

History and Geography Subject Overview

Intent Statement:

Through a broad and balanced curriculum, pupils at Girton Glebe will develop a greater appreciation and understanding of international cultures, equality and diversity through exploring global communities, their arts and literature. This intention will also challenge racial stereotypes and gender biases and celebrate differences. The curriculum at Girton Glebe aims to equip our pupils for life. It offers them the opportunity to develop a lifelong love of learning and a good understanding of themselves and others. Our curriculum engenders resilience, self-confidence, empathy and independence. Through these attributes, and the high standards set by teachers, our pupils value effort as a key to success and take great pride in their personal achievements. Teaching and learning at Girton Glebe encourages children to make clear links across their curriculum whilst delivering fun, challenging activities that excite them and pique their interest.

Key:

Blue – History objectives

Red – Geography objectives

Year 1

Term	Topic	Knowledge	Skills	Why	Links to future topics/ other subjects
Autumn 1	Superheroes	Many people in history have been real-life superheroes, such as Rosa Parks, Martin Luther King Jr, Elizabeth Fry, etc...	<p>Talk about historical figures that are considered real-life superheroes. Discuss why they might be considered superheroes.</p> <p>Be able to find out about historical superheroes from a variety of primary sources.</p> <p>Learn about a key historical figure in the form of Rosa Parks and Martin Luther King Jr. Show awareness of how the world is still looking for superheroes to stand up for equal rights.</p> <p>Explain why some sources of information are more useful than others.</p>	Children are aware of superheroes and linking this to historical figures engages the children by using something they are familiar with.	These historical figures are met again throughout the KS1 and KS2 curriculum.
Autumn 2	Dinosaurs	Mary Anning was a British palaeontologist, who was born in 1799. She made many important fossil discoveries.	<p>Learn about a key historical figure in the form of Mary Anning.</p> <p>Use primary sources to get information</p> <p>Explain why some sources of information are more useful than others.</p>	Children are familiar with dinosaurs already. Start of the historical timeline.	English – writing Year 2 - coastline

Spring	Memory Box	To order events in chronological order on a timeline.	To be able to order events on a timeline to help remember them. Discuss the many changes over time, such as, transport, toys and technology.	Start looking at their own history to give a context that history is about events and people in the past.	Skills of time line is introduced in future history topics
Summer 1	Paws, Claws and Whiskers	To be able to draw and read a simple map with a key. Name and locate the seven continents and five oceans on the world map.		Linking geography to things in their immediate environment that they are familiar with	Map skills in Year 2 Street Detectives
Summer 2	The Enchanted Wood		To be able to draw and read a simple map with a key.	Linking geography to things in their immediate environment that they are familiar with Warmer weather – are able to go outside and explore our forest area.	Map skills in Year 2 and developed in LKS2

Year 2

Term	Topic	Knowledge	Skills	Why	Links to future topics/ other subjects
Autumn 1	Land Ahoy	<p>Knowing the legend of some famous pirates during The Golden Age of Piracy (1650 – 1730)</p> <p>Learning about some famous sea explorers: Marco Polo, Christopher Columbus, and Dame Ellen MacArthur.</p> <p>Conducting a study into the life of Captain James Cook.</p> <p>Knowing that the United Kingdom is an island, surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.</p> <p>Understanding what maps are and begin to know how to use them.</p>	<p>Using simple compass directions and locational/directional language to describe the location of features and routes on a map.</p> <p>Using world maps, atlases and globes to identify the United Kingdom and its countries, as well as the key oceans.</p> <p>Thinking about weather and climate and how this could affect life at sea.</p> <p>Understanding and be able to locate continents and oceans.</p> <p>Using aerial photographs to recognise landmarks and basical physical geography features.</p>	Children familiar with pirates and engaged with them.	<p>Map skills developed from Y1 Link to Coastline (summer 2)</p> <p>Writing in English Maths – compass directions and directional language</p>
Autumn 2	Magnificent Monarchs	<p>To understand how power of the monarchy has changed over time.</p> <p>To learn about significant historical figures in the British monarch (Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Queen Elizabeth II.</p> <p>To know some of the key royal residencies in the UK.</p> <p>To know how society has changed over time and how this has changed the monarchy.</p>	<p>To understand chronology and be able to sequence events on a timeline.</p> <p>To use the words past, present, period, decade, century, AD, BC and years when talking about timelines.</p> <p>To find out about people and events in other times.</p> <p>To discuss portraits and photos of monarchs and talk about how this portrays them.</p> <p>To use map skills to find locations around the UK.</p>	Children familiar with the royal family, so gives a context to this unit.	<p>Develops on the skills from Memory Box, by looking at different families.</p> <p>English - writing</p>

