



## History and Geography Curriculum Map and Overview

|             |                | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   | Local Study<br>1 week   | Significant<br>Person Day                         | Orienteering<br>3 x afternoon – 1 per<br>term  |
|-------------|----------------|---|--|---|---|---|--|---|---|--|
| EYFS        | Nursery        | Colours   | Celebrations   | Transport   | Growing   | Animals   | Change   |   |   |  |
|             | Recep-<br>tion | Amazing Me and My<br>community  | Festival and<br>Celebration and Light<br>and Dark  | Our Wonderful World   | Growing   | Animals   | Changes  |   |   |  |
| Key Stage 1 | Year 1         | Geography: Our Local<br>Area<br><br>What is it like where we<br>live? | History: My Family<br>History<br><br>What was like when<br>our grandparents<br>were children? Local<br>Study | History: The Greatest<br>Explorers<br><br>Who were the greatest<br>explorers?                   | Geography: People and<br>their communities<br><br>Where in the world do<br>these people live? | History: Great Inventions<br>– Transport<br><br>How did the first flight<br>change the world?   | Geography: Hot and<br>Cold Places<br><br>Where do our favourite<br>animals live? | What was life like<br>on Black Rock<br>Street and the<br>surrounding area<br>when Granny was<br>alive?                      | Amelia<br>Earhart<br>Culture                      | Weather<br>observations in<br>playground. Set up<br>weather station.<br>Orienteering / find<br>the hidden<br>treasure afternoon. |
|             |                |   | Substantive<br>Concepts:<br>Monarchy   | Substantive Concepts:<br>Legacy   |   | Substantive Concepts:<br>Legacy   |  | Substantive<br>Concepts:<br>Monarchy  | Substantive<br>Concepts:<br>Legacy                |  |
|             | Year 2         | Geography: The UK and<br>seasons<br><br>What are seasons?             | History: The Great<br>Fire of London<br><br>Did the Great Fire<br>make London a better<br>or worse place?    | History: Shopping in<br>the 1950s<br><br>How has the High<br>Street changed since<br>the 1950s? | Geography: Journeys<br>– Food<br><br>Where does our food<br>come from?                        | History: Industrial<br>Revolution with Local<br>Study<br><br>What was the life for<br>Victorian children in the city<br>of Manchester compared to<br>those who lived at Lyme<br>Park? | Geography: Our<br>Wonderful World<br><br>What are the 7<br>wonders of our world? | What was the life<br>of local children<br>from Black Rock<br>Street like<br>compared to<br>those who lived<br>at Lyme Park? | Mary<br>Seacole<br>Social -<br>Compare<br>with Y1 | Create a pirate<br>map.<br>Afternoon<br>orienteering in<br>school grounds.   |
|             |                |   | Substantive<br>Concepts:<br>Monarchy<br>Legacy   | Substantive Concepts:<br>Trade<br>Legacy  |   | Substantive Concepts:<br>Monarchy<br>Trade<br>Power   |  | Substantive<br>Concepts:<br>Monarchy<br>Trade<br>Power  | Substantive<br>Concepts:<br>Legacy<br>Power       |  |

