



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

History and Geography Curriculum Information for Website

Curriculum rationale

Our curriculums for history and geography are highly ambitious. The content exceeds the scope of the national curriculum ensuring pupils can develop a rich knowledge of the subjects. We offer a highly rigorous curriculum which places significant emphasis on disciplinary, as well as substantive content. The content of the curriculum is extremely carefully sequenced, within and across the subjects, so that pupils use their knowledge gained from earlier material to enable them to access content later in their journey. This helps pupils see connections within and across the two subjects.

In studying history as a discipline, pupils will:

- ☐ use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- ☐ practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

In studying geography as a discipline, pupils will:

- ☐ think about geographical questions using concepts of place, scale, diversity and variation over space, change, interaction and relationships; pupils tackle questions in which they solve problems concerning place, pattern, position and processes;
- ☐ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that develop their geographical skills and deepen their understanding of geographical processes;
- ☐ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital technologies;
- ☐ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

How does our study of history and geography support literacy?

As with all subjects in the curriculum, the humanities provide the powerful knowledge that builds the wide and secure vocabulary acquisition that underpins literacy and all successful communication. The texts we use in our humanities curriculums give pupils continuous, focused practice in reading and writing, both fiction and non-fiction. Every history and geography lesson is therefore a lesson playing a central part in improving reading. Pupils' extended speaking and writing is likewise transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned vocabulary acquisition.

How does our study of history and geography directly foster moral values, attitudes and the disposition to challenge and improve our world?

Our curriculum and teaching in these subjects foster the knowledge, skills and dispositions for pupils to:

- ☐ thrive through informed curiosity about the world;
- ☐ view human challenges, quests and achievements through the lens of the long traditions that have shaped them;
- ☐ think critically about how to change the world for the common good;
- ☐ gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises;
- ☐ understand and value the diverse experiences and contributions of others who may be very different from themselves;
- ☐ enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves;
- ☐ understand the power of learned communities working collaboratively to seek truth in their claims about the world;
- ☐ gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world;
- ☐ build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales;
- ☐ appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied,

properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.

