS3 Cycle A	I can evaluate how sustainable the Nenet lifestyle is

Topic	Year	Objective
Coasts	KS3 Cycle B	I can explain how waves form
Coasts	KS3 Cycle B	I can explain the difference between constructive and destructive waves
Coasts	KS3 Cycle B	I can explain what longshore drift is
Coasts	KS3 Cycle B	I can identify processes of weathring and erosion on the coast
Coasts	KS3 Cycle B	I can explain how and why cliffs can be broken up by coastal processes.
Coasts	KS3 Cycle B	I can identify landforms created by erosion
Coasts	KS3 Cycle B	I can explain the formation of headlands and bays
Coasts	KS3 Cycle B	I can describe how arches are formed
Coasts	KS3 Cycle B	I can explain how a spit forms
Coasts	KS3 Cycle B	I understand how spits change over time
Coasts	KS3 Cycle B	I can explain why humans choose to live near the coast
Coasts	KS3 Cycle B	I can formulate an opinion on whether it is a good idea to live on the coast
Coasts	KS3 Cycle B	I can explain what threats could affect people living on the coast
Coasts	KS3 Cycle B	I can identify the differences between hard and soft engineering
Coasts	KS3 Cycle B	I can recall a range of hard and soft engineering coastal protection methods
Coasts	KS3 Cycle B	I can evaluate the effectiveness of different coastal protection methods



Topic	Year	Objective
Our warming planet	KS3 Cycle B	I can explain the terms—evolution, ice age, Northern Hemisphere, sediment, tree rings, tundra
Our warming planet	KS3 Cycle B	I can summarise how Earth's temperature has changed since its formation
Our warming planet	KS3 Cycle B	I can explain the effects the changes Earth's temperature has on humans
Our warming planet	KS3 Cycle B	I can explain the terms—atmosphere, carbon dioxide, global warming, greenhouse gases, methane
Our warming planet	KS3 Cycle B	I can explain three factors which affect Earth's temperature over time
Our warming planet	KS3 Cycle B	I can explain what most scientists believe is causing global warming
Our warming planet	KS3 Cycle B	I can explain how greenhouse gases work and describe two of them
Our warming planet	KS3 Cycle B	I can explain the terms—climate, extreme weather events, ice sheets, sea levels
Our warming planet	KS3 Cycle B	I can explain the possible implications of global warming and climate change for people around the world
Our warming planet	KS3 Cycle B	I can describe what may happen to the UK's climate if global warming continues
Our warming planet	KS3 Cycle B	I can explain the terms—glacier, permafrost, sea ice, tundra
Our warming planet	KS3 Cycle B	I can describe some of the changes which are happening due to climate change and explain their implications
Our warming planet	KS3 Cycle B	I can explain the terms—'local actions, global effects'
Our warming planet	KS3 Cycle B	I can explain how and why the world's richer countries have had the most to do with causing global warming
Our warming planet	KS3 Cycle B	I can explain why the world's poorest countries will suffer most from climate change
Our warming planet	KS3 Cycle B	I can explain the term—emissions
Our warming planet	KS3 Cycle B	I can explain what could and could not be done to address global warming
Our warming planet	KS3 Cycle B	I can explain the problems involved in agreeing effective action

Topic	Year	Objective
Population	KS3 Cycle B	I can define Industrial Revolution, population
Population	KS3 Cycle B	I can explain that population rises when there are more births than deaths
Population	KS3 Cycle B	I can describe the shape of the world population graph and say roughly what the present world population is
Population	KS3 Cycle B	I can give reasons for the population increase and why it might slow down
Population	KS3 Cycle B	I can explain the term densely /sparsely populated, population distribution, population density
Population	KS3 Cycle B	I can describe and analyse information provided on choropleth maps and reach conclusions based upon it
Population	KS3 Cycle B	I can explain the terms estimate, census immigration, life expectancy
Population	KS3 Cycle B	I can describe the population graph for the UK over the last 2000 years
Population	KS3 Cycle B	I can explain the impact of immigration/emigration and increasing life expectancy on the UK's population
Population	KS3 Cycle B	I can explain the term—one child policy
Population	KS3 Cycle B	I can explain the correlations between population growth/life expectancy and a country's wealth/level of development
Population	KS3 Cycle B	I can explain the terms—acid rain, global warming, resources, sustainable
Population	KS3 Cycle B	I can explain the impact of humans on the world's resources
Population	KS3 Cycle B	I can discuss possible solutions
Population	KS3 Cycle B	I can explain the terms ageing population, working age population, young population
Population	KS3 Cycle B	I can explain two possible scenarios about global population growth
Population	KS3 Cycle B	I can explain some reasons for the most likely scenario

