



The Abbey Hill CURRICULUM



KNOWLEDGE

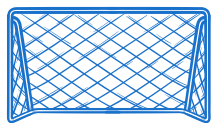
HANDBOOK



Achieving our dreams together



Our knowledge handbook maps our the substantive and disciplinary knowledge of our History and Geography curriculum and also demonstrates the alignment of our outcomes and core texts.



Our Goals

In all our 'Topics' we have clear goals which take 3 forms - To know, to do and to share.



Substantive knowledge: This is carefully and deliberately selected, powerful knowledge we aspire to pupils retaining

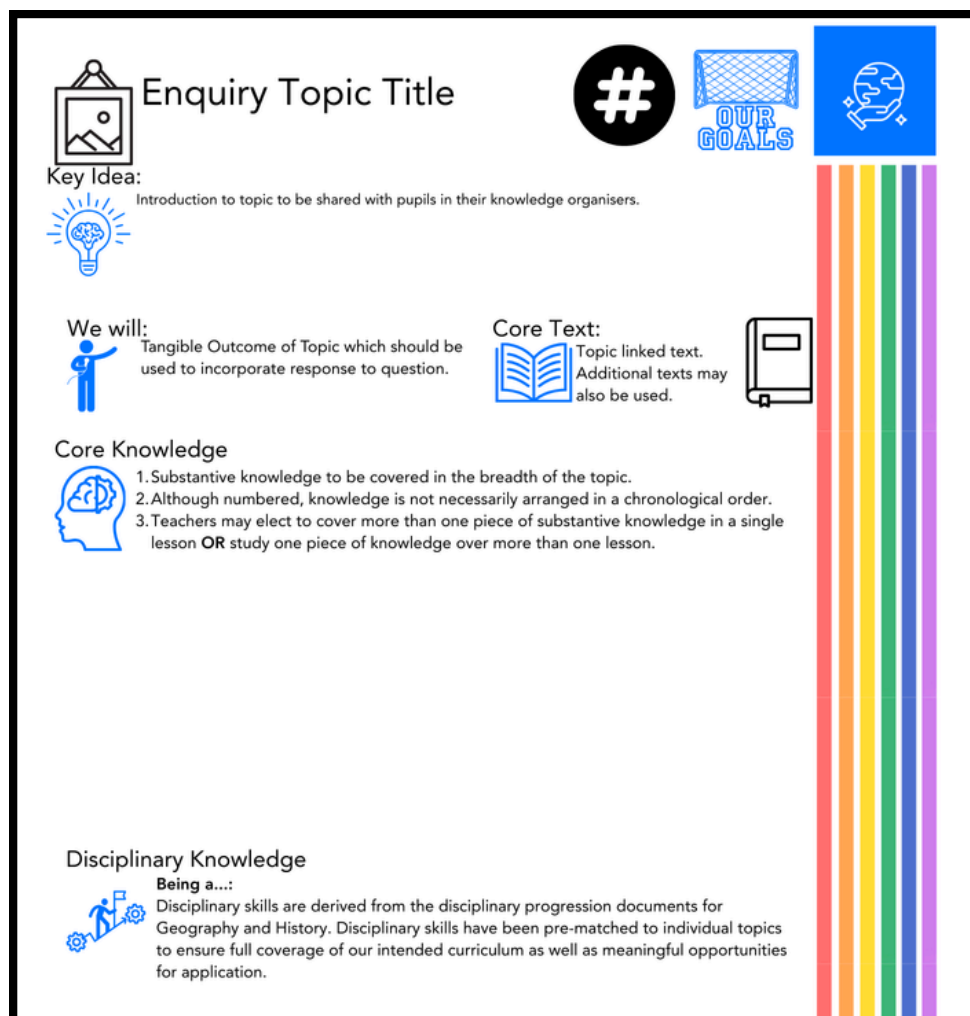


Disciplinary knowledge: These are carefully, sequentially mapped skills which support pupils to progress as geographers, historians, artists etc



End products: These are the materials which pupils may produce or assimilate at a conclusion of their learning and may include presentations with a value on oracy, movies, pieces of art or simply the ability to cohesively articulate their response to an enquiry question.

The structure of the handbook:



KEY STAGE ONE

Autumn

- 1** Where can magnificent maps lead us?
- Martha Maps it out
 - Animals including Humans
 - Treasure Hunt
 - Who was Queen Victoria?
 - Queen Victoria's Bathing Machine
 - Animals including humans
 - Queen Victoria Role Play
 - Our local area
 - Painting - Etel Adnan
 - Video tour
 - Significant Indiv. Queen Victoria
 - Textiles - Puppets

Spring

- How powerful is the weather?
- Seasons
 - Weather Forecast
 - Is our twin town just like us?
 - Traditional Tales
 - Working scientifically
 - Twin-Town Guide
 - The Weather
 - Weather video
 - France
 - Infographic
 - Food - Seaside Smoothies
 - Local Walk
 - Sculpture - Anish Kapoor

Summer

- Why should we thank Florence Nightingale?
- The Hospital Dog
 - Working scientifically
 - Nursing School day
 - How did we get there?
 - Emma Jane's Aeroplane
 - Plants
 - Travel Model Museum
 - Significant Indiv. Florence Nithingale
 - Drawing and Sketching - Rupi Kaur
 - Mansfield Museum
 - History of Transport
 - Printing - Tuyo
 - Mechanism - Moving Book

- 2** How different is life in another country?
- Only a Pigeon
 - Plants
 - Ethiopian Experience Day
 - Ethiopia
 - Photo Map
 - Food - Ethiopian Food
 - Yorkshire Wildlife Park
 - How powerful is a castle?
 - Prince Cinders
 - Uses of everyday materials
 - Castle Construction
 - Local castles
 - Significant place - Local Castles
 - Sculpture - Sol Le Witt

- What happened in the Great Fire of London?
- Viad and the Great Fire of London
 - Working scientifically
 - Great Fire Reenactment
 - Why do we like to be beside the seaside?
 - Dogger
 - Animals including humans
 - Seaside Brochure
 - Sig. events - Great Fire of London
 - Drawing and Sketching - Adrienne Walujo
 - The UK
 - Changes in life
 - Infographic
 - Painting - L S Lowry
 - Structures and Mechanism - Fairgrounds

- Who explored where?
- The Search for the Giant Arctic Jellyfish
 - Living things and their habitats
 - Explorer's Scrapbook
 - Maps
 - Significant Indiv. Captain Cook
 - Printing - Corita Kent
 - Structures and Mechanisms - Moving Monsters



Achieving our dreams together





Where can magnificent maps lead us?