<p>EYFS</p>	<p>Autumn1</p>	<p>HISTORY</p> <p>All about me –</p> <p>Children to explore the idea of “growing up” and understand that as time passes, we all grow and change.</p> <p>Children to understand their personal history – at one point they were a baby, they have grown, and they will continue to grow.</p> <p>Children to tour the rest of the school to see older children and what they are doing.</p> <p>Children to discuss the passage of time, using words such as yesterday, tomorrow.</p> <p><u>Vocabulary</u></p> <p>Today, tomorrow, yesterday, day, week, month, year, season, brother, sister, mum, dad, grandma, grandad, auntie, uncle, cousin</p>	<p>GEOGRAPHY</p> <p><i>Autumn and weather –</i></p> <p><i>Children to focus on the season of Autumn, and looking at signs that Autumn is coming/has arrived.</i></p> <p><i>Children to learn and discuss the seasons, and the differences they will experience in each.</i></p> <p><i>Children to learn about and observe different types of weather, and how weather can change across the seasons.</i></p> <p><i>Children to learn about how the seasons affect animals, and how animals can migrate and hibernate.</i></p> <p><u>Vocabulary</u></p> <p><i>Tree, leaf, trunk, branch, evergreen, deciduous autumn, hibernation, migration, woodland, pond</i></p>
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	<p>Autumn 2</p>	<p><i>Festivals and celebrations</i></p> <p>Children to identify common festivals that we celebrate such as: Halloween, Bonfire Night, and baptisms.</p> <p>Children to investigate why we celebrate certain festivals, such as the story of Guy Fawkes.</p> <p>Children to begin to understand the idea of tradition, and that these events have been celebrated for a long time.</p> <p>Children to have the opportunity to look at examples of these festivals and celebrations in the past. How are they different? How are they the same?</p> <p><u>Vocabulary</u></p> <p><i>Halloween, harvest, wedding, christening, baptism, Remembrance,</i></p> <p><i>Last night, this morning,</i></p>	<p>Autumn and weather –</p> <p>Children to focus on the season of Autumn, and looking at signs that Autumn is coming/has arrived.</p> <p>Children to learn and discuss the seasons, and the differences they will experience in each.</p> <p>Children to learn about and observe different types of weather, and how weather can change across the seasons.</p> <p>Children to learn about how the seasons affect animals, and how animals can migrate and hibernate.</p> <p><u>Vocabulary</u></p> <p>Tree, leaf, trunk, branch, evergreen, deciduous autumn, hibernation, migration, woodland, pond</p>
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<p>EYFS</p>	<p>Spring 1</p>	<p>Cycle A – Winter and Food Glorious Food</p> <p>Cycle B – Winter and Transport</p> <p><i>Children to identify key events in our lives - such as christmas and epiphany.</i></p> <p><i>Children to explore artefacts from the past, looking at items their parents/grandparents would have used.</i></p> <p><i>Children to research the lives of their grandparents, and compare to their own experiences (toys,homes,school and transport).</i></p> <p><u>Vocabulary</u></p> <p><i>Same, different, old, new,past, present.</i></p>	<p>Cycle A – Winter and Food Glorious Food</p> <p>Cycle B – Winter and Transport</p> <p>Children to explore the changing of seasons from autumn to winter, observing darker days, temperature getting colder and changes in weather.</p> <p>Changing seasons – autumn to winter. Colder, darker days</p> <p>Children to learn about environments that are different from their own - focus on polar regions.</p> <p>Children to compare and contrast lives of people living in the arctic and antarctic with their own (homes, transport and food).</p> <p><u>Vocabulary</u></p> <p>Arctic, Antarctic, polar, polar bears, penguins, Inuit, seal, caribou, skidoo, blubber, habitat insulate. Explorer</p>
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	<p>Spring 2</p>	<p><i>Cycle A – Let it Grow</i></p> <p><i>Cycle B – All Creatures Great and Small</i></p> <p><i>Children to explore a timeline of their own chronology and growth.</i></p> <p><i>Children to explore changes over time, in both themselves and animals/pets.</i></p> <p><i>Children to compare photos of themselves in the past to now.</i></p> <p><u>Vocabulary</u></p> <p><i>Baby, child, teenager, adult, grow, change, same, similar, difference.</i></p>	<p><i>Cycle A – Let it Grow</i></p> <p><i>Cycle B – All Creatures Great and Small</i></p> <p><i>Children to explore the changes that spring brings about - buds on trees, lambs, chicks, ducklings and nest building.</i></p> <p><i>Children to learn about and visit a farm.</i></p> <p><i>Children to learn which animals are present on a farm.</i></p> <p><i>Children to discover what crops and produce farms are responsible for.</i></p> <p><u>Vocabulary</u></p> <p><i>Farm animals, eggs, wool, meat, beef, pork, vegetables, potatoes, carrots, wheat.</i></p>
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EYFS	Summer 1	<p><i>Cycle A – If You go Down to the Woods Today</i></p> <p><i>Cycle B – Mini-Beasts</i></p>	<p><i>Cycle A – If You go Down to the Woods Today</i></p> <p><i>Cycle B – Mini-Beasts</i></p> <p><i>Children to locate Gateshead, North east England, and Great Britain on different maps.</i></p> <p><i>Children to investigate maps of the local area, identifying different features.</i></p> <p><i>Children to create simple maps of the classroom/school - guiding a guest around using them.</i></p> <p><i>Children to to investigate the globe, and how the planet is split into different environments - deserts, jungles, savannahs etc.</i></p> <p><u>Vocabulary</u></p> <p>city, country, maps, planet, biomes, habitats.</p>