Spring	Moon Zoom	<p>Finding out about people and events in other times.</p> <p>Learning about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Understanding how people's lives have shaped Britain and know how Britain has influenced and been influenced by the wider world.</p>	<p>Knowing who some famous astronauts are and the significance of their contribution to history.</p> <p>Knowing the history and significance of the first mission into space and the first moon landing.</p> <p>Understanding how space travel has changed over time.</p> <p>Using simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Using basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</p>	Children familiar with space, so engaging topic.	<p>Science – space and people in space DT – designing and creating machines</p> <p>English – host of writing linked to this topic.</p>
Summer 1	Street Detectives	<p>To understand physical and human features of the local community.</p> <p>To understand how land has been used.</p> <p>To know the significance of a river in the local area.</p> <p>To understand how places are linked.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p>Identify seasonal and daily weather patterns</p> <p>Develop good map skills and understanding of compass directions and directional language.</p> <p>To understand key human features, such as city, town, village, farm, house, office and shop.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of our school and grounds.</p>	Understanding the physical and human geography to their local area is key to develop first before moving on to world geography.	<p>Maths – directional language</p> <p>Consolidate and develop the skills from Year 1, so they are ready to extend further in LKS2</p>

<p style="text-align: center;">Summer 2</p>	<p>Coastline</p>	<p>To understand what the coastline is and know which countries form the UK and what seas and oceans they are surrounded by.</p> <p>To understand physical and human features of the UK coastline.</p> <p>To know what erosion is on the coast.</p> <p>To understand dangers at the coast and what to do in an emergency.</p> <p>To know about the work of the RNLI.</p> <p>To do a focused study on a coastal town, such as Whitby.</p> <p>To know what Captain Cook is famous for.</p>	<p>Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns</p> <p>Under key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Develop good map skills and understand of compass directions and directional language.</p> <p>To know about key historical figures.</p>	<p>Extend their geography knowledge out further than their local area, but keeping it close to where we live.</p> <p>Allows comparison of coastal areas to local area.</p>	<p>English – writing related to coastal areas.</p>
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Year 3

Term	Topic	Knowledge	Skills	Why	Links to future topics/ other subjects
Autumn 1	Tribal Tales: Britain from the Stone to the Iron Age	<p>Humans first arrived in Britain at least 900,000 years ago, a long time after the dinosaurs had died.</p> <p>Prehistoric time, or prehistory, is the time before there were written records. Human prehistory begins with humans appearing and ends when written records were first kept at the time of the Roman invasion in AD43.</p> <p>As there are no records from before that time, people use artefacts and cave art, as well as buildings and burial sites, to discover more about how prehistoric people lived.</p> <p>Prehistory is divided into three main periods: the Stone, Bronze and Iron Ages, which are named after the main materials used at each time.</p> <p>The Stone Age can be divided into three periods: the Palaeolithic (450,000-10,000 BC), the Mesolithic (10,000-4500 BC) and the Neolithic (4500-2300 BC).</p> <p>Stonehenge and Lindow Man and the importance of their discovery for the study of prehistory in Britain.</p>	<p>Sequence dates and information from several historical periods on a timeline.</p> <p>Ask well composed historical questions about aspects of prehistory.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Use a range of sources to find out about a period, observing small details to draw conclusions.</p> <p>Identify reasons for and results of people’s actions during prehistoric periods in Britain.</p>	Starting a historical time line of periods of history that influenced Britain.	Follows on to Roman Britain