Key Idea:



Welcome to the world of maps and navigation! Have you ever wondered how we can find our way around the school or even across the globe? Our school is in the Coxmoor Estate in Kirkby in Ashfield, and with tools like maps, compasses, and globes, we can explore places from above and understand where everything is. Maps show us buildings and natural features, and with a compass, we can easily discover the four main directions—north, south, east, and west. Let's uncover how these tools help us make sense of the world!

We will:



Design and carry out our very own Treasure Hunt of school.

Core Text:



Martha Maps it Out
Leigh Hodgkinson



Core Knowledge



1. There are different ways around the school site.
2. Our school is in the Coxmoor Estate in Kirkby in Ashfield.
3. Maps show places from a bird's-eye view.
4. A compass has four main directions: north, south, east and west.
5. A globe is a 3D model of Earth.
6. Symbols on maps can represent different buildings.
7. Maps can show natural features.
8. A key on a map explains what the symbols mean.

Disciplinary Knowledge



Being a Geographer:

Know the geography of the school and its grounds through simple fieldwork and observational skills.

Know simple compass directions (N, S, E and W), and locational and directional language to describe the location of features and routes on a map.

Understand basic symbols in a key.

Know and use basic geographical vocabulary to refer to key physical features: sea, ocean, seasons and weather.

Know basic geographical vocabulary to refer to key human features of the local environment including city, town, village, house, shop.





Who was Queen Victoria?

1



Key Idea:



Step into the world of Queen Victoria, who became queen when she was just 18! She was married to Prince Albert and had nine children. Known for her strong personality, Queen Victoria was often described as someone who was "not amused" by many things, but hopefully, you'll find her reign fascinating and full of surprises! From the work Victorian children did to Prince Albert's Great Exhibition, Queen Victoria's decisions and relationships left a lasting mark on Britain.

We will:



Create our very own Victorian Day linked to a Victorian Christmas and share it with our families.

Core Text:



Queen Victoria's Bathing Machine
Gloria Whelan



Core Knowledge



1. Queen Victoria became queen when she was 18.
2. Queen Victoria was married to Prince Albert, and they had nine children.
3. E&D: Abdul Karim - Reason: Abdul Karim was a key figure in Queen Victoria's court, offering a different perspective on the British Empire and its relationship with India during her reign.
4. Many Victorian children worked in factories, mines, or as servants instead of going to school.
5. School in Victorian times was different to school today.
6. Prince Albert organised the Great Exhibition to celebrate new inventions.
7. Queen Victoria is the second longest reigning monarch.

Disciplinary Knowledge



Being a Historian:

- Know ways in which everyday objects have changed over time e.g. toys and phones, and how they have changed in their lives so far.
- Know who was important in a simple historical recount.
- Know why people are important in history.
- Know that time passes and lives of people vary through time.
- Know that term 'past' means something has already happened.
- Know that the term 'present' means today/the now.
- Know that artefacts are objects that were made and used in the past and that they give us clues about life long ago.
- Know that asking questions about people and artefacts helps us to know and remember more.



How powerful is the weather?

1



Key Idea:



The weather is full of wonders that change with each season! There are four seasons—spring, summer, autumn, and winter—and each one has its own surprises. Summer brings warmth, while winter brings the cold, but the sun is always ready to shine. Even animals get in on the action, with some snoozing through winter in a cozy hibernation. And who doesn't love spotting a rainbow after a shower of rain? Let's explore how weather makes our world so exciting!

We will:



Make our very own digital weather forecasts, just like on TV!

Core Text:



Seasons
Hannah Pang



Core Knowledge



1. There are four seasons: spring, summer, autumn, and winter.
2. Summer is the warmest season, and winter is the coldest.
3. Rain helps plants grow and fills rivers and lakes.
4. The sun gives us light and warmth
5. Wind can move clouds, trees, and even kites!
6. Some animals sleep through the winter – this is called hibernation.
7. Rainbows appear when sunlight shines through raindrops.

Disciplinary Knowledge



Being a Geographer:

Know about seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Savannah and Antarctica).

Know and use basic geographical vocabulary to refer to key physical features: sea, ocean, seasons and weather.

Know the geography of the school and its grounds through simple fieldwork and observational skills.





Is our twin town just like us?



Key Idea:



What makes Kirkby-in-Ashfield so special? It's a town in Nottinghamshire, right here in England, and it's twinned with a town in France—Ronchin! Can you imagine living in a place where the main language is French, not English? Did you know the UK is made up of four countries, and across the English Channel, you'll find France with its own unique culture? Kirkby and Ronchin may be far apart, but what do you think they have in common? How are they different? Let's discover!

We will:



Create a guide to our Twin Town - Ronchin - so people can see how it compares to Kirkby.

Core Text:



Treasury of Fairy Tales
Axel Scheffler



Core Knowledge



1. Kirkby-in-Ashfield is a town in Nottinghamshire, England.
2. The UK is made up of four countries: England, Scotland, Wales, and Northern Ireland.
3. The Earth has seven continents and five oceans, which explorers travel across.
4. Ronchin is a town in France
5. France is across the English Channel .
6. Kirkby and Ronchin are twinned towns.
7. The main language in France is French, while in Kirkby it is English.
8. Both towns have similarities and differences.

Disciplinary Knowledge



Being a Geographer:

Know my own opinion of what I think about a place.

Know some human and physical features of a small area of the UK (Sherwood Forest, Nottinghamshire).

Know the four countries and capital cities of the UK and its surrounding seas, and some of their characteristics.

Know where to find the UK and its four countries on a world map, atlas and globe.

Know the names and locations of the world's seven continents and five oceans.





Why should we thank Florence Nightingale?



Key Idea:



Florence Nightingale, born in 1820 and raised in Derbyshire, is a true hero who changed healthcare forever. During the Crimean War, she cared for soldiers and became known as "The Lady with the Lamp" because she visited patients at night. She made hospitals cleaner and better organised, helping to save many lives. Florence also opened the first-ever Training School for Nurses, inspiring future nurses to follow in her footsteps. Her amazing work still impacts healthcare today.

We will:



Create our very own training day for other children in KS1 and Reception to learn how to be nurses!