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	<p>Summer 2</p>	<p>Cycle A – Oh I do like to be beside the seaside</p> <p>Cycle B – Communities</p> <p>Children to investigate different occupations and how they have changed over time.</p> <p>Children to identify occupations of family members, using play to out act out and gain understanding of different jobs.</p> <p><u>Vocabulary</u></p> <p>Jobs, income, police, firefighters, teachers, artist, baker, nurse, vet, cleaner</p>	<p>Cycle A – Oh I do like to be beside the seaside</p> <p>Cycle B – Communities</p> <p><i>Children to look at google maps, locating local points of interest such as parks, our school, places of worship and leisure centres.</i></p> <p><i>Children to identify and locate different services available to the local community, and why they are important.</i></p> <p><u>Vocabulary</u></p> <p><i>Town, supermarket, church, pharmacy, post office, petrol station, bakery.</i></p>
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<p>1</p>	<p>Autumn 1</p>	<p>Queen Elizabeth II</p> <p>Stories about Elizabeth’s birth and childhood.</p> <p>Queen Elizabeth living through WWII. (What did the queen do and see in the war? London in the war) The Blitz</p> <p>The coronation: what happened? who was involved? What did it mean?</p> <p>Watching the coronation on black and white TV.</p> <p>The Queen’s children and family.</p> <p>The Queen’s death and what next?</p>	<p>Living in Cities</p> <p>What’s it like in a city?</p> <p>Case study: Local area or small area in Newcastle/Sunderland/Durham</p> <p>Where is it? (UK map – England, Scotland, Wales, N Ireland)</p> <p>What’s it like?</p> <p>(looking at ground photos)</p> <p>What can we see?</p> <p>Locational and directional language (near/far; left/right)</p> <p>Types of land use</p> <p>Types of houses</p> <p>Open space</p> <p>Rivers, ponds and lakes</p> <p>Getting around</p> <p>Staying safe in a city</p> <p>Contrasting small area in city (from same city or a different city in UK or overseas)</p> <p>How are towns different from cities?</p>
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	<p>Autumn 2</p>	<p>Learning about the recent past through our communities and families</p> <p>What was life like for our families when they were growing up? Grandparents, great grandparents, great uncles and aunts as children.</p> <p>Varied stories of particular families, including migration stories. Include aspects of daily life, as appropriate, eg stories about food, mealtimes, playing (toys and games, perhaps with wider family or community)</p> <p>Schooling (eg where did grandparents and great grandparents go to school? What did it look like? What did they learn?)</p> <p>Travel (where substantially different from Britain today – e.g. great grandparents, in many parts of the world, would have known steam engines)</p> <p>Make a link back to Queen Elizabeth II: the queen was a <i>great</i> grandmother who lived through the war. What wars did <i>pupils'</i> great grandmothers live through?</p>	<p>Living in the Countryside</p> <p>What's it like in the countryside? Case study: Rookhope Where is it? (UK map - England, Scotland, Wales, N Ireland) What's it like? (looking at ground photos) What can we see? Locational and directional language (near/far; left/right) Types of land use Types of houses Farms, fields Rivers, ponds and lakes Woods, forest Getting around Staying safe in the country Contrasting small area in countryside (from UK or overseas)</p>
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1	Spring 1	<p>Stories from the Distant Past</p> <p>Stories about Alfred the Great Stories about Aethelflaed, Lady of Mercia Stories about Robert the Bruce Stories about St Patrick Stories about Owain Glyndwr Founding of Oyo Empire</p>	<p>Seasons</p> <p>What changes do we see over the year?² Case study: local area Practice and extend knowledge of seasons (from EYFS) Weather in different seasons³ (hot, cold, wet, dry, mild, rain, snow, sunny etc) Changes in trees Length of the day How weather affects our lives – clothing, homes, activities Contrasting case study of small area in a non-European country - what is similar and different about weather, seasons and seasonal activities compared with our area?</p>
	Spring 2	<p>Recent, Local Past Through Photos</p> <p>Include something on development of photography and cameras so that pupils start to understand why photography in the nineteenth and early twentieth-century centuries is black and white (This can be picked up when you focus on technology in Victorian Britain)</p> <p>Emphasise that some of these old ways of life have disappeared, but early photography captures them.</p>	<p>Where are we?</p> <p>UK map revisit and extend (seas, oceans), capital cities Four-points of the compass Describing location in more detail using case studies so far as examples Locating places in the UK we know about A bird's eye view Finding places on an aerial photo of our school Finding places on a map of our school Knowing our address⁴ Drawing a sketch map of my route to school (or another easy route) with symbols and a key Describing my route to school Fieldwork opportunity Where are we in the world? (world map - continents, oceans, Equator, check can locate all case studies so far)</p> <p><i>Geographical skills: Describing location using 4- point compass</i></p> <p><i>How do mountains interact with what is around them?</i></p>

