



St Anne's Catholic School
History and Geography Curriculum Overview

Working together; in faith, learning and love

| | | Past and Present | People, Culture and Communities | The Natural World |
|------|-----------------------------------|--|---|--|
| EYFS | Rec Autumn All about Me | <p>Skills Shows interest in the lives of people who are familiar to them</p> <p>Enjoys joining in with family customs and routines</p> <p>Use family photos to discuss memories / family events – weddings, christenings, birthdays. Learn times of day go in order and repeat. Say what they did yesterday, last night, this morning. Explore changes over time – how have we changed since babyhood</p> | <p>Skills Recognises and describes special times or events for family or friends</p> <p>People familiar to us – family members and relatives, family photos, retelling family stories, drawing and representing</p> <p>Similarities and differences in families – similarities and differences in relation to friends or family</p> <p>Learn about similarities and differences, between ourselves</p> | <p>Skills Talks about why things happen and how things work</p> <p>Identify where we live and the features of our local area.</p> <p>Begin to understand the effect their behaviour can have on the environment – littering</p> |

Working together; in faith, learning and love

| | | | |
|--|---|--|--|
| <p>Rec Autumn2 Let's Celebrate!</p> | <p>Skills Begin to sequence events real or fictional using first... Next. Identify familiar celebrations – bonfire night, Christmas Talk about Remembrance Day – who are we remembering and why? Remembering things that happened in the past a long time ago, e.g. Guy Fawkes – why do we celebrate Bonfire Night? – to remember the foiled plot to kill king James Remembers and talks about significant events in their own experience</p> | <p>Skills Learn from books that families are made up in different ways and all celebrated – Reading spine and literacy canon Talking about differences reflecting cultural diversity Learn that our school is made up of children who are all different – backgrounds, homes, countries of birth, beliefs, skin colour, languages and accents and some still have families in other countries.</p> | <p>Skills Comments and asks questions about aspects of their familiar world – seasonal changes Learn about the Five Senses use senses to explore world around them Learn that seasons repeat and go in order. Explore seasonal change – signs of Autumn, – leaves changing colour, trees losing leaves, bird migration, animals preparing for hibernation, evergreens and deciduous, weather changes, shorter days Habitats – woodland. Animals preparing for winter, hedgehogs, squirrels, birds – hibernation and migration</p> |
|--|---|--|--|

| | | | | |
|-------------|--|---|---|---|
| <p>EYFS</p> | <p>Rec Spring 1 Winter Wonderland</p> | <p>Skills Talk about past and present events in their own life and in the lives of family members Know some similarities and differences between things in the past and now Research grandparents' childhood compare and contrast – play, homes, school, transport. Learn about Kings and Queens, Princes and Princesses through Fairy tales – learn about fictional characters and creatures and link to real people and differentiate between real and fiction. Eg dragons</p> | <p>Skills Knows that other children do not always enjoy the same things, and is sensitive to this Learn about different natural environments</p> | <p>Skills Talks about the features of their own immediate environment and how environments might vary from one another Recording our observation of change over time. Observe natural processes of freezing and melting in outdoors Recap seasonal changes in winter</p> |
|-------------|--|---|---|---|

Working together; in faith, learning and love

| | | | |
|--|---|---|--|
| <p>Rec Spring 2</p> <p>Growing</p> | <p>Skills</p> <p>Remembering key events in our own lives – Christmas</p> <p>Explore artefacts from the past – compare old and new toys – look at similarities and differences then – now.</p> <p>Our chronology – timeline of human growth/our year Photos to compare then and now.</p> | <p>Skills</p> <p>Learn about how Christians celebrate Easter and how we celebrate in our families</p> <p>Explore cultural differences through festivals</p> | <p>Skills</p> <p>Planting flowering bulbs for Spring Learn about animal adaptations</p> <p>Observing changes in nature in Spring – buds on trees, lambs, chicks, ducklings, blossom on trees, nest building</p> <p>Learn what farm animals need to grow and maintain health.</p> <p>Learn names of baby animals and match to adult.</p> <p>Learning about the Lifecycle of plants/animals Know how to planting beans and seeds Learning the main parts of the plant and that food comes from plants – growing cress for sandwiches.</p> <p>Incubating eggs and hatching chicks</p> |
|--|---|---|--|