<p style="text-align: center;">Autumn 2</p>	<p>Rocks, Relics and Rumbles</p>	<p>The earth is made of 4 different layers: inner core, outer core, mantel and crust.</p> <p>The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.</p> <p>A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.</p>	<p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</p> <p>Name and locate significant volcanoes and plate boundaries and explain why they are important.</p> <p>Classify, compare and contrast different types of geographical feature.</p>	<p>Children have been exposed to these active elements of the world through news and dicussion. Creates an engaging way to introduce the physical geography of the earth.</p>	<p>English Science</p>
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<p style="text-align: center;">Spring 1</p>	<p>The Ancient Romans</p>	<p>AD dates become larger the closer they get to the present day. BC dates become larger the further they get to the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>There are two explanations for the founding of the city of Rome in Italy. Mythical version: Romans believed that the city was built by Romulus, the son of the god Mars, on 21st April 753 BC. Historical version: Historians believe that the city started as a collection of small settlements that were built on hills near the River Tiber. Over time, they grew and joined together to form a city.</p> <p>Ancient Rome had well-structured hierarchy. People were born into a group and couldn't usually move from it. At the top was the Emperor, followed by the upper class (patricians and equites), and at the bottom of the hierarchy were the plebeians and the slaves.</p> <p>Ancient Rome was a bustling city of over one million people. At the centre of the city was a meeting place called the forum. The people of Rome lived in houses (villas) and apartments around the city. They visited the shops and markets, bathed at the public baths and visited amphitheatres to watch gladiator fights for entertainment. They also enjoyed chariot racing.</p>	<p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p>Dates and knowledge can be sequenced on a timeline using AD or BC.</p>	<p>Continue the historical time line of periods of history that influenced Britain.</p>	<p>Emperors and Empires in Year 3.</p>
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Spring 2	<p>Emperors and Empires: The Romans in Britain</p>	<p>Ancient Rome was ruled in three different ways. At first, Rome was a kingdom (753–509 BC) led by a king. Next it was a republic (509–27 BC) led by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC–AD 476) ruled by an emperor. Roman emperors had absolute power.</p> <p>The Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. It was at its largest between AD 117 and AD 200. The Roman army was well structured and had a clear hierarchy, which made it the most effective fighting force in the ancient world. The army was led by high ranking officers and ordinary soldiers were expected to follow commands and keep an oath to the emperor. All soldiers had similar equipment, armour, shields for protection and javelins and swords for fighting.</p> <p>Julius Caesar invaded Britain in 55 and 54 BC, but both invasions were unsuccessful. The Roman emperor, Claudius, successfully conquered Britain in AD 43. The Roman army spent many years, conquering Britain. After 30 years, England and Wales became part of the Roman Empire, called Britannia. Caledonia (Scotland) and Hibernia (Ireland) were never conquered by the Romans. Boudicca was the queen of the Celtic Iceni tribe who revolted against Roman rule in AD 60–61. She and her army of tribal warriors destroyed the Roman cities of Camulodunum (Colchester), Londinium (London) and Verulamium (St Albans). The emperor, Hadrian, ordered that a wall should be built along the frontier of Caledonia and Britannia in AD 122.</p>	<p>Sequence dates and information from several historical periods on a timeline.</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Continuation from The Ancient Romans</p>	<p>Continuation from The Ancient Romans</p>
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<p style="text-align: center;">Summer 1</p>	<p>Flow</p>	<p>People have built settlements next to rivers for thousands of years because rivers can provide all the basic needs for life. Rivers provided food and fresh water for drinking and washing. The power of flowing water was also used by machines, such as waterwheels, to make flour and wood pulp.</p> <p>Name parts of a river: Source, Tributary, River channel, Floodplain, Riverbank, Mouth</p> <p>Know physical features of a river: meander, Oxbow lake, waterfall, V-shaped valley, interlocking spurs</p> <p>Water cycle: precipitation, collection, evaporation, condensation</p> <p>A floodplain is an area of low-lying, flat ground next to a river. If there is a lot of water in the river, it might spill over the riverbank and flood.</p> <p>Water can become polluted by waste. Chemicals that farmers put on fields can get washed off into rivers. Plastic pollution is also a huge problem around the world as plastic doesn't degrade. Pollution can affect aquatic life.</p>	<p>Locating countries using maps, atlases and globes.</p> <p>Locating rivers using maps.</p> <p>Naming and locating cities of the United Kingdom.</p> <p>Identifying key topographical features including mountains, coasts and rivers.</p> <p>Describing and understanding key aspects of physical geography including rivers and the water cycle.</p> <p>Describing and understanding key aspects of human geography including reasons why settlements developed next to rivers.</p>	<p>Develop and extend the skills and knowledge learnt in Year 2</p>	<p>Coastline in Year 2 Misty Mountain, Winding River in Year 4</p>
<p style="text-align: center;">Summer 2</p>	<p>Scrumdiddlyumptious</p>	<p>Different climate zones allow different foods to be produced around the world.</p> <p>Use globes to locate these countries.</p> <p>Understanding seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Identifying sources of food and different nutritional values.</p> <p>Identifying key historical figures who have contributed to the development of food culture in the UK.</p>	<p>Introduce climate zones and the impact they have on their locality and food produce across the world.</p>	<p>Art DT – cooking English</p>