1	Summer 1	Stories of Six Rulers <ul style="list-style-type: none"> ● Hatshepsut ● Boudicca ● Charlemagne ● Mansa Musa ● Henry VIII ● Elizabeth I 	Living by the Sea Great Britain is an island (and includes other smaller islands) Looking carefully at the coast on UK map (revise seas and ocean near the UK) What is it like at the coast? (coastal features – beach, cliff) Cities, towns, villages at the coast (port, harbour, fishing) Case study: Alnmouth, Northumberland ⁵ Staying safe at the coast Revise world map and compass directions, introduce globe ⁶ Contrasting case study of a small area on the coast in UK or overseas <i>How do rivers, people and land affect each other?</i>
	Summer 2	Ships and Seafarers Through Time Early experiments in floating (logs, log boats, skin boats, paddles and oars, sails) European Trade and exploration Poems about sea and historical settings Indian Ocean Trade and exploration Legacy of seafaring	Working Hard What is work? (broad definition? – paid and unpaid) What jobs do we know? Earning a wage, buying and selling What jobs can be found in the city, in the countryside, at the coast? (revise content so far) Working in a factory (Nissan factory, Sunderland) What jobs are there in our area? Fieldwork opportunity e.g. Nissan

2	Autumn 1	<p style="text-align: center;">Life in in later Stuart England (1660-1714)</p> <p>Sustained focus on a particular place at a particular time to build rich curiosity about the ways of life of different peoples in a particular setting.</p> <p>The celebrations in London at the time of the Restoration of King Charles II (this would allow for descriptions of the streets of London).</p> <p>The sights and sounds of Cheapside (criers, street traders)</p> <p>Contemporary maps of London, showing how it spread beyond the old walls</p> <p>The Great Plague of 1665</p> <p>The Great Fire of London 1666 (use this to move into descriptions of typical timber houses and streets in London, pre and post Fire).</p> <p>Male and female servants in London: their lives and work</p> <p>Samuel Pepys's diary</p> <p>Christopher Wren and the building of St Paul's Cathedral</p> <p>Trade and transport on the river Thames</p> <p>Theatre, plays and pastimes in London</p>	<p>Living in the mountains</p> <p>Case study: Keswick in the Lake District</p> <p>Where is it? (UK map, describing location)</p> <p>What's it like?</p> <p>(looking at tourist map¹, ground photos and aerial photos)</p> <p>What can we see?</p> <p>What are mountains like?</p> <p>What's it like to live there?</p> <p>Getting around</p> <p>Staying safe in mountains</p> <p>How is it similar and different to where we live?</p> <p>Contrasting case study: A small area in mountains in</p>
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	<p>Autumn 2</p>	<p style="text-align: center;">Great change-makers of the world</p> <p>Six stories.</p> <p>Isaac Newton James Watt (steam engine) Marie Curie; Emmeline Pankhurst; Earl of Shaftesbury ('Climbing boys') Wright Brothers</p>	<p>Visiting new places</p> <p>How can we travel around? (bus, car, rail, plane, buying a ticket) Maps What questions can we ask about new places? Using an atlas Case study: a visit to the seaside Case study: a visit to another country What do we need to know? (how to get there, what to wear etc) Following a route on a map, using a key Staying safe when travelling</p>
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<p>2</p>	<p>Spring 1</p>	<p>Queen Victoria and the Victorian period</p> <p>Life in a Victorian city for diverse peoples:</p> <p>The transformation of transport in the Victorian age. Include art eg Frith's <i>Railway Station</i>. Include effects on diverse social groups via both employment and leisure. Be sure to introduce words 'separated' and 'connected' when teaching the impact of transport systems. They will need these in Year 2, Summer 1.</p> <p>Local Victorian history (eg civic pride in Victorian urban architecture OR farming/village communities)</p>	<p>Nature all around us</p> <p>There are plants and animals all around us What plants and animals live in our local area? What lives in the countryside, at the coast and in the mountains? (revise UK landscapes, weather) Different plants and animals like different places to live (basic adaptation) Plants and animals need food and water (plants grow in soil, basic food chains) Fieldwork opportunity Contrasting case study: What lives in our small area in a non-European country?</p>