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| Lower Key Stage 2 | Year 3 | <b>Geography: Climate and Weather</b><br><br>Why is climate important?                | <b>History: The Stone Age</b><br><br>What was new about the New Stone Age?               | <b>History: The Bronze Age and the Iron Age</b><br><br>Which was more impressive – the Bronze age or the Iron Age? | <b>Geography: Our World</b><br><br>Where on Earth are we?                                     | <b>History: Local History</b><br><br>Why should we preserve our locality?                        | <b>Geography: Coasts</b><br><br>Do we like to be beside the sea side?                         | Can we create a timeline for Bradford Pit?            | <b>Brunel</b><br>Economic  | Local area trips.<br>Mapwork skills and statistical skills used in local area study of Bradford pit. |
|                   |        |   | <b>Substantive Concepts:</b> Power<br>Settlement<br>Legacy                               | <b>Substantive Concepts:</b><br>Power<br>Settlement<br>Legacy  |   | <b>Substantive Concepts:</b><br>Settlement<br>Legacy   |   | <b>Substantive Concepts:</b><br>Trade<br>Legacy       | <b>Substantive Concepts:</b><br>Trade<br>Legacy                                |  |
|                   | Year 4 | <b>Geography: The Americas</b><br><br>What is it like to travel through the Americas? | <b>History: The Ancient Egyptians</b><br><br>How much did the ancient Egyptians achieve? | <b>History: Roman Britain</b><br><br>What happened when the Romans came to Britain?                                | <b>Geography: Rivers and the Water Cycle</b><br><br>How does the water go round and round?    | <b>History: Crime and Punishment</b><br><br>How has crime and punishment changed over time?      | <b>Geography: Earthquakes and Volcanoes</b><br><br>How does the Earth shake, rattle and roll? | How have religions in our area changed over time?     | <b>Julius Caesar</b><br>Social<br><br><b>Katherine Johnson</b><br>Science      | Local study to Philips Park.<br>Trip to Bollington   |
|                   |        |   | <b>Substantive Concepts:</b><br>Power<br>Monarchy  | <b>Substantive Concepts:</b><br>Invasion<br>Power<br>Settlement  |   | <b>Substantive Concepts:</b><br>Power<br>Legacy  |   | <b>Substantive Concepts:</b><br>Legacy                | <b>Substantive Concepts:</b><br>Legacy<br>Power                                |  |
| Upper Key Stage 2 | Year 5 | <b>Geography: Changes in our environment</b><br><br>How is our country changing?      | <b>History: The Anglo-Saxons</b><br><br>Was the Anglo-Saxon period really a Dark Age?    | <b>History: The Vikings</b><br><br>Would the Vikings do anything for money?  | <b>Geography: Europe – A study of the Alpine Region</b><br><br>Where should we go on holiday? | <b>History: Journeys</b><br><br>What makes people go on a journey?                               | <b>Geography: Journeys</b><br><br>Where does all our stuff come from?                         | Why has Manchester got so many canals?                | <b>Martin Luther King</b><br>Social<br><br><b>Emmeline Pankhurst</b><br>Social | Local area study.<br>Afternoon orienteering in school grounds.                                       |
|                   |        |   | <b>Substantive Concepts:</b><br>Monarchy<br>Legacy<br>Invasion                           | <b>Substantive Concepts:</b><br>Monarchy<br>Trade<br>Invasion  |   | <b>Substantive Concepts:</b><br>Settlement<br>Invasion<br>Legacy                                 |   | <b>Substantive Concepts:</b><br>Settlement<br>Trade   | <b>Substantive Concepts:</b><br>Power<br>Legacy                                |  |
|                   | Year 6 | <b>Geography: South America – The Amazon</b><br><br>Why should we protect the Amazon? | <b>History: The Maya Civilization</b><br><br>Why should we remember the Maya?            | <b>History: The Ancient Greeks</b><br><br>What did the Greeks do for us?   | <b>Geography: Global Warming and Climate Change</b><br><br>Are we damaging our world?         | <b>History: The Impact of War</b><br><br>Did WW1 or WW2 have the biggest impact on our locality? | <b>Geography: Our World in the Future</b><br><br>How will our world look in the future?       | How did women in Manchester make a difference in WW2? | <b>Alan Turing</b><br>Science<br><br><b>Ibn Battuta</b><br>Culture             | Local area study.<br>Afternoon orienteering in school grounds.                                       |
|                   |        |   | <b>Substantive Concepts:</b><br>Monarchy<br>Settlement<br>Legacy                         | <b>Substantive Concepts:</b><br>Power<br>Legacy<br>Trade   |   | <b>Substantive Concepts:</b><br>Invasion<br>Settlement<br>Legacy                                 |   | <b>Substantive Concepts:</b><br>Power<br>Legacy       | <b>Substantive Concepts:</b><br>Legacy<br>Settlement                           |  |

## EYFS

| Nursery  |  |   |   |   |   |
|--|--|---|---|---|---|
| Au 1   | Au 2   | Spr 1   | Spr 2   | Sum 1   | Sum 2   |
| <b>Topic:</b> Colours  | <b>Topic:</b> Celebrations   | <b>Topic:</b> Transport   | <b>Topic:</b> Growing   | <b>Topic:</b> Animals   | <b>Topic:</b> Change  |
| <p>I can develop my knowledge of chronology by celebrating birthdays, and introductions to the days of the week, months, years and seasons</p> <p>I can develop an understanding of daily routine.</p> <p>Caring for playground, wood etc litter picking.</p> <p>Carry out an environment walk so that children become familiar with 'School'.</p> | <p>I can understand specific time-based events linked to daily routines using the visual time-table.</p> <p>I can talk about our immediate past of Christmas.</p> <p>I can identify celebrations we have celebrated in the past, what are we celebrating in the future? Do we always celebrate these dates/celebrations?</p> <p>Go on a walk around the playground to introduce language to describe a route.</p> <p>I can talk about favourite family celebrations e.g. what we wore at Halloween.</p> <p>Use maps/atlas to look at different countries whereby particular religions are most celebrated.</p> | <p>I can compare cars throughout history and the first plane.</p> <p>I can compare different modes of transport, do we still use them all? Horse, Bike, Train, Car, Plane, rocket.</p> <p>Together I can make a transport census of what vehicles pass the school.</p> <p>I can identify what vehicles can we use to get to school?</p> <p>I can make comparisons between books we have read that include familiar routes e.g. going on a bear hunt, Pete the cat, Rosie's walk, the Jolly Christmas postman.</p> | <p>I can consider the changes I have gone through so far and how they are different from when I was baby.</p> <p>As a class I can use google maps to see where baby and mum live.</p> | <p>I can make observations re environment, similarities differences.</p> <p>Where animals live.</p> <p>I can draw representations of animals and where they live.</p> | <p>I can look at different celebrations/ceremonies related to life cycle of humans e.g. baby showers/births/christenings.</p> <p>I can reflect upon the changes I have gone through at the different stages of their lives.</p> <p>I can order/sequence images baby-elderly.</p> <p>I can understand that grandparents were babies once and have grown.</p> |

| Reception   |   |  |   |   |   |
|---|---|--|---|---|---|
| Au 1  | Au 2  | Spr 1  | Spr 2   | Sum 1   | Sum 2   |
| <b>Topic:</b> Amazing me and My community   | <b>Topic:</b> Festival and Celebration and Light and Dark   | <b>Topic:</b> Our Wonderful World  | <b>Topic:</b> Growing   | <b>Topic:</b> Animals   | <b>Topic:</b> Changes   |
| <p>I can talk about the special people in my life(family) and can consider the similarities and differences between myself and peers.</p> | <p>I can begin to understand that the celebrations I take part in have taken place for many years.</p> <p>I can make observations of the changing seasons and discusses</p> | <p>I can discuss my local area (Beswick) and look at similarities and differences between their homes.</p> | <p>I can make connections to past/present and future when thinking about the stages of the human lifecycle.</p> | <p>I can explore farms in other countries and how they might be different to farms in the UK.</p> | <p>I can, through a focus on becoming an eco warrior, explore the changes to the earth over the years and why this is happening (pollution, littering).</p> |