Topic	Year	Objective
Rock to Soil	KS3 Cycle C	I can explain the terms - rock, mineral, crystal, granite, quartz
Rock to Soil	KS3 Cycle C	I can explain the terms - sandstone, feldspar, limestone, calcium carbonate
Rock to Soil	KS3 Cycle C	I can give at least 5 ways we use rock
Rock to Soil	KS3 Cycle C	I can explain the difference between a rock and a mineral
Rock to Soil	KS3 Cycle C	I recognise that we call minerals by geological names but they also have chemical names
Rock to Soil	KS3 Cycle C	I can explain that different rocks have different mixtures of minerals
Rock to Soil	KS3 Cycle C	I can explain the terms - sedimentary, metamorphic, igneous
Rock to Soil	KS3 Cycle C	I can describe how the rocks in each group are formed
Rock to Soil	KS3 Cycle C	I can name at least one rock in each group
Rock to Soil	KS3 Cycle C	I can explain the terms - physical weathering, chemical weathering, freeze-thaw weathering
Rock to Soil	KS3 Cycle C	I can name the two types of weathering and state the difference between them
Rock to Soil	KS3 Cycle C	I can describe four processes in physical weathering
Rock to Soil	KS3 Cycle C	I can describe two processes in chemical weathering
Rock to Soil	KS3 Cycle C	I can explain the terms -magma, lava, plates, erode, desposit.
Rock to Soil	KS3 Cycle C	I can describe what happens during the rock cycle
Rock to Soil	KS3 Cycle C	I can explain the terms - Pangea, fossil, era, period
Rock to Soil	KS3 Cycle C	I know that continents and oceans are carried on plate

Topic	Year	Objective
Rock to Soil	KS3 Cycle C	I can explain that plate movements brought this land to its present position
Rock to Soil	KS3 Cycle C	I can explain the terms - bedrock, geology
Rock to Soil	KS3 Cycle C	I know which parts of the UK are the most mountainous and how they have formed
Rock to Soil	KS3 Cycle C	I can name at least three types of sedimentary rocks found in the UK
Rock to Soil	KS3 Cycle C	I know that different kinds of rock lead to different landscapes
Rock to Soil	KS3 Cycle C	I can give at least 2 landscape characteristics for each rock type: granite, limestone, mudstone
Rock to Soil	KS3 Cycle C	I know that soil has different layers, can name and describe them
Rock to Soil	KS3 Cycle C	I can explain why soil is important and why it should be looked after
Living off Earths resources	KS3 Cycle C	I can explain the terms natural resource, renewable, non-renewable
Living off Earths resources	KS3 Cycle C	I can explain the difference between renewable and non-renewable natural resources
Living off Earths resources	KS3 Cycle C	I know that natural resources are not distributed equally across Earth
Living off Earths resources	KS3 Cycle C	I know that demand for natural resources grows as population grows
Living off Earths resources	KS3 Cycle C	I can describe how ocean water is turned into fresh water during the water cycle
Living off Earths resources	KS3 Cycle C	I can explain the difference between physical and economic water scarcity
Living off Earths resources	KS3 Cycle C	I know what and where Ogallala is

Topic	Year	Objective
Living off Earths resources	KS3 Cycle C	I can explain why water levels in the Ogallala are falling and describe the consequences
Living off Earths resources	KS3 Cycle C	I can identify where Earths dryland areas are on a map of the world
Living off Earths resources	KS3 Cycle C	I can give some causes of desertification
Living off Earths resources	KS3 Cycle C	I know that drylands are prone to desertification and explain the impact of human activities
Living off Earths resources	KS3 Cycle C	I can explain how oil is formed
Living off Earths resources	KS3 Cycle C	I can list at least 5 things oil is used for
Living off Earths resources	KS3 Cycle C	I can name at least five countries with known oil reserves
Living off Earths resources	KS3 Cycle C	I can describe how electricity is generated by spinning a turbine
Living off Earths resources	KS3 Cycle C	I can list 5 natural renewable energy sources available in the UK
Living off Earths resources	KS3 Cycle C	I can describe how solar power is produced
Living off Earths resources	KS3 Cycle C	I can explain why the world's poorer countries could benefit most from solar power
Our restless planet	KS3 Cycle C	I can explain the terms - crust, mantle, core
Our restless planet	KS3 Cycle C	I can name and describe the three layers which make up Earth