Year 4

Term	Topic	Knowledge	Skills	Why	Links to future topics/ other subjects
Autumn 1	Road Trip USA	<p>To know where the continents are on a world map. Locate North America.</p> <p>To know that different parts of America have different climates and landscapes.</p> <p>To know some key landmarks in the USA such as the Statue of liberty, Hoover Dam and the Golden Gate Bridge.</p> <p>To research a famous person from America.</p> <p>To know some of the key geographical features of a chosen state in America.</p> <p>To know who the Iroquois people are and how they lived.</p>	<p>Read a variety of maps to gain information about a location.</p> <p>Use ariel maps, such as Google Earth, to explore locations.</p> <p>Ask questions about geographical and historical sources.</p> <p>Understand that some sources are primary and others are secondary and know which is which.</p> <p>Compare and contrast a place in America with Girton.</p> <p>Draw conclusions from our research.</p>	<p>Study a different country and extend their knowledge and understanding to North America.</p> <p>Develop and extend the skills they learn when learning about the United Kingdom to a different country. Draw comparisons between them.</p>	English – The Indian in the Cupboard
Autumn 2	Gods and Mortals	<p>Know a range of achievements made by the Ancient Greeks.</p> <p>Know about Mount Olympus and a range of different Gods.</p> <p>Understand what life was like in Ancient Greece.</p> <p>Consider how Ancient Greeks belief in Gods affected how they lived.</p> <p>Know some famous myths and legends from Ancient Greece.</p>	<p>Identify key points in a text when researching.</p> <p>Create a timeline.</p> <p>Choose appropriate methods for presenting historical information.</p> <p>Use a variety of resources to answer questions.</p> <p>Use maps and atlases to locate Greece and the features of it.</p>	Historical area not related to the history of the UK.	English – myths and legends