Working together; in faith, learning and love

| | | | | |
|------|---|---|---|--|
| EYFS | <p>Rec Summer 1</p> <p>What will I be when I grow up?</p> | <p>Skills Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Learn about the experiences of inspirational people Neil Armstrong and what we now know thanks to astronaut travel. Present children with pictures, stories, artefacts and accounts from the past and explain similarities and differences eg Victorian wash day</p> | <p>Skills Shows interest in different occupations and ways of life</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories</p> | <p>Skills Learning how humans impact the environment eg pollution and what we can do to help. Conservation – protecting natural resources – <i>reduce, re-use, recycle</i> Learning that humans need food, water, sleep and exercise to grow and maintain health. Learning words to describe materials – <i>strong, hard, rough, smooth, rigid, flexible, liquid</i>. Floating and sinking – learn about the forces involved when pushing things under water.</p> |
| | <p>Rec Summer 2</p> <p>Wonderful World</p> | <p>Skills Travel and transport changes over time – <i>changes over time, similarities and differences then and now</i>. Holidays, space travel – where have we travelled to and how did we get there? What are the best ways to travel a long way? A short way?</p> | <p>Skills Learn some of the key features of our local area – <i>Gateshead leisure Centre, Saltwell park, Gateshead Little Theatre</i> Look at simple maps of our journeys around local area. Create simple maps Learn that earth is made up of land and sea and how to recognize this on a globe / map</p> | <p>Skills Learning about David Attenborough as a inspirational scientist that helped us understand the natural world and how it works. Learn Signs of Summer – <i>flowers, leaves on trees, berries on bushes, more sunshine more daylight butterflies and other insects</i>. Investigation – How do we make a shadow? Recycling – learn what rubbish does to our seas, animals and local environments.</p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|--|---|
| 1 | Year 1 Autumn 1 | <p>Queen Elizabeth II Stories about Queen Elizabeth II's childhood Queen Elizabeth's experience during war – undertaking service. First encounter with the idea of the Second World War The coronation of Queen Elizabeth II The coronation on television, understanding that the coronation was a special event and that people celebrated it Queen Elizabeth II's family: introduction to the concept of a royal family. The Queen's death and accession of King Charles II</p> <p><i>Disciplinary focus: significance and interpretation</i> <i>Why was Queen Elizabeth II important to our country?</i></p> | <p>Living in cities Case study of our nearest city: Newcastle Locating our nearest city on a map of the UK: knowing the countries of the UK; England, Scotland, Wales and Northern Ireland Describing what our nearest city is like by studying ground photographs Exploring the types of land use in our nearest city Getting around our local city and exploring types of transport The differences between our nearest city's riverside and the riverside of another local city The differences between our city and a local town and how towns are different to cities.</p> <p><i>Disciplinary focus: Understanding places and connections/the UK and local area</i> <i>How do the features of a city affect life within it?</i></p> |
| | Year 1 Autumn 2 | <p>Our Recent Past Understanding who grandparents and great-grandparents are, making links to the family of Queen Elizabeth II What was life like for grandparents and great-grandparents compared with life today? What toys did grandparents and great-grandparents play with? What was school like for grandparents and great-grandparents? What were methods of travel/transport like when our grandparents and great-grandparents were younger? Evacuation and evacuees' experiences in WW2</p> <p><i>Disciplinary focus: change and development</i> <i>What has changed from when our grandparents/great-grandparents were younger in comparison to how we live now?</i></p> | <p>Living in the countryside Case study of a village in the countryside: Rookhope Locating the village of Rookhope on a map of the UK, revisiting the countries of the UK: England, Scotland, Wales and Northern Ireland Describing what Rookhope is like by studying ground photographs Using locational and directional language to describe the types of land use in the countryside Using location and directional language to describe natural aspects of the countryside Exploring how to stay safe in the countryside and how to look after it. Comparing Rookhope to Assisi, Italy. (Assisi is in the Italian countryside in the mountains whereas Rookhope is in the Pennine Hills)</p> <p><i>Disciplinary focus: Understanding places and connections/the UK and local area</i> <i>How is living in the countryside different to living in a city?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|---|--|
