

LONDON CALLING

VOCABULARY

Location

Geography

Landmark

Capital

Physical

Human

Multicultural

We learn that we go to school in Camberwell and that we live in London, which is a city in the UK. This helps us develop our sense of place. We learn key geographical features (like the River Thames) and the names of some landmarks in London.

This builds on our learning about our local area in nursery and reception, and prepares us to learn more about Camberwell in Year 3 and key events in London's history (like the Great Fire of London in Year 2).

PLACES

Big Ben



Buckingham Palace



Trafalgar Square



River Thames



PEOPLE

Floella Benjamin



Kye Whyte



Malorie Blackman



Omari McQueen



LONDON



The Tower of London

east end

st Pauls

Shard

Thames

Time for TEA

Art

Southbank

The Oval

Marble Arch

Big Ben

City

POLES APART

VOCABULARY

Moist

Misty

Scorched

Tropical

Freezing

Poles

Continent

Ocean

Polar

Equator

Temperate

Compass

We learn more about different regions of the world by learning about the Arctic and Antarctica.

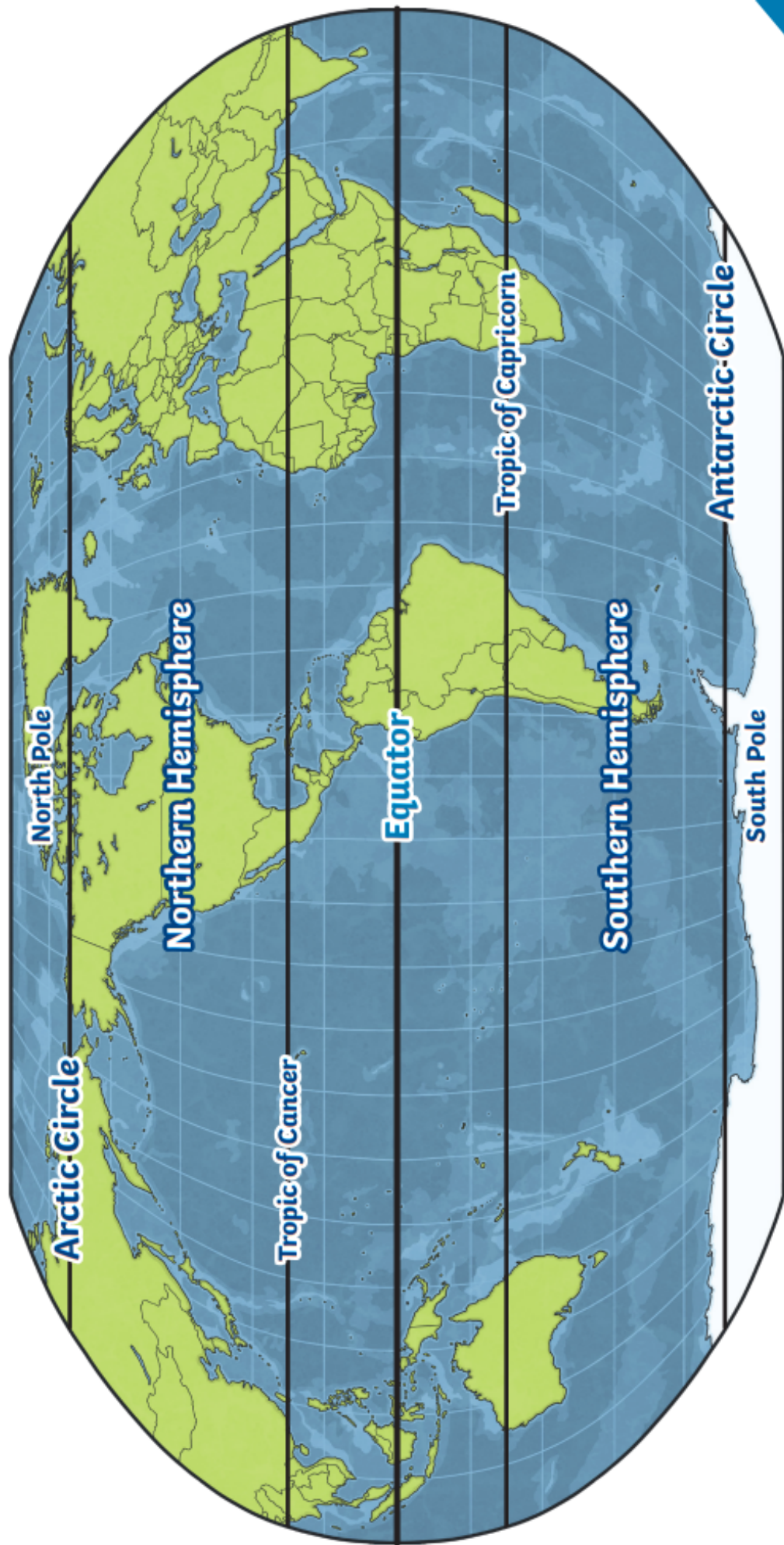
We learn the key features of the poles and the equator, including hot and cold areas of the world in relation to them.

This builds on our learning about different geographical landscapes in EYFS and Year One and lays the foundations for later learning about climate change and about different biomes.