Core Text:



The Hospital Dog
Julia Donaldson



Core Knowledge



1. Florence Nightingale was born in 1820 and grew up in Derbyshire.
2. She became a nurse and helped soldiers during the Crimean War.
3. She improved hospitals by keeping them clean and organised.
4. Florence Nightingale was called "The Lady with the Lamp" because she checked on patients at night.
5. She opened a Training School for Nurses

Disciplinary Knowledge



Being a Historian:

- Know why people did things
- Know what happened as a result of the actions of others.
- Know that some things happened within living memory but that many things happened beyond this.
- Know that artefacts are objects that were made and used in the past and that they give us clues about life long ago.
- Know that asking questions about people and artefacts helps us to know and remember more.
- Know the difference between fact and fiction.





How did we get there?



Key Idea:



All aboard for a journey through time! In 1814, George Stephenson built the first steam train, changing travel forever. Our local train station whisks us off to places like Nottingham and Worksop. From coal to electricity, trains have evolved! Then, take flight with the Wright brothers, who flew the first powered airplane in 1903. Amelia Earhart was the first woman to fly solo across the Atlantic. Ready to explore? The adventure begins now!

We will:



Open our very own class museum so people can learn all about the history of transport.

Core Text:



Emma Jane's
Aeroplane
Katie Haworth



Core Knowledge



1. The first steam train was built by George Stephenson in 1814.
2. We have a train station in Kirkby which can take us to places such as Nottingham, Mansfield and Worksop.
3. Early trains used coal but modern trains run on electricity or diesel fuel.
4. The Wright brothers flew the first powered airplane in 1903.
5. E&D Amelia Earhart was the first woman to fly solo across the Atlantic Ocean.
6. Air travel helps people travel between countries quickly.

Disciplinary Knowledge



Being a Historian:

Know ways in which everyday objects have changed over time e.g. toys and phones, and how they have changed in their lives so far.

Know that people, places objects and life itself change over time.

Know there are similarities and differences between new and old objects and life now and in the past.

Know there may be differences about how adults talk about the past and how they remember things.





How different is life in another country?

2



Key Idea:



Imagine a place where the sun blazes brighter and the land stretches much further than we know! Ethiopia, a vast country in East Africa, is much bigger than the UK, and its climate is hotter too. In Ethiopia's town of Fiche, homes called tukuls are built with mud and straw, though modern houses also stand tall. Picture feasts of injera, a flatbread that's a favourite! Did you know Ethiopia has 13 months in a year? And when their New Year arrives in September, celebrations burst with dancing and delicious food. Doesn't that sound amazing?

We will:



Hold an open day in our classroom where our families can come and find out more about life in Ethiopia.

Core Text:



Only a Pigeon
Jane Kurtz



Core Knowledge



1. Ethiopia is a large country in East Africa, much bigger than the UK.
2. Kirkby-in-Ashfield and Fiche are both towns, but Fiche is in Ethiopia and Kirkby is in the UK.
3. Ethiopia is hotter than the UK.
4. Some Ethiopian houses are called tukuls and are made of mud and straw but other people live in modern houses just like ours.
5. A popular food in Ethiopia is injera, a type of flatbread.
6. The Ethiopian calendar has 13 months instead of 12.
7. The Ethiopian New Year, called Enkutatash, is celebrated in September with parties, dancing, and special food.

Disciplinary Knowledge



Being a Geographer:

Know the key human and physical features of the local environment through simple fieldwork and observational skills.

Know the geographical similarities and differences of a small area in a contrasting non-European country (Kirkby in Ashfield, UK and Fiche, Ethiopia).

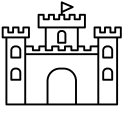
Know that aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Know basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port and harbour.

Know basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.

Know the names of a contrasting nation's continent, capital and a comparable town.





How powerful is a castle?

2



Key Idea:



Step inside a world of towering walls, grand halls, and brave knights—where castles were not just homes, but fortresses of strength and power. Built to protect against invaders, these mighty castles had tall towers, drawbridges, and moats to keep enemies at bay. Inside, royal families feasted in the great hall, while women managed households and sometimes even helped defend their stronghold! From Eleanor of Aquitaine’s rule to the knights who protected the lands after the Battle of Hastings, castles were full of action, mystery, and unforgettable stories.

We will:



Build our very own Castles and hold an exhibition for other children to come and have tours of our designs.

Core Text:



Prince Cinders
Babette Cole



Core Knowledge



- 1.Castles were built to protect people from invaders.
- 2.Castles had strong walls and towers and some had a drawbridge and moat to stop invaders from entering.
- 3.Castles had rooms like the great hall for feasts, kitchens, and bedrooms
- 4.Women in castles played important roles, managing the household, overseeing servants, and sometimes defending the castle.
- 5.E&D: *Eleanor of Aquitaine was a powerful queen and landowner, often associated with castles.*
- 6.Norman knights wore armour and helped defend castles after the Battle of Hastings in 1066.
- 7.The Bayeux Tapestry shows pictures of the Battle of Hastings, where William the Conqueror won and became king.
- 8.Peveril Castle is named after William Peverel, a Norman nobleman (He was granted the land after the Norman Conquest.)
- 9.Bolsover Castle and Peveril Castle are local castles in our area that were built long ago

Disciplinary Knowledge



Being a Historian:

Know about new ideas and inventions of the time.

Know why people did things, why events happened and what happened as a result of this.

Know several ways of finding out about the past e.g. books, artefacts, people, the internet.

Know who was important in a simple historical recount and give reasons why.

Being a Geographer:

Know basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.

Know basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port and harbour.

Know that aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.





What happened in the Great Fire of London?

2



Key Idea:



Welcome to the story of the Great Fire of London! Did you know that the fire started on 2nd September 1666 in a bakery on Pudding Lane? It burned for four days, destroying many wooden houses built close together. People tried to stop it with water from the River Thames, but it was too strong. St. Paul's Cathedral was lost, and after the fire, houses were rebuilt with bricks. Ready to learn how this huge event changed London? Let's explore!

We will:



Reenact the Great Fire of London complete with our very own models. We'll ask the Fire Brigade to help us too!

Core Text:



Vlad and the Great Fire of London
Kate Cunningham



Core Knowledge



1. The Great Fire of London started on 2nd September 1666.
2. It began in a bakery on Pudding Lane.
3. The fire lasted for four days and destroyed much of London.
4. Houses were made of wood and built close together, which made the fire spread quickly.
5. People tried to put out the fire using leather buckets and water from the River Thames.
6. St Paul's Cathedral was burned down in the fire.
7. After the fire, houses were rebuilt using bricks instead of wood.
8. A monument to the Great Fire still stands in London today.
9. We know a lot about the fire from Samuel Pepys' diary.

Disciplinary Knowledge



Being a Historian:

Know why people did things, why events happened and what happened as a result of this.

Know that some things happened within living memory but that many things happened beyond this.