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| <p>In an investigation I can identify and explore people in the wider community who help us.</p> <p>I can identify what I pass on the way to school and what our local area is like using some of the follow vocabulary Woodland, parks, pond, river, field, roads, street.</p> <p>Using our class daily calendar I can discuss the season and make observations about changes outdoors.</p> <p>I can explore what we were like as babies - how much time has passed since then? - what has changed</p> <p>I can talk about my family with a focus on their older and younger members.</p> <p>I can confidently explore the classroom environment and engage with the rainbow challenge.</p> <p>I can look at simple maps of the classroom/playground school to familiarise with their new setting/classroom.</p> | <p>what I notice in connection to the environment.</p> <p>I can begin to understand chronology of years - moving from one to another e.g. 2020 to 2021 and starting a new year in January.</p> <p>I can develop my understanding of chronology through discussions of days, weeks and months in register time (today, tomorrow, yesterday, at the weekend, past, present, future).</p> | <p>I can begin to use a map to understand that I live in England and can explore the positive of England in relation to other countries I have visited.</p> <p>I can explore the differences and similarities between different landscapes in connection to our focus texts (Mr Mountain and Handa’s Surprise).</p> <p>I can, by using the daily calendar develop my understanding of past, present and future in connection to weeks/days/morning/afternoons.</p> <p>I can use pictures shared by family member to reflect on past trips to different countries or when family members came to them.</p> <p>I can show understanding of simple representations on a map e.g. green is land blue is the water.</p> | <p>I can explore why we have farms and what they produce.</p> <p>I can begin to make comparisons between the past and now in terms of the equipment available to get food on the shelves.</p> <p>I can understand simple climate differences between the country I live in and other countries.</p> |  | <p>I can use time capsules made at the beginning of the year to reflect on how much the children have changed since starting Reception and now.</p> <p>I can create a map to my new class.</p> |
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## Key Stage One

| Year 1  |  |   |   |   |   |
|---|--|---|---|---|---|
| Au 1  | Au 2   | Spr 1   | Spr 2   | Sum 1   | Sum 2   |
| Geography   | History  | History   | Geography   | History   | Geography   |
| <b>Topic:</b> Our Local Area<br><b>Key Enquiry Question:</b> What is it like where we live?   | <b>Topic:</b> My Family History<br><b>Key Enquiry Question:</b> What was it like when our grandparents were children? Local Study  | <b>Topic:</b> The Greatest Explorers<br><b>Key Enquiry Question:</b> Who were the greatest explorers?   | <b>Topic:</b> People and their communities<br><b>Key Enquiry Question:</b> Where in the world do these people live?   | <b>Topic:</b> Great Inventions – Transport<br><b>Key Enquiry Question:</b> How did the first flight change the world?   | <b>Topic:</b> Hot and Cold Places<br><b>Key Enquiry Question:</b> Where do our favourite animals live?  |
| <b>End Point:</b><br>Children answer the question what is it like where we live. They will do this through the creation of a big map. They will be able to add abstract symbols and recreate part of the journey.   | <b>End Point:</b><br>Children will be able to answer the key question using language about the passage of time.  | <b>End Point:</b><br>Children answer the key enquiry question from the unit orally through making a memorial to a key explorer.   | <b>End Point:</b><br>Children answer the key enquiry question from the unit.  | <b>End Point:</b><br>Children answer the key enquiry question.  | <b>End Point:</b><br>Children answer the enquiry question Where do our favourite animals live? They will answer this through the creation of a group place in a box.  |
| <b>Component Knowledge:</b><br>Knows about the local area, and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).<br><br>Recognises a natural environment and describes it using key vocabulary.<br><br>Describes a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a largescale map using compass directions and locational language prompted by their journey stick).<br><br>Knows the local area and its physical and human geography. | <b>Component Knowledge:</b><br>Use broad range of common words relating to the passage of time.<br><br>Understands that some aspects of life were different in the past.<br><br>Will be able to understand a simple timeline of living memory.<br><br>Develop an awareness of the past.<br><br>Know where the people and events they study fit within a chronological framework.<br><br>Identify similarities and differences between ways of life in different periods. | <b>Component Knowledge:</b><br>Can understand the key term explorer and name explorers discussed in topic.<br><br>Can give a number of valid reasons why the explorer is significant.<br><br>Demonstrates an understanding of the term ‘significance’.<br><br>Gives a valid reason why one aspect of an explorer’s life is particularly important.<br><br>Is beginning to make connections between the achievements of one explorer with those of another explorer from a different time period.<br><br>Know where the people they study fit within a chronological framework.<br><br>Develop an awareness of the past, using common words and phrases relating to the passing of time.<br><br>Understand some of the ways in which we find out about the past. | <b>Component Knowledge:</b><br>Compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.<br><br>Describe in some detail the local area and distant locations’ features using images to support answers. Can name most of the nations and capitals of the UK, and locate some major cities, oceans and continents on a UK and world map. Create representations (drawings/sculptures) of these locations.<br><br>Use appropriate vocabulary in relation to the human and physical features of local and distant locations. Geographical Understanding: Identify daily (and sometimes seasonal) weather patterns in the areas studied in the UK and hot, cold, dry areas of the world in relation to the Equator and Poles.<br><br>Show limited awareness of weather differences. | <b>Component Knowledge:</b><br>Identify when the first flight happened and place it on a simple timeline.<br><br>Identify the legacy of the first flight in our world.<br><br>Recognise a number of similarities and differences between the early and modern planes.<br><br>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features.<br><br>Use a wide vocabulary of everyday historical terms.<br><br>Understand some of the ways in which we find out about the past. | <b>Component Knowledge:</b><br>Use a world map, atlas or globe to name and locate the seven continents and five oceans.<br><br>Identify seasonal weather patterns.<br><br>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.<br><br>Describe the physical and human geography of a distant place.<br><br>Recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.<br><br>Have some sense of what the animals eat and the dangers (human or physical dangers) the animals might encounter.<br><br>Use a wall map or atlas to locate and identify countries taught in the unit.<br><br>Ask questions about key locations and animals studied. |