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	<p>Spring 2</p>	<p>Children's lives in Victorian times</p> <p>Working children in town and country: factories, mines and farming Victorian children at school (regional and class diversity) Victorian children at home/in families – art as historical source eg. Martineau, <i>The Christmas Hamper</i> Frederick Daniel Hardy, <i>The First birthday</i> Stories about particular Victorian children</p>	<p>Weather in our world</p> <p>Revise world map/globe, continents, oceans, Equator What questions can we ask about the weather?</p> <p>Different parts of the world get different weather. The climate is the usual weather in a place. At the Equator, it's usually hot. As we travel further north or south from the Equator, it gets colder. At the North and South poles, it's usually cold. Some places get lots of rain, some are very dry, some are in between Temperate, polar, tropical climates. What challenges does weather bring? Staying safe in bad weather. Case study of a contrasting small area in a non-European country. How does the weather there compare and contrast with the weather in our local area?</p>
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<p>2</p>	<p>Summer 1</p>	<p>The Stone Age</p> <p>Introduce first long-term timeline to show pupils when Stone Age was. Stone Age in Britain: Doggerland and different sea levels. How Britain was connected with the rest of Europe (see 'connected' introduced in Spring 1). 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>Looking after our world</p> <p>Looking after our school – how do we keep it clean and tidy? What can go wrong? Looking after our local area. What do we like and what can go wrong? (case study of local issue e.g. litter or vandalism in a park) How can we look after nature in our area? (e.g. country code, growing flowers for bees) How can we look after our world? (appropriate issue e.g. food waste, landfill, plastic in the sea)</p>
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	<p>Summer 2</p>	<p style="text-align: center;">Bronze Age and Iron Age</p> <p>Half of this unit is devoted to the farming revolution traditionally called the “Neolithic Revolution” associated with the Neolithic Age (which means ‘New Stone Age’), by which farming gradually replaced hunter-gatherer ways in some parts of the world. So it is about telling the story of the emergence of farming, <i>during</i> the latter part of the Stone Age.</p> <p>The second half of the unit will continue Britain’s story beyond the Stone Age to the Bronze Age (c 3500 to 1500 BCE – metals found, wheel invented) and the Iron Age (c1500 BCE to c100BCE; end of Iron Age varies widely depending part of world you’re in)</p>	<p>Changing our world</p> <p>Enquiry based on an issue in school or local area (e.g. we need a better place to read in at lunchtime, or a new piece of playground equipment, or a safer way to cross the road outside school)</p> <p>What is the issue? What questions can we ask about it? How can we find out about it? What do people think should happen? What choices do we have? What is good and bad about each choice? What should we do and why?</p>
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<p>3</p>	<p>Autumn 1</p>	<p>Ancient Egypt</p> <p>Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture.</p> <p>How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems.</p> <p>Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming.</p> <p>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</p> <p>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.</p> <p>Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales)</p> <p>Wildlife in the River Severn</p> <p>Fishing, local agriculture, pollution problems.</p> <p><i>Geographical skills: Using photographs</i></p> <p><i>How do rivers, people and land affect each other?</i></p>
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	<p>Autumn 2</p>	<p>Cradles of civilisation</p> <p>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.</p> <p>Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations.</p> <p>Ziggurats</p> <p><i>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</i></p>	<p>Mountains</p> <p>Highest mountain in each of the four countries of the UK.</p> <p>Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales.</p> <p>Why do people live on mountains? Depth focus: Andes and terraced farming</p> <p>Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</p> <p>Sustained geographical theme:</p> <p>Relationship between mountains and weather Relationship between mountains and people</p> <p><i>Geographical skills: Describing location using 4- point compass</i></p> <p><i>How do mountains interact with what is around them?</i></p>
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<p>Spring 1</p>	<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>How are settlements similar and different?</i></p>
<p>Spring 2</p>	<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.</p> <p><i>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</i></p>