Know how to find answers to simple questions about the past from different sources of information.

Know that there are sometimes different versions of the same event

Being a Geographer:

Know my own opinion about how a place has changed.





Why do we like to be beside the seaside?

2



Key Idea:



Imagine the warm sun, the sound of the waves, and the fresh sea breeze—how wonderful! In Victorian times, more and more people began visiting the seaside for fun, with the sea air and swimming said to make them feel better. Trains made it easier to get to places like Blackpool and Skegness, where people enjoyed piers and beach walks. Today, we still visit beaches, but now we have exciting activities like water sports, theme parks, and holidays to faraway seaside spots. Sounds like the perfect getaway!

We will:

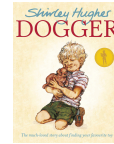


Create adverts encouraging people to come and experience the benefits of the seaside!

Core Text:



Dogger
Shirley Hughes



Core Knowledge



1. In the Victorian times, more people started going to the seaside for fun.
2. E&D People thought the sea air and swimming in the sea could make them feel better and benefit wellbeing
3. The invention of trains made it easier for people to get to the seaside.
4. Seaside towns like Blackpool, with its famous tower, and Skegness, with its big pier, became popular for fun activities.
5. Air travel changed in the 1950s and 60s, making it easier for people to fly to faraway seaside places.
6. In the past, people mostly walked along the beach or visited piers, but today we enjoy things like water sports, theme parks, and shopping.
7. Today, people go on holidays all over the world, to places like the beach, mountains, or cities.

Disciplinary Knowledge



Being a Historian:

Know what has changed in everyday life from the period of time studied including jobs, school, family life, homes and technology.

Know why there are similarities and differences between life now and in the past.

Know how to compare pictures, photos and accounts of people and events in the past and say how they differ.

Being a Geographer:

Know basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.





Who explored where?

2



Key Idea:



Join us on an exciting adventure into the world of explorers! Explorers are brave people who travel to new places, discovering lands no one has seen before. They use tools like maps and compasses to find their way. From Captain James Cook exploring Australia in the 1700s to Neil Armstrong stepping on the Moon, explorers have made amazing discoveries! With technology like satellites and drones, we're still exploring today. Are you ready to explore the world with us?

We will:



Create our very own Explorer's Scrapbooks, celebrating all the adventures we've had as we explore new people and places.

Core Text:



The Search for The Giant Arctic Jellyfish
Chloe Savage



Core Knowledge



1. An explorer is someone who travels to new places to discover new lands.
2. Explorers use tools like maps and compasses, to navigate.
3. Captain James Cook sailed on the HMS Endeavour to explore Australia and New Zealand in the 1700s.
4. E&D Zac Sunderland was the youngest person to sail across the ocean solo at 16, and Ellen MacArthur became famous for sailing solo around the world in 2005.
5. Some modern explorers, like Sir Ranulph Fiennes, travel to extreme places
6. Neil Armstrong was the first person to walk on the Moon.
7. We are still discovering new places today, like the deep ocean floor.

Disciplinary Knowledge



Being a Historian:

Know that people might see the past in different ways.

Know what has changed in everyday life from the period of time studied including jobs, school, family life, homes and technology.

Know about new ideas and inventions of the time.

Know who was important in a simple historical recount and give reasons why.

Know that some things happened within living memory but that many things happened beyond this.

Know that listening to recounts helps us to find out more about people's experiences.

Know how to compare pictures, photos and accounts of people and events in the past and say how they differ.

Being a Geographer:

Know how to devise a simple map with basic symbols.

Know where to find the seven continents and five oceans on maps and globes, and in atlases.





LOWER KEY

STAGE TWO

Autumn

3

- How powerful are the pyramids?**
- Totally Chaotic History: Ancient Egypt Gets Unruly!
 - Ancient Egyptians
 - Drawing and Sketching - Edgar Degas
 - Light
 - Textiles - Egyptian Collars
 - School Museum Gallery
 - Partake (here)

Spring

- Where can we set sail?**
- Wind in the Willows
 - World Oceans
 - Painting - Vincent van Gogh
 - Plants
 - Travel Documentary
- How wonderful is our world?**
- Wind in the Willows
 - Climate Zones
 - Animals including humans
 - Cooking demo
 - Food - World Food
 - Cooking demonstration
 - Food Experience

Summer

- How did we go from Stone to Iron?**
- Stig of the Dump
 - Stone, Bronze and Iron Age
 - Sculpture - Henry Moore Printing - Favianna Rodriguez
 - Rocks Forces and Magnets
 - Keynote
 - Mechanisms and Structures - Forts
 - Hill Fort Design Challenge
 - Creswell Crags

4

- Why should we thank the Romans?**
- Empire's End
 - Human Geography
 - Drawing and Sketching - Edward Ardizzone
 - Animals including Humans
 - Roman Britain
 - Structures - Pavillions
 - School Museum Gallery
 - Partake (here)

- How did invasion change Britain?**
- Viking Tales: The Battle for the Viking Gold
 - Saxons and Vikings
 - Painting David Hockney
 - Sound States of Matter
 - Podcast
 - Mechanisms - Sling Shot Cars
 - Viking Theme Park (Universal-inspired!)
 - Lincoln Castle

- How do we survive an angry earth?**
- When the Mountains Roared
 - Earthquakes, Volcanoes and physical geography
 - Living things and their habitats
 - Electricity
 - Interactive Newsroom news bulletin
 - Sculptures - Louise Bourgeois
 - Electricals - Torches
 - The Mosque



Achieving our dreams together





How powerful are the pyramids?

3



Key Idea:



Step into the mysterious world of Ancient Egypt, where the Nile River flowed with life and powerful pharaohs ruled as gods. This incredible civilization, born over 5,000 years ago, gifted the world with inventions like hieroglyphics, a solar calendar, and techniques that still shape how we build today. From the awe-inspiring pyramids and tombs of mighty rulers like Nefertiti, to the fateful discovery of King Tut's untouched tomb—his treasures and secrets still hold the key to Egypt's greatest mysteries.

We will:



Contribute a gallery to our School Museum, showcasing learning about The Ancient Egyptians.

Core Text:



Totally Chaotic History:
Ancient Egypt Gets Unruly!