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|  |  | <p>Know that people do jobs and that where they live (e.g. coastline) might affect this.</p> <p>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. Use a world map, atlas or globe to locate the continents and oceans relative to the Equator and Poles. Understand that they live in the UK and it is an island; identify the UK and its surrounding seas.</p> <p>Use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and, with support, identify the four countries and capital cities of the UK.</p> <p>Describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas, and relate these to the Poles and Equator. Make comparisons when prompted with the weather in your area.</p> |  |  |
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| Year 2  |   |  |   |   |   |
|---|---|--|---|---|---|
| Au 1  | Au 2  | Spr 1  | Spr 2   | Sum 1   | Sum 2   |
| Geography   | History   | History  | Geography   | History   | Geography   |
| <b>Topic:</b> The UK and seasons<br><b>Key Enquiry Question:</b> What are seasons?  | <b>Topic:</b> The Great Fire of London<br><b>Key Enquiry Question:</b> Did the Great Fire make London a better or worse place?  | <b>Topic:</b> Shopping in the 1950s<br><b>Key Enquiry Question:</b> How has the High Street changed since the 1950s? | <b>Topic:</b> Journey's – Food<br><b>Key Enquiry Question:</b> Where does our food come from?   | <b>Topic:</b> Industrial Revolution with Local Study<br><b>Key Enquiry Question:</b> What was the life for Victorian children in the city of Manchester compared to those who lived at Lyme Park? | <b>Topic:</b> Our Wonderful World<br><b>Key Enquiry Question:</b> What are the wonders of our world?                            |
| <b>End Point:</b><br>Children answer the key enquiry question and know what are the different types of weather? What are the four seasons? How is the weather similar and different in parts of the UK? | <b>End Point:</b><br>Using the knowledge obtained throughout the topic children make a judgement whether they think the great fire made London a better or worse place in 1666. | <b>End Point:</b><br>Identify similarities and differences between ways of life today and in the 1950s.              | <b>End Point:</b><br>Children answer the key question where does food come from. What are the different types of weather? What are the four seasons? How is the weather similar and different in parts of the UK? | <b>End Point:</b><br>Children answer the key enquiry question by completing a comparison of children who worked in Manchester's mills and the children who lived at Lyme Park.                    | <b>End Point:</b><br>Children will answer the key enquiry question and identify where in the world the key wonders studied are. |



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| <p><b>Component Knowledge:</b><br/>Know the four seasons and the correct order; can identify seasonal and daily weather patterns in the UK.</p> <p>Can use and understand basic weather symbols, and can identify multiple weather types.<br/>Demonstrates locational awareness and can name their local area that they live in the UK and can name the capitals of the UK; knows that weather can be different in different parts of the UK.</p> <p>Demonstrate understanding basic, subject-specific vocabulary relating to physical geography (weather).<br/>Can write sentences about different weather types using subject-specific vocabulary.</p> <p>Use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</p> <p>Start to give reasons why the UK has the weather it does (e.g. wind).</p> | <p><b>Component Knowledge:</b><br/>Know that that the great of fire London took place in 1666 and can place this on a timeline.</p> <p>List up to five reasons why the fire spread quickly.</p> <p>Identify several causes of the Great Fire of London.</p> <p>Identify several effects of the Great Fire of London.</p> <p>Identify why the fire spread so quickly and explain why it is more important than the other reasons.</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Choose and use parts of stories and other sources that they know and understand key features of events.</p> | <p><b>Component Knowledge:</b><br/>Understand what “Living memory” means.</p> <p>Know what shops looks like in the early 1950s compared to now and how these shops changed during the 1950s.</p> <p>Learn about changes within living memory.</p> <p>Understand historical concepts such as continuity and change, similarity and difference.</p> <p>Ask historically valid questions.</p> <p>Identify similarities and differences between ways of life in different periods.</p> | <p><b>Component Knowledge:</b><br/>Use an atlas to name and locate on a map the four countries and capital cities of the UK.</p> <p>Describe a local natural environment (animals and plants) and use a range of specific key vocabulary.</p> <p>Describe and explain that everyday food products (animals and plants) have been changed (processed) before they are packed/bought.</p> <p>Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.</p> <p>Use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</p> | <p><b>Component Knowledge:</b><br/>Understand that life was different for rich children and poor children during the Victorian times in our locality.</p> <p>Identify some of the key features of a rich Victorian child’s life.</p> <p>Identify some of the key features of a poor Victorian child’s life.</p> <p>Study significant historical people and places in their own locality.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Choose parts of sources to show that they know and understand key features of events.</p> | <p><b>Component Knowledge:</b><br/>Identify and name the continents and five oceans.</p> <p>Communicate something about the continents.</p> <p>Identify and name most of the wonders covered in topic.</p> <p>Use atlas, map or globe to locate some wonders learnt about during the topic.</p> <p>Give an opinion about a local wonder.</p> |
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## Lower Key Stage Two