Spring	Misty Mountain, Winding River	<p>To know how different types of mountains are formed.</p> <p>To know key features of mountains e.g. peak, outcrop, summit, plateau, snow line, and tree line.</p> <p>To understand how rivers are formed.</p> <p>To know some features of rivers, including ox bow lakes.</p> <p>To understand the water cycle.</p>	<p>Use maps and atlases to locate mountain ranges and rivers.</p> <p>Use maps to find out how high mountains are.</p> <p>Use digital resources to investigate mountains and rivers.</p> <p>Use grid references on map to find river sources.</p> <p>Use contour lines.</p>	<p>Develop their knowledge of physical geography to mountains and rivers, which children tend to be familiar with.</p>	<p>Extend their knowledge from Flow in Year 3.</p> <p>English</p>
Summer 1	Traders and Raiders	<p>The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They raided and pillaged expensive items to trade.</p> <p>The Vikings wanted to claim land, starting in Scotland and heading South. By AD 878 they had settled permanently in Britain.</p> <p>Anglo Saxon kings ruled their own Kingdoms but they were overrun by the Vikings.</p> <p>King Alfred the Great was the best known Anglo Saxon King and the first to defeat the Vikings in Battle.</p> <p>AD 1042- Edward the Confessor became King. AD 1066- Harold II killed the invading Harald of Norway at the Battle of Stamford Bridge.</p> <p>William the Conqueror fought Harold to become King at the Battle of Hastings. This brought an end to the Viking and Anglo Saxon age.</p>	<p>To explore what Britain was like before the first Viking invasions.</p> <p>To find out about the Viking Invasion of Britain</p> <p>Find out about the Viking settlement of Britain and how this affected the Anglos-Saxons</p> <p>To find out why King Alfred was dubbed 'Alfred the Great'</p> <p>To explore what life was like for Vikings in Britain</p> <p>To find out how and when England became a unified country</p>	<p>Following on from the historical timeline after the Romans in Year 3.</p>	<p>Romans in Year 3</p> <p>English</p>

<p style="text-align: center;">Summer 2</p>	<p>Blue Abyss</p>	<p>The names and locations of the 5 oceans, Atlantic, Pacific, Indian, Artic, Southern.</p> <p>That oceans have 5 layers where different types of sea life can be found, sunlight, twilight, midnight zones, abyss and trenches.</p> <p>Know some food chains that exist in the ocean habitat.</p> <p>Know about the work of ocean explorer Jacques Cousteau.</p> <p>Know how oceans are explored and how this is recorded.</p> <p>Know that the highest mountains in the world lie on the bottom of the sea.</p>	<p>Locate oceans and seas on a world map.</p> <p>Ask and answer questions about oceans.</p> <p>Gather and present information learnt.</p> <p>Draw simple conclusions about life under the sea.</p>	<p>Follows on from rivers in Misty Mountain, Winding River.</p>	<p>Maths – directional language Science English</p>
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Year 5

Term	Topic	Knowledge	Skills	Why	Links to future topics/ other subjects
Autumn	WW1	<p>The names, locations, flags and capital cities of the countries of Europe</p> <p>The events that led up to and caused WW1, including the assassination of Archduke Franz Ferdinand of Austria</p> <p>The alliances between different countries and their reasons for fighting, including the Triple Alliance (which then became the Central Powers) and the Triple Entente what life was like in the trenches and on the frontline</p> <p>How British and German trenches differed the names, dates and key details of important battles</p> <p>The use of new weapons and vehicles and the impact of these</p> <p>The way that men were recruited and conscripted, including the use of propaganda and understanding the term Conscientious Objectors</p> <p>The role of women, children, animals and men on the home front</p> <p>The role of local heroes (and those in your family) and the sacrifices they made during the war</p>	<p>Know and use relevant dates and terms</p> <p>Place current study on a timeline in relation to other studies</p> <p>Examine the causes and results of great events and the impact of these on people</p> <p>Make comparisons between history and the present day</p> <p>Recognise the differences in different people’s beliefs, experiences and behaviour through a period of history</p> <p>Identify primary and secondary sources</p> <p>Make comparisons between different versions of events from different sources and analyse the reliability of these sources</p> <p>Bring knowledge from several sources together into a fluent account of history</p> <p>Plan and carry out a historical investigation</p> <p>Locate the world’s countries and major cities, using maps to focus on Europe, concentrating on key physical and human characteristics</p>	Following on from the historical timeline from Year 3 and Year 4	English Art