| | Year 1 Spring 1 | <p>Our distant past Stories about 6 individuals from the distant past: 5 based in and around the United Kingdom and one from a non-European country:</p> <ul style="list-style-type: none"> • Alfred the Great (improved living conditions) (England) • Aethelflaed Lady of Mercia (worked together with Kings) (England) • Robert the Bruce (never gave up on what he believed in) (Scotland) • Owen Glyndr (believed in freedom) (Wales) • St Patrick (brought Christianity to Ireland) (Ireland) • Wu Zeitan (first female Empress of China) (China) <p><i>Disciplinary focus: significance and interpretation</i> <i>What is it about the qualities of these leaders that makes us still tell their stories today?</i></p> | <p>The seasons change The weather during the different seasons How do the seasons affect nature? How do the seasons affect trees? Comparing the four seasons in the UK to Townsville, Australia, which only has two seasons</p> <p><i>Disciplinary focus: physical themes</i> <i>How do the seasons affect our lives?</i></p> |
| | Year 1 Spring 2 | <p>Ships and seafarers through time The earliest experiments of humans floating Development of the first boats Stories about trade and exploration at sea in the 2nd century Developments in seafaring in the 3rd century Seafaring in classical poetry and their historical settings The enduring legacy of seafaring and the language that is still used today</p> <p><i>Disciplinary focus: change and development</i> <i>How and why have ships and seafaring changed throughout history?</i></p> | <p>Where are we? Identifying where we are on the UK map Know the capital cities of the UK and the seas and oceans that surround the UK To identify and apply the four-points of a compass Locating places that we know about in the UK Looking at aerial photographs of our school, locating places in our school and drawing a sketch map of our route to school (fieldwork opportunity) Know the names of the seven continents and five oceans and where they are on a map Locating the places from our case studies—Townsville, Assisi <i>Disciplinary focus: map and atlas work/the world and continents</i> <i>How do maps help us in our lives?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|---|---|
| | Year 1 Summer 1 | <p>Stories of six famous rulers Looking at the concept of ruling (over land) through stories about six varied rulers from around the world and throughout history. Focusing on the changes (and consequences of these) brought about by these rulers:</p> <ul style="list-style-type: none"> • Ramses II • Boudicca • Charlemagne • Mansa Musa • King Henry VIII • Queen Elizabeth I <p><i>Disciplinary focus: change and development What makes a good ruler?</i></p> | <p>Continents and Oceans What is a continent and what is an ocean? Location of the seven continents Location of the 5 oceans What are the features of the different continents? Comparing the different continents</p> <p><i>Disciplinary focus: locational knowledge How and why are the continents and oceans different?</i></p> |
| | Year 1 Summer 2 | <p>Changes in our coast Knowing the changes that have taken place in our local seaside by exploring photographs from the past The development of photography and cameras including black and white photographs Study of our local seaside using photographs to see the changes to houses, streets and other areas of interest Looking at aspects of our local area from the past that have disappeared and exploring why and what difference it has made to our lives</p> <p><i>Disciplinary focus: change and development What has changed in the North East coastline over time and why?</i></p> | <p>Living by the sea Understanding that Great Britain is an island and includes other small islands Locating the coast in a UK map (revision of seas and oceans near the UK) Exploring the features of the coast; e.g. beach, cliffs. What is a village like near the coast? E.g. ports, harbour, fishing, tourism and leisure Case study of Alnmouth/Amble comparing the two coastal communities How we stay safe at the coast</p> <p><i>Disciplinary focus: Understanding places and connections/the UK and local area How is life on the coast different to life in a town or city?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|---|--|
| 2 | Year 2 Autumn 1 | <p>The Great Fire of London What was life like in London before 1666? What started the fire? What caused the fire to spread? The diary of Samuel Pepys Monument which commemorates the great fire of London. Looking at how London has developed from 1666.</p> <p><i>Disciplinary focus: cause and effect What were the causes of the Great Fire of London and what changes did it bring about?</i></p> | <p>Living in the Mountains Case study of Keswick Where is Keswick on a UK map? Looking at photographs to see what Keswick is like What jobs are there in Keswick? How do we stay safe in the mountains? How is Keswick similar and different to where we live? How is Mount Skiddaw in the Lake District different to Mount Everest?</p> <p><i>Disciplinary focus: understanding places and connections How does the location of Keswick affect the town?</i></p> |