| Year 3   |   |  |  |  |  |
|--|---|--|--|--|--|
| Au 1   | Au 2  | Spr 1  | Spr 2  | Sum 1  | Sum 2  |
| Geography  | History   | History  | Geography  | History  | Geography  |
| <b>Topic:</b> Climate and Weather<br><b>Key Enquiry Question:</b> Why is Climate Important?  | <b>Topic:</b> The Stone Age<br><b>Key Enquiry Question:</b> What was new about the New Stone Age?   | <b>Topic:</b> The Bronze Age and the Iron Age<br><b>Key Enquiry Question:</b> Which was more impressive – the Bronze age or the Iron Age?  | <b>Topic:</b> Our World<br><b>Key Enquiry Question:</b> Where on earth are we?   | <b>Topic:</b> Local History<br><b>Key Enquiry Question:</b> Why should we preserve our locality?   | <b>Topic:</b> Coasts<br><b>Key Enquiry Question:</b> Do we like to be beside the seaside?  |
| <b>End Point:</b><br>Children will answer the key question by producing their special report on ‘Why is climate important?’ The report could be an oral/live presentation, poster, video or PowerPoint.  | <b>End Point:</b><br>Children answer the key enquiry question and decide, using the knowledge gained, what was new about the New Stone Age.   | <b>End Point:</b><br>Children answer the key enquiry question and decide, using the knowledge gained, which they believe was more impressive - the Bronze age or Iron Age.   | <b>End Point:</b><br>They will answer the key question through displaying the ‘world’ map they have created in the unit.   | <b>End Point:</b><br>Children answer the following question: Why should we preserve our locality? In their answer, they need to refer to the buildings they have investigated throughout the unit, and to sources of evidence where possible. They introduce contrary viewpoints.  | <b>End Point:</b><br>The component knowledge acquired throughout the topic children will answer the key question “do we like to be beside the seaside?”  |
| <b>Component Knowledge:</b><br>Identifies the position of the Prime/Greenwich Meridian, and understands the significance of latitude and longitude (e.g. understands how climate varies with latitude and in relation to equator, Tropics and Poles).<br><br>Can indicate tropical, temperate and polar climate zones on a globe or map, and describes the characteristics of these zones using appropriate vocabulary (e.g. prepares a report, using maps and photographs, about an animal or people they have chosen, which should contain details of the animal or people, where they live in terms of climate and biome, and what they eat).<br><br>Understands how physical processes can cause hazards to people.<br><br>Describes some advantages and disadvantages of living in hazard-prone areas (e.g. understands the dangers of floods, drought and climate change). | <b>Component Knowledge:</b><br>Can describe a range of the key changes between the Old and New Stone Ages.<br><br>Can see links between changes, and begin to identify types of change.<br><br>Demonstrate an awareness of significance of change.<br><br>Know and use a range historical terms from this unit, and from earlier studies.<br><br>Construct informed responses that involve the selection of relevant historical information.<br><br>Regularly address historically valid questions about similarity and difference.<br><br>Understand how our knowledge of the past is constructed from a range of sources. | <b>Component Knowledge:</b><br>Can identify key achievements and change within the Bronze age and Iron Age.<br><br>Will be able to correctly place these events onto a timeline, adding captions and some dates.<br><br>Make links and comparisons to the Stone Age from the previous topic.<br><br>Use common words and phrases relating to the passing of time.<br><br>Develop a chronologically secure knowledge and understanding of British history.<br><br>Address historically valid questions about change, similarity and difference.<br><br>Develop the use of historical terms. | <b>Component Knowledge:</b><br>Know about the continents and countries of the world and the ‘countries’ and ‘continents’ on their world map.<br><br>Talk about the Poles, Equator and lines of latitude and longitude, has marked them appropriately on their own map and can distinguish between them. The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.<br><br>Talk about the globe they started with and how they made it into a map, the challenges they faced and how they overcame them. They can talk about time zones and day and night.<br><br>Use most of the vocabulary introduced in the unit when talking about their map. | <b>Component Knowledge:</b><br>Use common words and phrases relating to the passing of time.<br><br>Identify which buildings in our local area are significant and why they should be preserved.<br><br>Identify key local listed buildings and buildings that might be listed in the future.<br><br>Conduct own research, using sources and develop an understanding that the past is constructed from a range of sources.<br><br>Address and devise historical valid questions about change, cause, similarity, difference and significance.<br><br>Construct informed responses that involve selection of relevant information. | <b>Component Knowledge:</b><br>Locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).<br><br>Use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. features of coasts).<br><br>Identify and sequence a range of seaside/coastal settlement sizes from a village to a city.<br><br>Describe the characteristics of settlements with different functions, e.g. features, settlements and activities associated with coastal towns, tourism/ports/docks.<br>Understand how physical processes can cause hazards to people.<br><br>Describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of the sea – tides, cliff falls, erosion, flooding). |