			<i>How are we connected to farmers?</i>
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 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)</p> <p><i>Geographical skills: Using diagrams, describing distribution</i></p> <p><i>How do volcanoes affect a place?</i></p>	
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</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</p>	

		<p>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><i>Geographical skills: World map and key lines of latitude</i></p> <p><i>How does the climate affect the way people live?</i></p>
<p>4</p>	<p>Autumn 1</p>	<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>How are different parts of the Rhine and the Mediterranean used by people?</i></p>

	<p>Autumn 2</p>	<p>The Roman Empire Roman army Julius Caesar, the early emperors (incl 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>How and why does population distribution vary across Great Britain?</i></p>
	<p>Spring 1</p>	<p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg 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>How does the location of west Wales affect its coast?</i></p>

	<p>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 (connected but different) 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 Bridge. Christianity becoming official religion of Roman Empire. 2. Constantine 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><i>Disciplinary focus: similarity/difference</i> <i>How did rulers change Christianity</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). Skiing holidays in the Alps. The growth of tourism in the UK and overseas.</p> <p>Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.</p> <p><i>Geographical skills: Interpreting climate data</i> <i>How do tourists interact with a place?</i></p>
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	<p>Summer 1</p>	<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.</p> <p>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: causation</i> <i>Why did Islam spread so far and so fast?</i></p>	<p>Earthquakes</p> <p>Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines</p> <p>Depth focus: California & the San Andreas fault, Indian Ocean tsunami</p> <p>Effects of earthquakes</p> <p>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>What are the pros and cons of living near a tectonic fault line?</i></p>
	<p>Summer 2</p>	<p>Islamic civilisations (2) The Rise of Islam 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</i> <i>How did worlds come together in Cordoba?</i></p>	<p>Deserts</p> <p>Distribution and climate of deserts Depth focus: The Sahara Desert</p> <p>How deserts are formed, variety of landscapes. Plants and animals in deserts</p> <p>How humans live and adapt in deserts Depth focus: The Patagonian Desert</p> <p>Geographical skills: Interpreting thematic maps and satellite photographs</p> <p><i>Why are deserts located where they are?</i></p>

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>How have the actions of people affected the drought in California?</i></p>
	Autumn 2	<p>Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (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 Cwynethrith of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo <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>How do oceans affect human behaviour and settlements?</i></p>

	<p>Spring 1</p> <p>Vikings in Britain (1) Aethelflaed, 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 into the Danelaw.</p> <p><i>Disciplinary focus: change/continuity</i> <i>How did the Vikings change England?</i></p>	<p>Migration</p> <p>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>Why do people migrate?</i></p>
	<p>Spring 2</p> <p>Norse culture including sagas, art, poetry, folklore. Nordic gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics like Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p> <p><i>Disciplinary focus: similarities</i> <i>What connections* and similarities did the Norse peoples have with other peoples?</i></p> <p><i>*(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</i></p>	<p>North and South America</p> <p>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 <i>favelas</i>. Challenge stereotypes often held of the <i>favelas</i>.</p> <p><i>Geographical skills: 4-figure references, thematic maps</i></p> <p><i>What are the pros and cons of living in a megacity?</i></p>