| | Year 2 Autumn 2 | <p>Great change makers The changes made by six people from diverse backgrounds: Louis Braille (Invention of braille) Louis Pasteur (Invention of pasteurisation) Emmeline Pankhurst (Women's votes) The Wright Brothers (Invention of the aeroplane) Rosa Parks (Protest against segregation) Malala Yousafzai (Women's rights)</p> <p><i>Disciplinary focus: change and development What changes have these people made to our lives today?</i></p> | <p>Visiting New Places How can we travel to different places. Underpinned by six case studies of journeys to different places using different methods of transportation: A journey to Keswick by car A journey to Edinburgh by bus A journey to London by aeroplane A journey to Belfast by ferry A journey to Cardiff by train A journey to the North Pole All journeys include how to get there, what to wear and how to stay safe</p> <p><i>Disciplinary focus: Understanding places and connections/the world and continents. How can we move between places near and far?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|---|---|
| 2 | Year 2 Spring 1 | <p>The Victorian Era</p> <p>Who was Queen Victoria. The Great Exhibition, including Brunel's achievements and impact The improvements to towns and cities during the Victorian Era The transformation of transport in the Victorian Era How did the Victorians change Newcastle Growing diversity during the Victorian Era</p> <p><i>Disciplinary focus: change and development</i> <i>How did the Victorians become more connected during the Victorian era?</i></p> | <p>Weather all around us</p> <p>Different climates around the world—deserts, snowy and cold mountains, rainforests, North and South Poles Weather at the equator Tropics, temperate and polar regions Wet and dry climates Challenges that weather brings—flooding, blizzards, gusts, thunderstorms. Comparing Iqaluit, Canada and our local city. (Iqaluit has a polar climate)</p> <p><i>Disciplinary focus: physical themes</i> <i>How does the climate differ across the world?</i></p> |
| | Year 2 Spring 2 | <p>Children's lives in Victorian times</p> <p>Expectations that many children worked during Victorian times – class diversity Victorian children working in factories Victorian children working in mines Victorian children working on farms Victorian children's experiences in schools (regional and class diversity) Victorian children's experiences at home</p> <p><i>Disciplinary focus:</i> <i>How are our lives different from the lives of Victorian children?</i></p> | <p>Nature all around us</p> <p>What plants and animals thrive/live in our local area? What plants and animals thrive/live in the countryside, on the coast and on mountains. (revisit of UK landscapes) Adaptation—different plants and animals have adapted to different environments Food chains Plants and animals need food and water to live Contrasting what lives in our area with what lives in Townsville, Australia (already studied, diverse setting)</p> <p><i>Disciplinary focus: Fieldwork and investigation/The UK and local area</i> <i>Why do different living things thrive in different places?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|--|--|
| 2 | Year 2 Summer 1 | <p>The Stone Age</p> <p>When was the Stone Age? Stone Age in Britain: Doggerland and different sea levels How Britain was connected with the rest of Europe The Landbridge that has now disappeared Hunters and gatherers Stone Age tools What does pre-historic mean? Stone Age sites in Africa (e.g. Isimila Stone Age site in Tanzania) Stonehenge Skara Brae</p> <p><i>Disciplinary focus: Constructing the past What have historians learnt from the Stone Age sources?</i></p> | <p>Looking after our world</p> <p>Looking after our school and how do we keep it clean and tidy? What can go wrong? (vandalism, graffiti, littering, pollution) Looking after our local area and how we can play our part? (case study of a local issue) How can we look after nature in our local area e.g. the country code, growing flowers for bees How can we look after our world and what issues are there e.g. food waste, landfill, plastic in the sea)</p> <p><i>Disciplinary focus: Fieldwork and investigation How can we look after our world?</i></p> |
| | Year 2 Summer 2 | <p>Bronze and Iron Age</p> <p>Introduction to the Neolithic Age (New Stone Age) The emergence of farming in the later Stone Age Britain in the Neolithic Age Transition to the Bronze Age (c 3500 to 150) The Iron Age (c1500 BCE to c1000 BCE)</p> <p><i>Disciplinary focus: Sequencing the past What changes took place during the Bronze Age and Iron Age?</i></p> | <p>Changing our world</p> <p>An enquiry-based unit on a geographical issue in our school or local area Identifying the geographical issue and asking questions about it Researching geographical issues Looking at the views of others about how the issue can be improved Evaluation of the choices to improve the issue Coming to a decision about what choice is best and why</p> <p><i>Disciplinary focus: Fieldwork and investigation How can we use geographical skills to solve geographical issues?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|---|--|