Core Knowledge



- 1.The Ancient Egyptian civilisation started around the same time as the Sumerians and the Indus Valley.
- 2.Initially villages were built along the Nile River, providing water, food, and travel.
- 3.The Egyptians invented a solar calendar, hieroglyphics, and advanced farming techniques and building methods.
- 4.The Egyptians believed in over 2,000 gods and goddesses and thought life continued after death.
- 5.Egypt was ruled by pharaohs believed to be gods on Earth with great power.
- 6.E&D: [Nefertiti was an influential queen in Ancient Egypt, and her reign is often linked to the architectural and cultural developments, including the monumental pyramids and tombs.](#)
- 7.The untouched tomb of Tutankhamun was discovered in 1922, showing mummification and treasures for the afterlife.
- 8.The Ancient Egyptians invented ways to measure time, build large structures, and record history, influencing later civilisations.
- 9.The achievements of Ancient Egypt are still admired today.

Disciplinary Knowledge



Being a Historian:

Know that many aspects of everyday life stay the same over time but that some things change e.g. jobs people do, technology, clothes, the way people spend their spare time.

Know some key people in historical events and say why they were important.

Know that observations can be made to identify comparisons.

Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Know that a range of historical sources can be used to help us learn about the past e.g. letters, speeches, photographs.

Know that sources can be used to provide answers to questions posed.

Know that there are different versions of the same event and that reliability may be inconsistent

Being a Geographer:

Know geographical similarities and differences of a feature of physical geography (e.g. rivers)





Where can we set sail?

3



Key Idea:



The wonders of life on the water are truly breathtaking! From the mighty oceans—the Pacific, Atlantic, and beyond—to the incredible journey of the water cycle, nature’s systems work together to keep our world alive. Imagine the Bajau people, living seamlessly on the sea, or the vast, mysterious Amazon River, teeming with life. With every wave, every drop, our oceans and rivers support life in ways we are only beginning to understand, waiting for us to explore their depths and uncover their secrets.

We will:



Record and share our very own Travel Documentary sharing information about The Amazon or Bajau.

Core Text:



The Wind in the Willows
Kenneth Grahame



Core Knowledge



1. The Water Cycle: Evaporation – The sun heats water from oceans and rivers, turning it into water vapour, which rises into the air.
2. The Water Cycle: Rainfall – Water vapour cools to form clouds, then falls as rain or snow.
3. The Pacific, Atlantic, Indian, Arctic, and Southern Oceans are the five major oceans of the world.
4. E&D The Bajau people are nomadic people who live on the ocean, moving between the Philippines, Indonesia, and Malaysia.
5. The Amazon River is the world’s largest river by volume, supplying 20% of the Earth’s fresh water and supporting vast ecosystems.
6. The Amazon and The Nile provide fresh water for travel, people, animals and farming, while the Bajau live on the sea itself.
7. People explore oceans using submarines, boats, and satellites to learn about its depths and wildlife.

Disciplinary Knowledge



Being a Geographer:

Know key aspects of physical geography – rivers, climate zones, biomes and vegetation belts

Know what is meant by aspects of human geography - economic activity

Know examples of trade links, and the distribution of natural resources including energy and minerals

Know that maps, atlases and globes are used locate countries studied and describe their features.

Know how to use maps, atlases and globes to locate countries studied and describe their features.





How wonderful is our world?

3



Key Idea:



Isn't our world incredible? Earth is perfectly positioned in the "Goldilocks Zone"—just the right distance from the sun to support life! From wild weather like lightning balls and blood rain to the amazing variety of biomes—aquatic, grassland, desert, and more—our planet is full of wonders. With our changing climate and exciting innovations like recycling and renewable energy, it's up to us to protect this amazing place we call home!

We will:



Produce a cooking demonstration linked to our DT work.

Core Text:



The Wind in the Willows
Kenneth Grahame



Core Knowledge



1. Earth is in the "Goldilocks Zone"—not too hot, not too cold, just the right distance from the sun.
2. Weather happens today (sunny or rainy), but climate is the long-term pattern of weather in a region.
3. There are five major biomes: aquatic, grassland, forest, desert, and tundra, each with unique weather and plants.
4. Weather can get wild—lightning balls, blood rain, giant hailstones, and even tornadoes that form in supercell storms!
5. E&D Recycling reduces waste, while renewable energy sources like solar and wind power help protect the planet from pollution.

Disciplinary Knowledge



Being a Geographer:

Know how to use fieldwork to observe and measure the human and physical features of the local environment.

Know what is meant by aspects of human geography - economic activity

Know my own opinion about a change that has happened in the world.

Know key aspects of physical geography – rivers, climate zones, biomes and vegetation belts





How did we go from Stone to Iron?

3



Key Idea:



Over thousands of years, early humans shaped Britain through incredible innovations, from simple stone tools to advanced bronze and iron weapons. During the Stone Age, people crafted hand axes and cave art, leaving us glimpses into their lives, like those found at Creswell Crags. The discovery of bronze and later iron revolutionized tools, leading to stronger weapons, hill forts, and monuments like Stonehenge, marking Britain's journey from survival to sophisticated societies with remarkable construction and farming advancements.

We will:



Compete in a Hill Fort design challenge, creating our own Hill Fort models.

Core Text:



Stig of the Dump
Clive King



Core Knowledge



1. Early humans crafted basic stone tools like hand axes for daily tasks.
2. Evidence from Creswell Crags shows early humans used tools and created cave art.
3. E&D: Lucy is a famous fossil of an early human ancestor found in Ethiopia. She lived about 3.2 million years ago and is important because she walked on two legs.
4. Bronze (copper & tin) made stronger weapons than stone so people stopped using stone.
5. Iron smelting enabled the creation of even stronger tools and weapons
6. Hill forts became common in the Iron Age and are early forms of castles.
7. Stonehenge shows clever building and star-watching skills.
8. Skara Brae's stone-built homes show adaptation to the environment.
9. Skara Brae and Creswell Crags are both in the UK but in areas of differing human and physical geography.
10. From the Stone to Iron Age, advancements in construction and farming reshaped life.

Disciplinary Knowledge



Being a Historian:

Know that many aspects of everyday life stay the same over time but that some things change e.g. jobs people do, technology, clothes, the way people spend their spare time.

Know that observations can be made to identify comparisons.

Know chronologically secure, clear narratives relevant to the period studied.

Know the connections between local and regional history and between cultural, economic, military, political, religious and social history.

Know the connections between short-term and long-term timescales.

Know that there are different versions of the past.

Being a Geographer:

Know the names and locations of counties, cities and geographical regions of the UK, and their identifying human and physical features

Know geographical similarities and differences through the study of human and physical geography of a region of the UK





Why should we thank the Romans?