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| Uses the zoom function of a digital map to locate places and gather information (e.g. uses Google™ Earth to locate places within different climate zones, to zoom in on the Poles, equator and Tropics). |  |  |  |  | Use an atlas to locate the UK and locate some major urban areas; locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). |
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| Year 4   |  |   |   |  |  |
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| Au 1   | Au 2   | Spr 1   | Spr 2   | Sum 1  | Sum 2  |
| Geography  | History  | History   | Geography   | History  | Geography  |
| <b>Topic:</b> The Americas<br><b>Key Enquiry Question:</b> What is it like to travel through the Americas?   | <b>Topic:</b> The Ancient Egyptians<br><b>Key Enquiry Question:</b> How much did the ancient Egyptians achieve?  | <b>Topic:</b> Roman Britain<br><b>Key Enquiry Question:</b> What happened when the Romans came to Britain?  | <b>Topic:</b> Rivers and the Water Cycle<br><b>Key Enquiry Question:</b> How does the water go round and round?   | <b>Topic:</b> Crime and Punishment<br><b>Key Enquiry Question:</b> How has crime and punishment changed over time?   | <b>Topic:</b> Earthquakes and Volcanoes<br><b>Key Enquiry Question:</b> How does the earth shake, rattle and roll?   |
| <b>End Point:</b><br>Understanding of the significant human and physical features of the continents.   | <b>End Point:</b><br>Children will answer the key enquiry question outlining the important achievements of the ancient Egyptians.  | <b>End Point:</b><br>Children will answer the key enquiry question outlining what happened when the Romans came to Britain. Children are asked to present an argument explaining why they think their development is the most significant today.  | <b>End Point:</b><br>Children will answer the key enquiry question. This could be in the form of a letter to the head teacher.  | <b>End Point:</b><br>Using the different time periods learnt about Children will answer the key enquiry question focusing on the changes in crime and punishment.  | <b>End Point:</b><br>Children will answer key enquiry question and make a model “working” volcano.   |
| <b>Component Knowledge:</b><br>Locate countries and cities in North and South America on a map or atlas.<br><br>Relate continent, country, state, city. Identify states in North America using a map.<br><br>identify and sequence a range of settlement sizes from a village to a city.<br><br>Describe the characteristics of settlements with different functions.<br><br>Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. | <b>Component Knowledge:</b><br>Identify who the ancient Egyptians were, what they did and whether they deserve their reputation as one of the most important early civilisations.<br><br>Compare and contrast the ancient Egyptians with the Shang, Sumer and Indus Valley civilisations.<br><br>Make comparisons to what was happening in Britain during the time of the ancient Egyptians.<br><br>Identify three or more of the main achievements of the Ancient Egyptians.<br><br>Note connections, contrasts and trends over time. | <b>Component Knowledge:</b><br>Identify who the Romans were, their invasion of Britain and the impact on the Celts.<br><br>Consider whether the invasion was a positive experience for all, and explore the long-term impacts.<br><br>Use a variety of sources to build knowledge such as visual sources of artefacts and archaeological sites.<br><br>Analyse written sources from writers such as Tacitus and Dio Cassius and consider why they interpreted events as they did.<br><br>Select one development made in Roman Britain which is still of significance today and provide a detailed and valid explanation, with | <b>Component Knowledge:</b><br>Locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.<br><br>Use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.<br><br>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.<br><br>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. | <b>Component Knowledge:</b><br>Utilise a variety of sources of evidence to develop their knowledge and understanding crime and punishment in different time periods.<br><br>Within this, look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes.<br><br>Use the sources to compile a description of what Dick Turpin was like. | <b>Component Knowledge:</b><br>Locate some countries in Europe and South America on a map or atlas (e.g. Italy, Ecuador).<br><br>Use simple geographical vocabulary to describe significant physical features and talk about how they change.<br><br>Describe a volcano, volcanic eruption and an earthquake.<br><br>Use a map or atlas to locate some countries and cities in Europe or North and South America.<br><br>Use a map to locate some states of the USA (e.g. California).<br><br>Use an atlas to locate volcanoes and locations of earthquakes. |