| 3 | YEAR 3 Autumn 1 | <p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time – kingdoms, art, pyramids, beliefs and writing</p> <p><i>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</i></p> | <p>Rivers Depth focus: The River Indus – its source, course, uses, and some of its environmental challenges. How rivers get their water – the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems.</p> <p><i>Geographical skills: Using photographs Disciplinary focus: interaction How do rivers, people and land affect each other?</i></p> |
| | YEAR 3 Autumn 2 | <p>Cradles of civilization The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats</p> <p><i>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</i></p> | <p>Mountains Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring!) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people</p> <p><i>Geographical skills: Describing location using 4– point compass Disciplinary focus: interaction How do mountains and people affect each other?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|---|--|
| 3 | YEAR 3 Spring 1 | <p>Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion</p> <p><i>Disciplinary focus: evidential thinking</i> <i>How do we know about the Indus Valley civilisation?</i></p> | <p>Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London.</p> <p><i>Disciplinary focus: diversity</i> <i>How are settlements similar and different?</i></p> |
| | YEAR 3 Spring 2 | <p>Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses</p> <p><i>Disciplinary focus: similarity and difference</i> <i>What did Greek city-states have in common?</i></p> | <p>Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales – Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex</p> <p>Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing <i>Geographical skills: Optional local fieldwork investigating local shops – their sourcing, economic and ethical considerations.</i></p> <p><i>Disciplinary focus: interaction</i> <i>How are we connected to farmers?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|---|---|
| 3 | YEAR 3 Summer 1 | <p>Ancient Greece Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p><i>Disciplinary focus: evidential thinking</i> <i>What can historians learn from the sources from Ancient Greece?</i></p> | <p>Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) <i>Geographical skills: Using diagrams, describing distribution</i></p> <p><i>Disciplinary focus: interaction</i> <i>How do volcanoes affect a place?</i></p> |
| | YEAR 3 Summer 2 | <p>Alexander the Great. Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad)</p> <p>Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation</i> <i>How did Alexander the Great conquer so much land?</i></p> | <p>Climate and biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones – first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison <i>Geographical skills: World map and keylines of latitude</i></p> <p><i>Disciplinary focus: interaction</i> <i>How does the climate affect the way people live?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|--|---|
| 4 | YEAR 4 Autumn 1 | <p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p><i>Disciplinary focus: similarity and difference</i> <i>How much power did the senate have in the Roman Republic?</i></p> | <p>Rhine and Mediterranean Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal</p> <p>This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</p> <p><i>Geographical skills: Extending use of maps and photographs</i></p> <p><i>Disciplinary focus: diversity</i> <i>How are different parts of the Rhine and the Mediterranean used by people?</i></p> |
| | YEAR 4 Autumn 2 | <p>The Roman Empire Roman army Julius Caesar, the early emperors (inc. Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography)</p> <p><i>Disciplinary focus: evidential thinking</i> <i>What can sources reveal about Roman ways of life?</i></p> | <p>Population Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity</p> <p><i>Geographical skills: Thematic maps and using census data</i></p> <p><i>Disciplinary focus: diversity</i> <i>How and why does population distribution vary across Great Britain?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|--|---|
| 4 | YEAR 4 Spring 1 | <p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (e.g. Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain</p> <p><i>Disciplinary focus: evidential thinking</i> <i>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p> | <p>Coastal processes and landforms Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast</p> <p><i>Disciplinary focus: interaction</i> <i>How does the location of west Wales affect its coast?</i></p> |