Spring 1	<p>The Normans</p>	<p>Understand how changes in UK history have shaped our country today</p> <p>Build a clear understanding of the chronology of our country's history</p> <p>Understand what life was like for the Normans and how this compares to modern day life and other time periods</p> <p><u>Topics covered:</u> Who were the Normans? When did the Normans come to England? The Battle of Hastings The fight for the throne Who was Harold Godwinson? What was life like for the Normans? How was this different to today and other time periods? Archery Motte and Bailey castles The Bayeux Tapestry</p> <p>Understand the country we live in and how it has changed / stayed the same through time</p> <p><u>Topics covered:</u> The major counties and cities of the UK How the Normans shaped our country The key physical features of the UK The different types of settlements and land-use in the UK in Norman times</p>	<p>Place current study on a time line</p> <p>Know and sequence key events</p> <p>Relate current studies to previous studies</p> <p>Make comparisons between different times in history</p> <p>Examine the causes and results of great events and their impacts on people</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Compare accounts of events from different sources</p> <p>Select relevant sections of information</p> <p>Use appropriate dates and times</p> <p>Name and locate the counties and cities of the UK Identify human and physical characteristics, key topographical features (e.g. hills, mountains, rivers, coasts) and land-use patterns</p> <p>Understand how some physical aspects have changed over time</p> <p>Understand similarities and differences between the UK and other parts of the world</p> <p>Human Geography: understand settlements, land use trade links and the distribution of natural resources</p>	<p>Following on from the historical timeline from Year 3 and Year 4</p>	<p>English Art</p>
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<p style="text-align: center;">Spring 2</p>	<p>Ancient Egyptians</p>	<p>Who were the Ancient Egyptians? How do we know about them? What was life like in Ancient Egypt? Why was farming important What was mummification? Why did the Egyptians do this? Who was Tutankhamun? What were hieroglyphs? What was the Rosetta Stone? What role did religion play in the lives of the Egyptians? What do we know about Egyptian Gods? Which was the most significant of the Egyptian achievements? What happened to the Ancient Egyptians? What remains of the Ancient Egyptians?</p> <p>Know where Egypt is What other countries are in Africa? How do Africa and Europe differ? How does the River Nile help people survive in Egypt?</p>	<p>Compare British history with other parts of the world Understand what life was like in Ancient Egypt Consider the impact of the Egyptians on the wider world Make comparisons between different times in history Study different aspects of life of different people Compare life in early and late times studied Study an ancient civilisation in detail Confident use of the library and e-learning for research Record and communicate knowledge in different ways</p> <p>Explore how Ancient Egypt is different to today and the geography around us Human geography (ancient vs. Modern cities) Compare land use and climate between a European and non-European place</p>	<p>A historical area not linked to the history of the UK Make comparisons with Ancient Greece</p>	<p>English Art Science</p>
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Summer	<p>We are Explorers</p>	<p>Polar Exploration Shackleton's expedition and its importance Scott vs Amundsen: The race to the South Pole Who was the better explorer? What makes a good explorer and why?</p> <p>Studying great explorers through time Who were they and where/what did they explore? Why is exploration important? How has exploration changed over time? What have these people taught us about our world and how it's changing? Space exploration and the future</p> <p>The Polar Regions The Arctic vs the Antarctic: similarities and differences The importance of these places The impact of global warming</p> <p>Exploring the world beyond Europe Understanding the significance of The Equator Identifying lines of Longitude and Latitude Identifying the Tropics of Cancer and Capricorn Identifying the Prime Meridian and understanding how time zones work, including Greenwich Mean Time Comparing the Northern and Southern hemispheres How does our part of the world compare with others?</p> <p>Exploring the local area Getting hands on with fieldwork, maps, atlases, compasses and grid-references Understanding the difference between human and physical features in our local area</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Note connections, trends and contrasts over time</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Conduct a study over time tracing how several aspects of national history are reflected in the locality</p> <p>Locate the world's countries, focusing on environmental regions, key physical and human characteristics, and major cities of the world</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features</p> <p>Identify the position and significance of latitude and longitude, The Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, the Arctic and Antarctic Circle and the Prime Meridian</p> <p>Explore time zones and Greenwich Mean Time</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys to explore the local area, The United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans, graphs and digital technologies</p>	<p>Develop and extend their physical and human geography knowledge to other countries.</p>	<p>English Science Art DT</p>
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Year 6

