

Year 5 and 6 Creative Curriculum Long Term Plan

The following objectives should be taught across all topics

Geography

- Understand and use a widening range of geographical terms (see skills progression)
- Describe and understand key aspects of human and physical geography (see skills progression)
- Know and describe where a variety of places are in relation of physical and human features

History

- Make links between features within and across different periods
- Select from a range of information, sources and sources of evidence to answer a question
- Develop own lines of enquiry
- Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and ICT

Year 5 and 6 Creative Curriculum Long Term Plan - Cycle A

Space		World War II		Ancient Greece	
History	Geography	History	Geography	History	Geography
<p>Plot key events from Local, British and World history on a time line</p> <p>Select from a range of information, sources and sources of evidence in order to answer a question</p> <p>Recognise the links and relationships between people, places, objects and events and how they can be dependent on each other.</p> <p>Explain the impact of a significant individual on the world</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones, including day and night</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. a new bypass</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Understand and explain how life was different, with an explanation of the cause for the way of life and the significance of this period of history in terms of human development</p> <p>Describe features of past societies and periods in the context of their developing chronological framework</p> <p>Observe, describe and compare showing an increasing depth of factual knowledge and understanding of the influence of Britain and the wider world.</p> <p>Ask questions about why, when and how people lived or behaved as they did?</p>	<p>Know the location of capital cities of countries of the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</p> <p>Know about the wider context of places e.g. county, region, country</p> <p>Recognise different shapes of countries</p> <p>Name and locate counties and cities of the UK and understand how they have changed over time</p>	<p>Understand and explain how life was different, with an explanation of the cause for the way of life and the significance of this period of history in terms of human development</p> <p>Select from a range of information, sources and sources of evidence in order to answer a question</p> <p>Describe features of past societies and periods in the context of their developing chronological framework</p> <p>Ask questions about why, when and how people lived or behaved as they did?</p>	<p>Know about the wider context of places e.g. county, region, country</p> <p>Recognise different shapes of countries</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of a mainland European country</p>

		Think critically, sifting arguments and weighing evidence of people and objects when developing and communicating ideas about Britain and the wider world, past and present			
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Year 5 and 6 Creative Curriculum Long Term Plan - Cycle B

Vikings / Mayans		Frozen Kingdom		Darwin	
History	Geography	History	Geography	History	Geography
Understand cause and consequence in historical events.	Know about the wider context of places, e.g. county, region, country	Discuss and question the validity and reliability of sources.	Identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night	Recognise the links and relationships between people, places, objects and events and how they can be dependent on each other.	Understand how humans affect the environment over time
Plot key events from Local, British and World history on a time line	Identify the physical characteristics and key topographical features of the countries within North America.	Think critically about evidence and its usefulness.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Explain the impact of a significant British individual on the world	to know about changes to the world environments over time
Understand that a timeline can be divided into BC and AD	Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America.	Draw conclusions consistent with the evidence.	Describe and understand the key aspects of physical geography and human geography	Begin to recognise continuity and change and give reasons for these (theories of evolution)	Describe and understand the key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Describe features of past societies and periods in the context of their developing chronological framework				Think critically, sifting arguments and weighing evidence of people and objects	to use the eight points of compass, four and six figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world.
Ask questions about why, when and how people lived or behaved as they did?					
Show a good understanding of how life was different, why it was different and how it was the same and the	Understand why people seek to manage and sustain their environment				

significance of these
periods of history in terms
of human development.

Discuss and question the
validity and reliability of
sources

Draw conclusions
consistent with the
evidence.