Key Idea:



We owe much of Britain's development to the Romans, whose arrival in 43 CE marked the beginning of a remarkable transformation. They introduced vital infrastructure—roads, bridges, and aqueducts—that connected the country and improved everyday life. Roman cities like Londinium flourished, while public spaces such as bathhouses, amphitheatres, and forums shaped British culture. Thanks to their innovations in medicine, public health, and law, the Romans left a lasting impact that still echoes in our cities and systems today.

We will:



Contribute a gallery to our School Museum, showcasing learning about The Romans.

Core Text:



Empire's End
Laila Rasheed



Core Knowledge



- The Roman Empire's capital was Rome
 - The Romans then successfully invaded Britain in 43 CE.
 - Romans introduced roads, bridges, aqueducts, and arches, transforming Britain's infrastructure
 - Londinium (modern-day London) flourished as a trade hub on the River Thames.
 - The Romans brought bathhouses, amphitheatres, and forums, influencing British culture and creating new public spaces central to Roman life.
 - The Romans advanced medicine by developing public health systems
 - E&D Queen Boudicca of the Iceni led a revolt against Roman rule in 60-61 CE. Her strength remains a symbol of resistance.**
 - Roman Britain officially ended in 410 CE when the Roman Emperor Honorius withdrew the Roman legions to defend other parts of the empire, leaving Britain unsettled and vulnerable to invasions.
- The Romans' impact remains in roads, cities like London and York, and lasting cultural influences, including law and language.

Disciplinary Knowledge



Being a Historian:

- Know that change can depend on economic circumstances, inventions and people's beliefs.
- Know why people did things or why events happened.
- Know the key people in historical events, what they did and say why they were important.
- Know about different people and their beliefs in a period of time.
- Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.
- Know the connections between short-term and long-term timescales.
- Know there are primary and secondary sources and understand that they can vary in reliability.
- Know examples of accounts of events from different sources.

Being a Geographer:

- Know key aspects of human geography - types of settlement and land use, economic activity including trade links (Impact of Roman settlements).





How did invasion change Britain?

4



Key Idea:



After the Romans left in 410CE, a new chapter in Britain's history began with the arrival of the Anglo-Saxons. These fierce tribes formed powerful kingdoms, each ruled by a king, while Vikings from the north soon brought their own challenges. From Alfred the Great's efforts to unite the kingdoms to the Viking raids and the formation of the Danelaw, explore how these early peoples shaped the land and its legacy, still reflected in our place names today.

We will:



Design and 'launch' our Viking theme-park, taking inspiration from Universal's Isle of Berk!

Core Text:



How to Train Your Dragon
Cressida Cowell



Core Knowledge



1. After Roman rule ended in 410CE, the Anglo-Saxons arrived from northern Europe to settle on Britain's farmland.
2. The Anglo-Saxons formed 7 kingdoms and Kirkby-in-Ashfield would be in Mercia.
3. Kings like Alfred the Great worked to unite the tribes and kingdoms.
4. Starting in 793CE with the raid on Lindisfarne, Vikings attacked Britain, establishing the Danelaw and expanding their settlements.
5. E&D Aethelflaed, daughter of Alfred the Great, defended Britain against Viking invasions and led the Mercians.
6. Vikings had their own beliefs and mythology including gods like Thor and Loki
7. Vikings had their own laws and government. When a community needed to settle problems or make decisions, they would gather together at a meeting called a Thing.
8. Modern day place names have often originated from Viking or Anglo-Saxon times.

Disciplinary Knowledge



Being a Historian:

Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.

Know that change can depend on economic circumstances, inventions and people's beliefs.

Know the key people in historical events, what they did and say why they were important.

Know about different people and their beliefs in a period of time.

Know clear narratives within and across periods studied. (including previous years in reverse-chronological order)

Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.

Know how to select and combine information from different sources to create a fuller picture of an event or person.

Know that aspects of the past have been represented and interpreted in different ways.

Being a Geographer:

Know how to ask questions to understand why a place is like it is or how it is changing.





How do we survive an angry earth?

4



Key Idea:



Volcanoes roar, rivers rise, and the Earth shifts beneath our feet—natural disasters have shaped human history for thousands of years. From the buried city of Pompeii to the flooded streets of the Peak District, these powerful events leave lasting marks. Yet they don't affect everyone equally. Discover how volcanoes form, why some communities face greater risks, and what we can learn about justice, safety, and resilience in the face of nature's force.

We will:



Film and share an interactive newsroom bulletin documenting a natural disaster we have learnt about.

Core Text:



When The Mountains Roared
Jess Butterworth



Core Knowledge



1. Volcanoes form when pressure from the Earth's interior forces magma through cracks in the crust, causing eruptions.
2. Volcanoes are found along tectonic plate boundaries, especially in the Pacific Ring of Fire.
3. In AD 79, Mount Vesuvius erupted.
4. The UK has extinct volcanoes, like Glen Coe in Scotland, formed millions of years ago
5. The Thames Flood Barrier protects London from dangerous storm surges.
6. The 2019 Peak District floods, caused by heavy rainfall, flooded towns like Matlock and nearby areas.
7. [E&D: Natural Disasters and Social Justice: Natural disasters can disproportionately affect people and support afterwards can vary.](#)
8. People live near volcanoes and fault lines because of the fertile land and resources, despite the risk of disasters.

Disciplinary Knowledge



Being a Geographer:

Know geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

Know the locations of the world's countries,

Know the world's environmental regions.

Know key aspects of physical geography - volcanoes and earthquakes.

Know that fieldwork is used to observe, measure and record the human and physical features in the local environment.

Know how to use Ordnance Survey maps to build their knowledge of the UK.

Being a Historian:

Know that the consequences of actions or events in history may affect different peoples differently.





UPPER KEY

STAGE TWO

Autumn

Spring

Summer

5 **How mighty were the Mayans?**

- The Chamber
- Mexico
- Sculpture - Anselm Kiefer
- Earth and Space
- The Mayans
- Partake (here)
- School Museum gallery

How fair is our trade?

- The Great Chocopolot
- Fair Trade
- Food: Fair Trade Recipes
- Properties and changes of materials
- Podcast
- Fairtrade Product Launch

How do we save The Rainforest?

- The River
- The Rainforest
- Painting - Amy Bennett
- Living things and their habitats
- Sketches
- Monitoring Devices
- Campaign Launch
- Cinema or Theatre

How Groovy were The Greeks?

- Percy Jackson
- Ancient Greece
- Drawing and Sketching - Le Gun
- Animals including humans
- Podcast
- Mechanisms and Structures - Bridges
- Olympic Fun Day
- Greek Restaurant and Nottingham Contemporary

6 **How did we make do and mend?**

- Goodnight Mister.Tom
- Modern Europe
- Painting - Kehinde Wiley
- Light
- Britain since 1066 - WW2
- Food - Ration Recipes
- Green Screen
- Holocaust Centre
- School Museum gallery

How do we achieve justice?