	<p>Summer 1</p>	<p>Vikings in Britain (2) Aethelflaed and Edward press into the Danelaw. Athelstan and the unification of the kingdoms: origins of England The Vikings in Scotland “Edgar the Pacifier” and the assimilation of Vikings Merging Viking and Saxon/Scots culture (e.g. in Christianity – the hogsbacks). Britain’s ‘Second Viking Age’ up to 1066.</p> <p><i>Disciplinary focus: change/continuity How did Christianity change as it travelled?</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>In what ways does the geography of South America affect life in the Amazon?</i></p>
	<p>Summer 2</p>	<p>The Maya</p> <p>This will use geography learned so far: how land and climate shape cultures; how cultures shape the land</p> <p>It will also build on evidential thinking developed so far – uses of diverse types of sources, their interpretation and critique.</p> <p><i>Disciplinary focus: evidential thinking How do we know about the ancient civilisations of central America?</i></p>	<p>Interconnected Amazon</p> <p>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>How does agriculture in the Amazon interact with other parts of the world?</i></p>

6	Autumn 1	<p style="text-align: center;"><u>World War 2</u></p> <ul style="list-style-type: none"> ● World War Two began on 1st September 1938 and ended on 2nd September 1945 ● 7th September 1940 – The Blitz ● 6th June 1944 – D Day ● 8th May 1945 – VE day ● Name at least three countries for the Allies and Axis along with key leaders. ● Name Prime ministers during WW2 – Neville Chamberlain and Winston Churchill ● Give three reasons to why Hitler and the Nazi party became popular in Germany. ● Know who was evacuated, where they went and what life was like. ● Understand rationing and how this impacted families in Britain. ● Explain what propoganda means and how it was used during WW2. 	<p>Energy and climate change</p> <p>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</p> <p><i>Geographical skills focus: Interpreting line graphs Disciplinary focus:</i></p> <p><i>Interaction</i></p> <p><i>How do local actions in the UK affect global climate?</i></p>
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	Spring		<u>Antarctica study – Ernest Shackleton</u> <ul style="list-style-type: none">● Identify Antarctica on a map.● Antarctica is the coldest place on earth and has 24 time zones.● 1914 - Sir Ernest Shackleton set out on the Endurance Expedition.● 27 crew members and name some of the roles eg Able Seamen, photographer, stowaway, fireman.● Order some key events from the expedition including departing Buenos Aires, Getting stuck, Abandoning ship, journey to Elephant Island, Rescue● Challenges face in the polar regions, such as food, clothing and health.● The significance of research stations, and their work to track wildlife and climate change.
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	<p>Summer</p>	<p style="text-align: center;"><u>Ancient Egypt</u></p> <ul style="list-style-type: none">● Ancient Egypt was divided into three kingdoms- the old kingdom, the middle kingdom, the new kingdom.● The River Nile is the longest river in the world.● Hieroglyphics were among the earliest written languages in the world.● The great pyramid of Giza build in 2560 BC.● The earliest use of irrigation was in Egypt, to bring water from the Nile.● Egyptians used mummification to preserve bodies.● The Rosetta stone was carved in 196 BC● The Indus people lived on the banks of the Indus River, the longest river in Pakistan.	<p style="text-align: center;"><u>Biomes and Climate Zones</u></p> <ul style="list-style-type: none">● Biomes are areas of the planet with similar climates, landscapes, animals and plants.● The six types of biomes: rainforests, deserts, savannah, woodlands, grasslands and tundra.● Vegetation belts are regions of the world that are home to certain plant species determined by the climate.● There is a link between climate, vegetation and biomes.● Animals and plants are adapted to their environment in different ways.
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