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| <p>Offer explanations for the similarities and differences between some regions in North or South America.</p> <p>Describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Understand how the human and physical characteristics are connected for more than one region in North or South America.</p> <p>Give direction instructions up to eight compass points.</p> <p>Make a map of a route with features in the correct order and in the correct places.</p> <p>Use the zoom function of a digital map to locate places.</p> | <p>Develop the use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Address and devise historically valid questions about similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> | <p>more than one reason why it is significant.</p> <p>Address historically valid questions about change, cause and significance.</p> <p>Construct informed responses that involve the thoughtful selection and organisation of historical information.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> | <p>Understand how physical processes can cause hazards to people, e.g. flooding.</p> <p>Describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>Use the zoom function of a digital map to locate places e.g. global rivers and mountain ranges.</p> <p>In a group, carry out fieldwork in the local area selecting appropriate techniques.</p> | <p>Explain why the action of the suffragettes helped and hindered women to gain the vote.</p> <p>Consider other reasons why women gained the vote referring to specific events.</p> <p>Demonstrate some awareness that some sources may be more useful than others.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Address historically valid questions about continuity, and change and cause.</p> <p>Address and devise historically valid questions about continuity and change, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> |  |
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## Upper Key Stage Two

| Year 5   |   |   |  |   |  |
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| Au 1   | Au 2  | Spr 1   | Spr 2  | Sum 1   | Sum 2  |
| Geography  | History   | History   | Geography  | History   | Geography  |
| <b>Topic:</b> Changes in our environment<br><b>Key Enquiry Question:</b> How is our country changing?  | <b>Topic: The Anglo Saxons</b><br><b>Key Enquiry Question:</b> Was the Anglo-Saxon period really a Dark Age?  | <b>Topic:</b> The Vikings<br><b>Key Enquiry Question:</b> Would the Vikings do anything for money?  | <b>Topic:</b> Europe – A study of the Alpine Region<br><b>Key Enquiry Question:</b> Where should we go on holiday?   | <b>Topic:</b> Journeys<br><b>Key Enquiry Question:</b> What makes people go on a journey?   | <b>Topic:</b> Journeys<br><b>Key Enquiry Question:</b> Where does all our stuff come from?   |
| <b>End Point:</b><br>Children will answer key enquiry question. The children will answer this through the creation of three annotated pieces of artwork.   | <b>End Point:</b><br>Children will answer key enquiry question where they will decide if the Anglo-Saxon period really was a dark age.  | <b>End Point:</b><br>Using component knowledge learnt throughout topic children answer key enquiry question and decide if they believe Vikings would do anything for money.   | <b>End Point:</b><br>Children will answer the key enquiry question by the creation of a guidebook. This task enables the children to show what they have learned during the unit.  | <b>End Point:</b><br>Children answer the key question in presentation format.   | <b>End Point:</b><br>Children will answer the key question by writing their own journey of an item they have learnt about throughout the topic.  |
| <b>Component Knowledge:</b><br>Locates and describes several physical environments in the UK, e.g. coastal and mountain environments, and how they change.<br><br>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.<br><br>Understands how a region has changed and how it is different from another region of the UK. | <b>Component Knowledge:</b><br>Will know who the Anglo-Saxons were and correctly place the time period on a timeline of British and world history.<br><br>Will know why the Anglo-Saxons came to Britain.<br><br>Understand what a “Dark Age” is.<br><br>Will examine evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds.<br><br>Will learn about the importance of archaeological evidence and the work of archaeologists.<br><br>Develop the appropriate use of historical terms throughout the topic<br><br>Construct informed responses that involve thoughtful selection and | <b>Component Knowledge:</b><br>Will know who the Vikings were and correctly place the time period on a timeline of British and world history.<br><br>Will know the reasons why the Vikings settled in Britain.<br><br>Understand the popular view of the Vikings as raiders. They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, and understand why this interpretation of the Vikings has become so popular.<br><br>List a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. Order these in a hierarchy of significance, and can comment on why they have selected this order.<br><br>Know who King Alfred was, his struggle and victory over the Vikings. | <b>Component Knowledge:</b><br>Describe key physical and human characteristics and environmental regions of Europe.<br><br>Describe and understand a range of key physical processes and the resulting landscape features.<br><br>Understand how a mountain region was formed.<br><br>Know information about a region of Europe and its physical environment and climate, and economic activity.<br><br>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.<br><br>Understand how human activity is influenced by climate and weather.<br><br>Understand hazards from physical environments and their management, such as avalanches in mountain regions. | <b>Component Knowledge:</b><br>Will identify a number of differences in the interpretations presented about the Windrush journey.<br><br>Explain why there may be differing interpretations, and will refer to the differing types of representation.<br><br>Understand the significance of five different journeys across multiple time periods (Walter Raleigh, Irish 3rd class passengers on the Titanic, Kindertransport, voyage of the Empire Windrush, examine why refugees make dangerous journeys today).<br><br>Use key terms related to sources and evidence.<br><br>Make link between the new journeys learnt about and journeys learnt about in previous topics.<br><br>Establish clear narratives. | <b>Component Knowledge:</b><br>Describe what the climate of a region is like and how plants and animals are adapted to it.<br><br>Understand how food production is influenced by climate.<br><br>Understand that products we use are imported as well as locally produced.<br><br>Understand where our energy and natural resources come from.<br><br>Understand that our shopping choices have an effect on the lives of others. |