PLACES

The Arctic

Antarctica



North Pole

Northern Hemisphere

Equator

Southern Hemisphere

South Pole

Arctic Circle

Tropic of Cancer

Tropic of Capricorn

Antarctic Circle

STONE AGE TO IRON AGE

VOCABULARY

Archaeologist

Artefact

Chronology

Tribe

Civilisation

Settlement

Prehistoric

Neolithic

Hunter-gatherer

B.C.

Cheddar Gorge

Man

Hill fort

We learn about what life was like in Britain during the Stone, Iron and Bronze Ages and how these periods were both similar and different. We learn about the importance of trade in Britain, understanding that it began during this time. We find out how events from the Stone Age to Iron Age still affect our lives today.

This prepares us for later learning about trade, for example when learning about the Romans later in Year 3, the Tudors in Year 4, The Golden Age of Islam in Year 5 and the Ancient Kingdom of Benin in Year 6.

PLACES

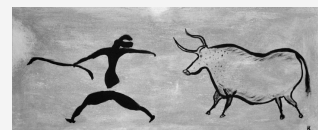
Skara Brae



Stonehenge



Lascaux



4,500-3,500BC

The first pottery is made and used.

4,500-3,500BC

Farming starts and begins to spread.

2,500BC

Metal starts to be used.

1,200-800BC

Metal tools are made and used.

1,200-800BC

Tribal kingdoms and celtic culture.

100BC

Coins are made and used for the first time.

13,000BC


People make cave paintings


4,000-3,000BC


People start to ride and use horses.

1,800BC

The first copper mines are dug.

800-700BC

The first hill forts are made.

700-500BC

Iron is used a lot more than before.

AD43

The final Roman invasion of Britain



MALAWI

VOCABULARY

Agriculture

Vegetation

Landlocked

Natural resources

Deforestation

Climate change

Resource

Produce

Consume

Exploitation

Malawian

Chichewa

Malawian kwacha

We will learn about the physical geography of Malawi, focusing on Lake Malawi and Mulanje Mountain.

We will develop our understanding of natural resources, climate change and fair trade. We will learn how our actions can affect places and communities far away.

This develops our understanding of our role as global citizens. It supports us with later learning about geographical landscapes such as the Pacific Rim later in Year 4 and deserts in Year 5.

PEOPLE

William Kamkwamba



PLACES

Lake Malawi



Lilongwe



Mulanje Mountain





THE GOLDEN AGE OF ISLAM

VOCABULARY

Astronomy

Observatory

Interdependent

Nomad

Infrastructure

Innovation

Advancement

Century

Shia

Abbasids

Caliphate

Umayyad

Mongol

House of Wisdom

We learn about what life was like during the Golden Age of Islam. We find out about important individuals and their achievements, including scientific advancements and medicine. We learn about trade links with Europe through the Silk Road. We also learn about the significance of Baghdad as a seat of innovation and learning, comparing it with the Dark Ages of Europe at the time.

This builds on previous learning about medicine (such as People Who Help us in EYFS) and prepares us for Under the Microscope in Year 6. It also builds on previous learning about trade (for example, the Romans in Year 3 and the Tudors in Year 4) and prepares us for later learning about trade in the Ancient Kingdom of Benin.

PLACES

Baghdad



Silk Road



PEOPLE

Al Khwarizmi



Ibn Sina



Al-Nafis



Omar Khayyam



Key Dates

AD 632	Muhammad dies and Muslims struggle to agree who should be the next caliph . The first four caliphs appointed after this time come to represent an age of 'pure Islam '. When the last, Ali, was assassinated in AD 661, the Umayyad dynasty of caliphs took over for nearly a century. After that began the reign of the Abbasid caliphs .
AD 752	Caliph Al-Mansur builds Baghdad as the new capital of the Islamic empire on the river Tigris. It was close to established trade routes, such as the Silk Road , and became known as the cultural and learning capital of the world.
AD 830	The House of Wisdom is built in Baghdad.
AD 1000	Al-Zahrawi finishes his medical book <i>Al-Tasrif</i> . It will be used by doctors for another 500 years.
AD 1258	The Siege of Baghdad. Mongols from Asia attacked Islamic lands, destroying the House of Wisdom and burning Baghdad. They threw millions of books into the river. The city never recovered its former glory, but the ideas lived on.

Timeline



WORLD WAR TWO

VOCABULARY

Ferocious

Infantry

Civilians

Intercept

Radar

Occupation

Fascism

Evacuate

Anti-Semitic

Luftwaffe

Blitzkrieg

Evacuated

Rationing

Blackout

Holocaust

Blitz

Nazi

Kindertransport

We will learn about the origins of WW2.

We will find out what life was like in London during the Blitz, particularly for children. We will learn about the involvement of different Commonwealth countries in WW2. We will also learn how WW2 led to change for different groups in society. We will find out what the Holocaust was, the groups of people affected and its lasting impact.

This builds on previous learning about London and our learning about WWI in Year 5. It prepares us for our learning about the Windrush later in Year 6.

PEOPLE

Princess Ademola



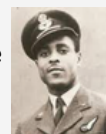
Lilian Bader



Connie Mark



Johnny Smythe



Lionel Turpin