Topic	Year	Objective
Our restless planet	KS3 Cycle C	I can draw a simple diagram to show continental and oceanic crust
Our restless planet	KS3 Cycle C	I can explain the terms - volcano, earthquake, plate
Our restless planet	KS3 Cycle C	I can describe the pattern of earthquake and volcano sites around the world
Our restless planet	KS3 Cycle C	I can explain what the Earth's plates are and name at least 5 of them
Our restless planet	KS3 Cycle C	I can explain what makes the plates move
Our restless planet	KS3 Cycle C	I can describe the 3 ways in which plates move relative to each other
Our restless planet	KS3 Cycle C	I can explain that all plate movements cause earthquakes
Our restless planet	KS3 Cycle C	I can say which two types of plate movement give rise to volcanoes and why
Our restless planet	KS3 Cycle C	I can explain what causes earthquakes
Our restless planet	KS3 Cycle C	I can explain what the Richter scale is
Our restless planet	KS3 Cycle C	I can give examples of earthquake damage
Our restless planet	KS3 Cycle C	I can explain why Southwest China is prone to earthquakes
Our restless planet	KS3 Cycle C	I can explain what a tsunami is and what causes it
Our restless planet	KS3 Cycle C	I can explain why tsunamis can affect many countries and describe the damage they can cause
Our restless planet	KS3 Cycle C	I can draw a labelled cross-section showing the structure of a volcano
Our restless planet	KS3 Cycle C	I can list the products from eruptions and explain the damage they can do
Our restless planet	KS3 Cycle C	I can explain the terms - geyser, Mid-Atlantic Ridge, plume

Topic	Year	Objective
Our restless planet	KS3 Cycle C	I can explain where Iceland is and how it was formed
Our restless planet	KS3 Cycle C	I can explain why Iceland has active volcanoes, and earthquakes
Our restless planet	KS3 Cycle C	I can give at least 6 reasons why people continue to live in dangerous zones
Our restless planet	KS3 Cycle C	I can explain why volcanic areas attract tourists

Topic	Year	Objective
Urbanisation	KS4 Cycle A	I can explain the terms - industry, industrial revolution, market town, settlement, rural, urban
Urbanisation	KS4 Cycle A	I can explain the process by which settlements developed and evolved
Urbanisation	KS4 Cycle A	I can explain the link between industrialisation and urbanisation
Urbanisation	KS4 Cycle A	I can explain the terms - cotton mill, slums, speculators, tenements, terraces
Urbanisation	KS4 Cycle A	I can explain the process by which Manchester developed from a small market town into an industrial city
Urbanisation	KS4 Cycle A	I can explain the downsides of massive expansion for the workers in particular
Urbanisation	KS4 Cycle A	I can explain the term decline and regeneration
Urbanisation	KS4 Cycle A	I can explain the process of Manchester's decline
Urbanisation	KS4 Cycle A	I can explain how Manchester is now regenerating itself
Urbanisation	KS4 Cycle A	I can describe current patterns of urbanisation around the world
Urbanisation	KS4 Cycle A	I can explain that over half of the world's urban dwellers live in towns and cities with fewer than 500,000 residents
Urbanisation	KS4 Cycle A	I can explain how and why the global urbanisation map is likely to change by 2050
Urbanisation	KS4 Cycle A	I can explain the terms - pull factors and push factors
Urbanisation	KS4 Cycle A	I can give and explain examples of different push and pull factors that draw people to urban areas
Urbanisation	KS4 Cycle A	I can give and explain examples of different push and pull factors that draw people away from urban areas
Urbanisation	KS4 Cycle A	I can explain the term sustainable
Urbanisation	KS4 Cycle A	I can identify and explain possible benefits and disadvantages to living in urban areas
Urbanisation	KS4 Cycle A	I can explain a variety of options to make urban life more sustainable
Urbanisation	KS4 Cycle A	I can explain the terms -self-help, shanty town, slum
Urbanisation	KS4 Cycle A	I can explain what conditions are like in a modern, developing-world slum