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|  | <p>organisation of relevant historical information.</p> <p>Note connections, contrasts and trends over time.</p> <p>Regularly address and devise historically valid questions about significance.</p> | <p>Make a link between the causes of events in the Viking period with those of other periods studied. For example, why the Romans or the Anglo-Saxons chose to settle in Britain.</p> <p>Know a number of historical terms from this unit and from studies throughout the key stage.</p> |  | <p>Address and devise historically valid questions about significance and cause and change.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Note connections, contrasts and trends over time.</p> |  |
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| Year 6   |  |  |  |   |   |
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| Au1  | Au2  | Spr1   | Spr2   | Sum1  | Sum2  |
| Geography  | History  | History  | Geography  | History   | Geography   |
| <p><b>Topic:</b> South America – The Amazon</p> <p><b>Key Enquiry Question:</b> Why should we protect the Amazon?</p>  | <p><b>Topic:</b> The Maya Civilization</p> <p><b>Key Enquiry Question:</b> Why should we remember the Maya?</p>  | <p><b>Topic:</b> The Ancient Greeks</p> <p><b>Key Enquiry Question:</b> What did the Greeks do for us?</p>   | <p><b>Topic:</b> Global Warming and Climate Change</p> <p><b>Key Enquiry Question:</b> Are we damaging our world?</p>  | <p><b>Topic:</b> The Impact of War</p> <p><b>Key Enquiry Question:</b> Did WW1 or WWII have the biggest impact on our locality</p>  | <p><b>Topic:</b> Our World in the Future</p> <p><b>Key Enquiry Question:</b> How will our world look in the future?</p>   |
| <p><b>End Point:</b></p> <p>Children will answer the key enquiry question by writing a report or delivering a presentation.</p>  | <p><b>End Point:</b></p> <p>Answer enquiry question by writing an argument (or holding a debate) about why they think the Maya should be remembered. Explain which aspects of the Maya are particularly important.</p>   | <p><b>End Point:</b></p> <p>Answer key enquiry question. Explain if the achievements made by the Ancient Greeks are still important today, and are therefore significant. Think about how different city-states contributed to the developments, and if the whole period should be viewed as one of achievement.</p>   | <p><b>End Point:</b></p> <p>Children will answer key enquiry by planning a campaign, based around a national or international environmental issue of interest to the children.</p>   | <p><b>End Point:</b></p> <p>Answer the key enquiry question by completing a source study. Select two sources deemed most useful and one source deemed the least useful.</p>   | <p><b>End Point:</b></p> <p>Answer key enquiry question. This task enables the children to show what they have learnt during the unit, and share their own views and opinions of an area they know well.</p>  |
| <p><b>Component Knowledge:</b></p> <p>Locates cities, countries and regions of South America on physical and political maps.</p> <p>Describes key physical and human characteristics and environmental regions of South America.</p> <p>Understands how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</p> <p>Describes what the climate of a region is like and how plants and animals are adapted to it.</p> <p>Knows and understands what life is like in cities and in villages and in a range of settlement sizes.</p> | <p><b>Component Knowledge:</b></p> <p>Place the ancient Maya civilisation on a timeline and compare to previous topics studied.</p> <p>Understand a range of the main features of Maya society, e.g. religion, food.</p> <p>Make links and group aspects of Maya society into themes, e.g. social, cultural.</p> <p>Understand the lives of Maya today and compare to ancient Maya civilisation.</p> <p>Know possible reasons why the Maya city states declined after 900 AD with a focus on reliability of sources.</p> | <p><b>Component Knowledge:</b></p> <p>Understand the chronology of ancient Greece and plot ancient Greek civilisation on a timeline.</p> <p>Understand in depth ancient Greek systems of government, religion and importance of Olympic games.</p> <p>Will understand the legacy of Greek culture on post-1066 Britain and if the achievements of ancient Greeks are still important today.</p> <p>Understand how different city-states contributed to the developments, and if the whole period should be viewed as one of achievement.</p> | <p><b>Component Knowledge:</b></p> <p>Understand where our energy and natural resources come from, and the impacts of their use.</p> <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Understand that no one type of energy production will provide all our energy needs.</p> <p>Explain several threats to wildlife/habitats.</p> | <p><b>Component Knowledge:</b></p> <p>Understand the basic context of WWI and WWII.</p> <p>Understand the home front during WWI and WWII and how the wars impacted the local community.</p> <p>Understand and be able to discuss the reliability and utility of different sources.</p> <p>Use a number of historical terms from this unit, and from their study throughout the key stage.</p> | <p><b>Component Knowledge:</b></p> <p>Explain how the types of industry in the area have changed over time.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Make sketch maps of areas using symbols, a key and a scale.</p> <p>Use digital maps to investigate features of an area.</p> <p>Present information gathered in fieldwork using a range of graphs.</p> |

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| <p>Explains some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Understands how human activity is influenced by climate and weather.</p> <p>Explains several threats to wildlife/habitats.</p> | <p>Use aspects of balance within the argument, perhaps comparing the Maya's achievement in an area as less favourable to that of another society studied.</p> <p>Understand and reference a range of sources of evidence to support points made.</p> <p>Use a number of historical terms from this unit and from their study throughout the key stage.</p> <p>Make links to other societies studied.</p> | <p>Use a number of historical terms from this unit, and from their study throughout KS2.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Develop a chronologically secure knowledge and understanding of world history.</p> |  |  |  |
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