- Stormbreaker
- Justice through the ages
- Sculpture - Alberto Giacometti
- Living things and their habitats
- Numbers report
- The Digital World
- Animals including humans
- National Justice Museum
- The History of Justice - Crime Puzzle Experience

What does the future hold?

- Wonder
- Sustainability and Global Equality
- Drawing & Sketching - Da Vinci
- Evolution and inheritance
- Electricity
- Vlogging
- Electronics: Automated Toys
- Solar Powered Product
- Residential



Achieving our dreams together





How mighty were the Mayans?

5



Key Idea:



Imagine a world where towering pyramids and ancient rituals shaped a mighty civilization. The Mayan people, who lived in Mesoamerica, built incredible cities and developed advanced knowledge in farming, astronomy, and writing. They believed their gods controlled the world and performed ceremonies to honor them. Discover the rise of the Mayans, the mysteries behind their decline, and how their achievements still influence us today.

We will:



Contribute a gallery to our School Museum, showcasing learning about The Mayans.

Core Text:



The Chamber
Gareth Baker



Core Knowledge



- 1.The Mayans began around 2000 BCE in Mesoamerica, evolving from small villages into a complex society through agriculture and settlements.
- 2.Mayan city-states like Tikal and Chichen Itza were independent, each with its own ruler
- 3.E&D: *Lady Xoc was a significant queen in Mayan culture, known for her leadership* The Mayans worshipped multiple gods linked to nature and the cosmos, performing rituals to honor their deities and ensure prosperity.
- 4.Pok-a-Tok, a ceremonial ball game, symbolized cosmic battles and sometimes involved human sacrifices to please the gods.
- 5.The Mayans developed advanced farming techniques such as irrigation.
- 6.The Mayan civilization's decline around the 9th century CE remains uncertain.
- 7.Tulum's well-preserved ruins provide valuable insight into Mayan culture.

Disciplinary Knowledge



Being a Historian:

- Know that attitudes, beliefs and opinions about consequences may differ by groups of people.
- Know that people make decisions for a variety of reasons e.g. personal gain, the opinions of others, religious beliefs.
- Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.
- Know which sources are generally considered most reliable for gaining an accurate understanding of events or periods in time.
- Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.
- Know that some sources may be considered more useful or reliable for different purposes and gaining an understanding, than others.





How fair is our trade?



Key Idea:



Behind every bar or bean is a farmer whose life can be changed by Fair Trade. This powerful movement began to fight unfairness in global trade—and it's still growing today. From cocoa farms in Ghana to your local shop, Fair Trade supports fair wages, safer working conditions and a healthier planet. Explore how your everyday choices can help create a fairer world for all.

We will:



Create and 'launch' our own FairTrade product following our recipe practices.

Core Text:



The Great Chocoplot
Chris Callaghan



Core Knowledge



1. The Fair Trade movement began in the 1940s and grew in the 1980s to promote equal global trade.
2. Fair Trade ensures farmers and workers receive fair wages.
3. Fair Trade guarantees safe working conditions and fair pay for workers, protecting their well-being and rights.
4. Ghana is a major source of Fair Trade cocoa.
5. Fair Trade reduces food miles, encouraging local production and cutting carbon footprints, helping protect the planet.
6. Today, people are increasingly choosing Fair Trade products as they become more aware of the impact of their choices.

Disciplinary Knowledge



Being a Geographer:

Know and explain key aspects of human geography - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Know how to use maps to focus on the environmental regions, key physical and human features, countries, and major cities of Europe including Russia.

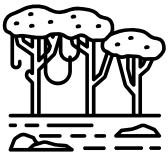
Know how to use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied.

Know how to use four and six-figure grid references, symbols and keys, including the use of Ordnance Survey maps, to build their knowledge of the UK and the wider world.

Know thoughtful ways to enquire about why places or themes are changing.

Know patterns and trends between changes in our world.





How do we save The Rainforest?



Key Idea:



From the steamy Amazon to the misty, moss-covered forests of the UK, rainforests are bursting with life. Home to rare animals, towering trees, and delicate ecosystems, these amazing environments help produce oxygen and regulate our climate. But human activity is putting them at risk. Discover the beauty, power and fragility of rainforests—and why they matter to every single one of us.

We will:



Launch our own campaign encouraging people to take action to save the rainforest.

Core Text:



My Name is River
Emma Rea



Core Knowledge



1. Rainforests are found near the equator, with the Amazon Rainforest in South America being the largest globally.
2. The rainforest has four layers—forest floor, understory, canopy, and emergent.
3. Deforestation involves clearing trees, which causes loss of biodiversity and climate change.
4. Activities like mining and logging lead to land clearing, disrupting ecosystems.
5. Forests are cleared for farming, infrastructure, and urban development, changing the landscape and reducing wildlife habitats.
6. The Amazon produces 20% of Earth's oxygen and is home to over 10% of the world's species.
7. The UK has temperate rainforests, which are cooler but still filled with moss, ferns, and diverse wildlife.
8. Both types of rainforests share high rainfall and host unique ecosystems, though the UK ones are cooler.

Disciplinary Knowledge



Being a Geographer:

Know and explain key aspects of physical geography - climate zones, biomes and vegetation belts, volcanoes and earthquakes (human impact on marine biomes).

Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night.

Know geographical similarities and differences through the study of human and physical geography (e.g comparable climate zones)

Know strategies to use Ordnance Survey maps to build their knowledge of the UK.

Know thoughtful ways to enquire about why places or themes are changing.

Know patterns and trends between changes in our world.





How Groovy were The Greeks?

5



Key Idea:



From inventing democracy to founding the Olympic Games, their influence is still felt all over the world. Travel back to a land of over 2,000 islands, where powerful city-states like Athens and Sparta clashed, and thinkers like Socrates and Aristotle shaped science, medicine and philosophy. Discover how the Ancient Greeks built a society based on ideas of justice, knowledge, and culture that still inspire us today.

We will:



Organise and host our very own Olympic fun day.

Core Text:



Percy Jackson and the Lightning Thief
Rick Riordan



Core Knowledge



1. Greece has over 2,000 islands, with Athens as its capital, named after the goddess Athena.
2. The Classical Age saw Greece thrive in art, architecture, philosophy, and theatre
3. The Greeks invented democracy.
4. E&D: **Eunomia (Εὐνομία): This concept refers to good governance or the rule of law, emphasizing the importance of laws that serve the public good.**
5. Ancient Greece founded the Olympic Games, which continue today.
6. Greek medicine, led by figures like Hippocrates, shaped healthcare and standards for treatment.
7. Athens and Sparta were both city-states, but they had very different ways of living and organizing their society.
8. Alexander the Great spread Greek culture, science, and philosophy.
9. Greek philosophers like Socrates, Plato, and Aristotle laid the foundations of philosophy, maths and science.