Working together; in faith, learning and love

| | | |
|----------------------------|--|--|
| <p>YEAR 4 Spring 2</p> | <p>Christianity in three empires (300–600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:</p> <ol style="list-style-type: none"> 1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian 2. Bridge. Christianity becoming official religion of Roman Empire. 3. Constantinople founding of Constantinople. 3. Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople – confluence of European & Asian influences in art and architecture. 4. Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5. Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. 6. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum. <p>Disciplinary focus: similarity/difference <i>What made each early Christian state special?</i></p> | <p>Tourism</p> <p>Depth focus: Llandudno, Wales – a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays).</p> <p>Skiing holidays in the Alps.</p> <p>The growth of tourism in the UK and overseas. Sunshine holidays in Spain.</p> <p>Advantages and disadvantages of tourism. Sustainable tourism.</p> <p><i>Geographical skills: Interpreting climate data</i></p> <p>Disciplinary focus: interaction <i>How do tourists interact with a place?</i></p> |
|----------------------------|--|--|

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|--|--|
| 4 | YEAR 4 Summer 1 | <p>Islamic civilisations (1) Arabia and early Islam</p> <p>Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p><i>Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?</i></p> | <p>Earthquakes</p> <p>Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines Depth focus: California & San Andreas fault, Indian Ocean tsunami</p> <p>Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p><i>Geographical skills: Thematic maps</i></p> <p><i>Disciplinary focus: interaction How do earthquakes affect people and environments?</i></p> |
| | YEAR 4 Summer 2 | <p>Islamic civilisations (2) Muslim Cordoba</p> <p>Depth focus: Cordoba – city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.</p> <p>How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</p> <p>The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p><i>Disciplinary focus: similarity and difference How did worlds come together in Muslim Cordoba?</i></p> | <p>Deserts</p> <p>Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert</p> <p><i>Geographical skills: Interpreting thematic maps and satellite photographs</i></p> <p><i>Disciplinary focus: diversity Why are deserts located where they are?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|---|--|
| 5 | YEAR 5 Autumn 1 | <p>Islamic Civilisations (3) Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek. The contribution of Baghdad and Islamic scholars to learning; astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p><i>Disciplinary focus: causation</i> <i>Why were there so many restless minds in Cordoba and in Baghdad?</i></p> | <p>Why is California so thirsty? Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming – intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California. <i>Geographical skills: Interpreting a range of thematic maps</i></p> <p><i>Disciplinary focus: change</i> <i>How have the actions of people affected the drought in California?</i></p> |
| | YEAR 5 Autumn 2 | <p>Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (I) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc. up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels'). Early monasteries in British Isles; Bede. Offa and Cyneþryth of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo</p> <p><i>Disciplinary focus: evidence</i> <i>How have historians learned about Anglo-Saxon Britain?</i></p> | <p>Oceans Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans. Geographical skills: Interpreting world and thematic maps</p> <p><i>Disciplinary focus: change</i> <i>How can oceans affect human behaviour and settlements?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|--|---|
| 5 | YEAR 5 Spring 1 | <p>Vikings in Britain (I) Lady of the Mercians The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army' Alfred in Athelney Alfred's victory over Guthrun, Guthrun's baptism Danelaw Scandinavian settlements Viking links to rest of world – Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press in to the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p> <p><i>Disciplinary focus: change/continuity How did the Vikings change England?</i></p> | <p>Migration Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale.</p> <p><i>Geographical skills: Asking questions, eight-point compass</i></p> <p><i>Disciplinary focus: change Why do people migrate?</i></p> |
| | YEAR 5 Spring 2 | <p>Norse culture including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf – depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p> <p><i>Disciplinary focus: similarities What connections and similarities did the Norse peoples have with other peoples? *(both direct interactions with people, e.g. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</i></p> | <p>North and South America Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas.</p> <p><i>Geographical skills: 4-figure references, thematic maps</i></p> <p><i>Disciplinary focus: diversity What are the pros and cons of living in a megacity?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|--|---|
| 5 | YEAR 5 Summer 1 | <p>Vikings in Britain (2) Changing Rulers. Changing Worlds Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p><i>Disciplinary focus: change/continuity</i> <i>How did Angles, Saxons and Vikings shape England and Scotland?</i></p> | <p>The Amazon A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest.</p> <p><i>Geographical skills: Flow diagrams, interpreting satellite photos.</i></p> <p><i>Disciplinary focus: interaction and change</i> <i>In what ways does the geography of South America affect life in the Amazon?</i></p> |
| | YEAR 5 Summer 2 | <p>Local history study – school planned unit</p> <p>See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it.</p> <p><i>Enquiry question developed by school to suit school-planned local study</i></p> | <p>Interconnected Amazon Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation.</p> <p><i>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</i></p> <p><i>Disciplinary focus: interaction and change</i> <i>How does agriculture in the Amazon interact with other parts of the world?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|--|--|
| 6 | YEAR 6 Autumn 1 | <p>The Maya Geography of Maya on Yucatan peninsula (link to Y5 Spring 2 North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate, Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians' explanations for what happened to the Maya civilisation.</p> <p><i>Disciplinary focus: evidential thinking</i> <i>How do historians know about the Maya?</i></p> | <p>Energy and climate change How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global <i>Geographical skills</i></p> <p><i>focus: Interpreting line graphs</i> <i>Disciplinary focus:</i></p> <p><i>Interaction</i></p> <p><i>How do local actions in the UK affect global climate?</i></p> |
| | YEAR 6 Autumn 2 | <p>Medieval African kingdoms This half-term's unit will focus on (i) material culture, society, government and technology in the medieval kingdom of Benin and (ii) material culture, society, government and technology in Ethiopia. This builds on pupils' earlier knowledge of East African worlds gained in Year 4 work on the empire of Aksum.</p> <p><i>Disciplinary focus: similarities and differences</i> <i>How similar and how different were medieval Ethiopia and Benin?</i></p> | <p>Ethiopia An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project</p> <p><i>Geographical skills focus: Population pyramids, longitude and time zones</i></p> <p><i>Disciplinary focus: Interaction</i> <i>How do global changes affect local places in Ethiopia?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|--|---|
| 6 | YEAR 6 Spring 1 | <p>Cities through time 1 From Mesopotamia to Manchester</p> <p>The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall. Recurring characteristics of cities beginning with ancient Mesopotamia (revisited from Year 3).</p> <p><i>Disciplinary focus: causation</i> <i>Why did Manchester change so rapidly in the 19th century?</i></p> | <p>Changing Birmingham</p> <p>This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes.</p> <p>Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures</p> <p><i>Geographical skills: Interpretation and presentation of data</i></p> <p><i>Disciplinary focus: change</i> <i>How much did Birmingham change between 1750 and the present day?</i></p> |
| | YEAR 6 Spring 2 | <p>Cities through time 2</p> <p>Greek and Roman Pompeii Medieval London 16th century Samarqand 17th century Bristol 18th century Liverpool Independent study: a city near you</p> <p><i>Disciplinary focus: similarity and difference</i> <i>How typical of urban history is the history of my city/ the city of xxx?</i></p> | <p>Jamaica</p> <p>An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History.</p> <p>Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward</p> <p><i>Geographical skills: tbc</i> <i>Disciplinary focus: change</i> <i>What is a preferable future for Jamaica's tourist industry?</i></p> |