Term	Topic	Knowledge	Skills	Why	Links to future topics/ other subjects
Autumn	WWII	<p>The impact of WW1 on the outbreak of WW2</p> <p>The rise of Antisemitism in Nazi Germany</p> <p>What life was like on the home front</p> <p>Key events in Britain's involvement in WW2, including the Evacuation of Dunkirk and the Battle of Britain</p> <p>The roles of women in WW2, at home and abroad - the names, dates and details of key events and battles</p> <p>The role of propaganda in WW2</p> <p>The use of new weapons and their impact</p> <p>The beginnings of the Cold War</p> <p>The roles of our ancestors during the war</p>	<p>Know and use relevant dates and terms</p> <p>Place current study on a timeline in relation to other studies</p> <p>Examine the causes and results of great events and the impacts of these on people</p> <p>Make comparisons between history and the present day</p> <p>Recognise the differences in different people's beliefs, experiences and behaviour through a period of history</p> <p>Identify primary and secondary sources</p> <p>Make comparisons between different versions of events from different sources and analyse the reliability of these sources</p> <p>Bring knowledge from several sources together into a fluent account of history</p> <p>Plan and carry out a historical investigation</p> <p>Locate the world's countries and major cities, using maps to focus on Europe, concentrating on key physical and human characteristics</p>	<p>Following on from the historical timeline from Year 3, 5 and 5</p>	<p>English</p> <p>Art</p>

<p style="text-align: center;">Spring</p>	<p>The Mayans and Southern Civilisations</p>	<p>Say where the ancient Maya people lived, naming some major features and cities in them.</p> <p>Know some of the main Maya Gods and what they represented.</p> <p>Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail.</p> <p>Read and write some Maya numbers, explaining what syllabograms and logograms are.</p> <p>Research and provide some of their own ideas about the significance of corn and chocolate.</p> <p>An understanding of ancient Maya culture and history by composing their own historically valid accounts about different aspects of the Maya civilisation</p>	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Develop contextual knowledge of the location of globally significant places</p> <p>Understand the processes that give rise to key physical and human geographical features of the world</p>	<p>A historical area not linked to the history of the UK</p> <p>Make comparisons with Ancient Greece and Egyptians</p>	<p>English Art Science</p>
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<p style="text-align: center;">Summer</p>	<p>Climates, Zones and Biomes</p>	<p>Children will understand geographical similarities and differences through the study of human and physical geography of Greece. Children use maps and atlases to find the location of Greece and the UK. They explore physical features such as mountains, seas, rivers and neighbouring countries as well as human geography e.g. populations of cities and ways of life in both locations.</p> <p>Where Greece is, when the ancient Greeks lived, what life was like in ancient Greece, architecture, art, philosophy and Literature, government and politics, language (etymology of words), drama and Greek Mythology. Children compare and contrast this ancient civilisation with the modern western world and identify the impact Ancient Greece has had on modern society.</p>	<p>Identify geographical questions Recognise and explain the views and opinions of others, follow a structured sequence of enquiry Present a consistent geographical argument Identify the physical and human features of a range of places studied Explain how physical and human processes interact to produce the distinctive characteristics of these places Identify the similarities and differences between places explain the patterns between the location and character of places and environments in different parts of the world</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'democracy' and 'civilisation'</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Combine all of the skills and knowledge the children have developed throughout their time in school and extend it in this topic.</p>	<p>English Art Science DT</p>
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