Disciplinary Knowledge



Being a Historian:

- Know that continuity is the idea that many aspects of everyday life stay the same over time.
- Know that some key events caused great change for large numbers of people e.g. the introduction of democracy.
- Know that decisions can have positive and negative consequences.
- Know that sources can be useful for particular tasks and should be evaluated for this.
- Know that there can be similarities and differences in everyday life for different groups of people e.g. men and women, rich and poor, rulers and ordinary people
- Know that historically significant people may be viewed differently by different groups





How did we make do and mend?



Key Idea:



In this gripping topic, pupils explore how war transformed everyday life—from rationing, blackouts, and evacuation to bravery on the home front and the horrors of the Holocaust. They learn about key figures like Alan Turing and Winston Churchill, discovering how courage, innovation, and resilience shaped Britain's wartime experience and its future.

We will:



Co-create a school museum including wartime artefacts like rationed recipes, blackout posters, and write about evacuation stories.

Core Text:



Goodnight Mister Tom
Michelle Magorian



Core Knowledge



1. Germany invaded Poland, leading to war. Adolf Hitler led the Nazis, and Neville Chamberlain was UK Prime Minister.
2. Women took on new jobs, and the Home Guard defended Britain at home, made up of those ineligible for military service.
3. Food was rationed to ensure supplies lasted, and many children were evacuated from industrial areas to safer rural locations.
4. Cities followed blackout rules, covering lights at night to make them harder for enemy planes to target.
5. Nottingham developed Britain's first ARP network; many bombs were dropped, and scores of people lost their lives.
6. Over six million Jewish people were murdered in the Holocaust due to Nazi persecution, a devastating genocide in history.
7. **E&D: Alan Turing was a brilliant mathematician who played a crucial role in breaking the Enigma code during WWII, significantly contributing to the Allied victory**
8. Winston Churchill became Prime Minister during the war, and the 1942 Beveridge Report later led to the NHS.

Disciplinary Knowledge



Being a Historian:

Know that changes can have long or short- term consequences and have an effect on large numbers of people or only particular groups.

Know about key changes in the period studied and the effect these had on different groups of people.

Know that people make decisions for a variety of reasons e.g. personal gain, a lack of options.

Know they make decisions based on the cultural context of the time and that this may be different from our context.

Know which source of evidence is most appropriate

Know that interpretations of history may be inaccurate and should be analysed and evaluated.

Being a Geographer:

Know the locations of the world's countries, using maps to focus on the environmental regions, key physical and human features, countries, and major cities of Europe including Russia.

Know and explain key aspects of human geography and how these have changed over time.





How do we achieve justice?



Key Idea:



In this topic, pupils explore how justice and punishment have evolved from ancient civilizations to modern Britain. They compare systems of law and order, from brutal ancient penalties to today's focus on rehabilitation and rights, including the impact of key figures like Dame Elizabeth Lane.

We will:



Pupils create crime puzzle with stations representing historical justice systems for parents to explore and solve including interactive clues, and historical context.

Core Text:



Stormbreaker
Anthony Horowitz



Core Knowledge



1. The Ancient World: In Ancient Egypt and the Mayan Empire, crimes like theft or betrayal were punished harshly.
2. Ancient Greece: Policing was done by citizens or public slaves called Scythian Archers.
3. The Romans: The Romans used the Cohortes Urbanae to keep order and the Vigiles for fire-fighting and night security.
4. Saxons and Vikings: Both cultures used compensation systems where criminals paid victims or their families.
5. Victorian Britain: The first modern police force was created in 1829 by Sir Robert Peel.
6. Modern Britain: Today's focus includes rehabilitation and community service.
7. E&DL Dame Elizabeth Lane: In 1965, Dame Elizabeth Lane became the first woman appointed as a High Court judge in the UK.
8. Modern Britain: Today's justice system protects the rights of the accused, with fair trials and legal representation.

Disciplinary Knowledge



Being a Historian:

Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successfully repelled.

Know clear narratives within and across periods studied. (including previous years in reverse-chronological order)

Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.

Know the connections between short-term and long-term timescales.

Know which source of evidence is most appropriate

Know that evaluating the usefulness and accuracy of a source is important.

Know that some accounts are biased and may miss out key facts.

Being a Geographer:

Know that fieldwork can be used 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.





What does the future hold?

6



Key Idea:



In this thought-provoking topic, pupils explore how the world's resources, technology, and climate are shared—and who benefits most. From fast fashion to fair trade, they discover the real-life impact of everyday choices and the inspiring people fighting for global fairness.

We will:



Pupils use solar-powered panels to create a solar powered toy (product) which is linked to their DT learning as well as the topic content.

Core Text:



Wonder
R. J. Palacio



Core Knowledge



1. Resource Inequality: Many everyday items are made in poorer countries, where workers earn little, while people in richer countries pay much more for them.
2. Primary, Secondary, and Tertiary Activities: Primary work gets raw materials, secondary work makes products, and tertiary work offers services.
3. Solar Power and Fairness: Solar power is green energy, but making panels can harm workers and the environment in some countries.
4. Electric Cars and Mining: Electric cars help the planet, but mining for their batteries can be damaging.
5. Taiwan's Tech Role: Taiwan makes most computer chips, but workers can have tough conditions.
6. Environmental Refugees: Climate can be a cause for people to need to leave their homes.
7. E&D – Fighting for Fairness: Groups like Fair Trade, Greenpeace, and Greta Thunberg's campaign fight for workers' rights and a healthier planet.

Disciplinary Knowledge



Being a Geographer:

Know the names, locations and land-use patterns of counties, cities and geographical regions of the UK, and their identifying human, physical, and key topographical features, including hills, mountains, coasts and rivers.

Know how some of these aspects have changed over time.

Know and explain key aspects of physical geography - climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.

Know and explain key aspects of human geography.

Know how to use maps, plans, graphs and digital technology to observe, measure and record the human and physical features in the local area.

Know four and six-figure grid references, symbols and keys, including the use of Ordnance Survey maps, to build their knowledge of the UK and the wider world.

Know that a holistic view helps to bring together what has been studied.

Know that views, including their own, may change as situations or they themselves change too.