Working together; in faith, learning and love

| Year | Term | History | Geography |
|------|--------------------|---|---|
| 6 | YEAR 6 Summer 1 | <p>Britain in the era of the Second World War This unit will include:</p> <p>impact of war and post-war developments evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people, impact on small towns the involvement of diverse peoples in a global war the causes and effect of post-war migration to Britain, including Windrush the causes and effects of the establishment of the NHS and mass secondary schooling.</p> | <p>Local area enquiry (double unit) How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies) What questions can we ask about the local area? Setting up a fieldwork enquiry and going through Deepening understanding of religious traditions through religious art, music and literature –</p> <p>term-long project to be planned with focus on: 1) traditions ancient and modern in Christian art, music and poetry 2) traditions ancient and modern in Hindu art, music and poetry 3) traditions in Muslim art, music and poetry How do the arts relate to worship in these traditions? 23 the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</p> <p>Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork</p> |
| | YEAR 6 Summer 2 | <p>Local history study – school planned unit See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it.</p> <p>For this unit, guidance will be developed for those schools wishing to do local history specifically related to the Second World War and the post-war period, with a focus on later twentieth-century social and cultural history.</p> | <p>Disciplinary focus: How geographers investigate a place</p> <p><i>Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</i></p> |

Working together; in faith, learning and love