Topic	Year	Objective
Urbanisation	KS4 Cycle A	I can explain how authorities are tackling the problem in different countries/cities
Urbanisation	KS4 Cycle A	I can explain the terms - desalinating, solar power, cycling, renewable source
Urbanisation	KS4 Cycle A	I can describe the main features of Masdar City
Urbanisation	KS4 Cycle A	I can evaluate features and make reasoned selections and
Using GIS	KS4 Cycle A	I can explain the terms - cesspool, cholera, correlation, sewage system, water pump
Using GIS	KS4 Cycle A	I can explain how Doctor John Snow used a map to reach a conclusion
Using GIS	KS4 Cycle A	I can explain, with a simple sketch, how the cholera outbreak began
Using GIS	KS4 Cycle A	I can explain the terms - data, GIS (Geographic Information System, software
Using GIS	KS4 Cycle A	I can explain how a GIS system works, with at least two examples
Using GIS	KS4 Cycle A	I can explain the terms - crime hotspot, postcode
Using GIS	KS4 Cycle A	I can describe how and why the police usually use both street maps and aerial photos as part of their GIS system
Using GIS	KS4 Cycle A	I can explain the terms - correlation, GPS (global positioning system), latitude and longitude, layers, patterns
Using GIS	KS4 Cycle A	I can explain the importance of data in GIS
Using GIS	KS4 Cycle A	I can explain why data in GIS is organised in layers, and how the layers work
Using GIS	KS4 Cycle A	I can explain the importance of accurate geographical coordinates for each piece of data
Using GIS	KS4 Cycle A	I can explain the terms - satellite image, sat nav, Google Earth
Using GIS	KS4 Cycle A	I can describe at least two other examples of the uses of GIS

Topic	Year	Objective
Earning a living	KS4 Cycle B	I can explain the terms - services, income tax, employment sectors
Earning a living	KS4 Cycle B	I know that all jobs can be placed in one of four employment sectors
Earning a living	KS4 Cycle B	I can give at least two examples of jobs in each sector
Earning a living	KS4 Cycle B	I can explain what the economy is
Earning a living	KS4 Cycle B	I can give at least four factors which influence job location
Earning a living	KS4 Cycle B	I can outline how and why the UK's employment structure changed from 1600 - today
Earning a living	KS4 Cycle B	I can explain the terms - decline, unemployment, Industrial Revolution
Earning a living	KS4 Cycle B	I can outline how and why the UK's employment structure changed from 1600 - today
Earning a living	KS4 Cycle B	I can outline how employment in and around Doncaster has changed
Earning a living	KS4 Cycle B	I can describe how the regeneration of Doncaster relies on its location and transport links
Earning a living	KS4 Cycle B	I know that a large primary sector and small secondary suggest a less developed country
Earning a living	KS4 Cycle B	I can explain why lower wages in other countries were a factor in the decline
Earning a living	KS4 Cycle B	I can name two industries where the UK is successful
Earning a living	KS4 Cycle B	I know that clothing industry is important to Bangladesh and explain why
Earning a living	KS4 Cycle B	I can describe how all four sectors are involved in mobile phones
Earning a living	KS4 Cycle B	I know that mobiles contain different materials
Earning a living	KS4 Cycle B	I can explain why Apple is called a multinational corporation and why it is an example of globalisation

Topic	Year	Objective
International development	KS4 Cycle B	I can explain the terms - poverty, development
International development	KS4 Cycle B	I can explain in a simple way what a 'developed' country is
International development	KS4 Cycle B	I can give at least 2 pieces of data to show the inequality in the world
International development	KS4 Cycle B	I can give at least 5 conditions you'd find in a highly developed country
International development	KS4 Cycle B	I can give at least 5 conditions you'd find in a poorly developed country
International development	KS4 Cycle B	I can explain the terms - life expectancy, GDP, GDP per person, literacy rate, mortality rate
International development	KS4 Cycle B	I can give at least 5 examples of development indicators
International development	KS4 Cycle B	I can describe the GDP per person around the world
International development	KS4 Cycle B	I can give 5 geographical facts about Malawi
International development	KS4 Cycle B	I know the differences in life for a poor child in a poor country and the lives of children in the UK
International development	KS4 Cycle B	I can give 5 geographical facts about Singapore
International development	KS4 Cycle B	I can give a historical, geographical and social factor which helped the UK develop
International development	KS4 Cycle B	I know that conflict, corruption, reliance and lack of industry allow countries to remain poor
International development	KS4 Cycle B	I can explain why migrants have crossed Mediterranean from Africa to Europe
International development	KS4 Cycle B	I can give 4 examples of ways countries can develop themselves
International development	KS4 Cycle B	I can explain how countries can help to develop poor countries

# "Preparing Pupils for life in Modern Britain"

 **One Team**

 **Dream Big**

 **Be Inclusive**

 **Open and Honest**

 **Deliver Promises**