



History and Geography Curriculum

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.

For 2024-2025 Our Year 3 class will study the Year 3 history and geography topics, while the 4, 5 and 6 classes will complete the same Year 4 history and geography topics. The curriculums build steadily each year, strengthening children's knowledge of key themes and concepts. Because of this, we need to start at the beginnings of these curriculums, making sure that every child has the correct solid foundations on which to build. This is to ensure that every child has the solid base of knowledge on which to build in future years.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
EYFS INTENT	Prepare children for upcoming changes and how to deal with change. Children begin to explore Geography by learning about the similarities and differences of the immediate environment. Children learn about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. (Understanding the World: The World - ELG)					
EYFS- Nursery Geography						
EYFS	<ul style="list-style-type: none"> Develop a sense of 'belonging' in their key person group. Explore natural materials, indoors and out. Explore materials with different properties. Observe what people, animals and vehicles do. Talk about familiar events 	<ul style="list-style-type: none"> Enjoying playing with small world reconstructions, building on first-hand experience Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. Learn about relevant festivals and celebrations – Diwali, Bonfire Night, Christmas 	<ul style="list-style-type: none"> Enjoy stories about a range of people, animals and nature. . Using all senses in hands-on exploration Planting seeds and care for growing plants Talking about similarities and differences 	<ul style="list-style-type: none"> Commenting on and talk about why things happen and how they work Knowing how to operate simple equipment Learn about different ways of life in places with cold climates through books and stories Learn about our local area and the differences in other places which the 	<ul style="list-style-type: none"> Notice similarities and differences between themselves and others Shows interest in cultural, religious and community events and celebrations throughout the year. Know that there are other countries and parts of the world with different climates, wildlife, flora, food, clothing, ways of life (through stories, pictures, maps, discussion). 	<ul style="list-style-type: none"> Make links between animal life cycles and their own growth since being a baby Continuing to develop positive attitudes about the differences between people, families and communities Talking about different journeys and holidays comparing places to our own environment Talking about different

	<p>such as birthday parties or special occasions.</p> <ul style="list-style-type: none"> • Developing sense of own family, relations and pets through talking about photographs, events and celebrations • Imitating everyday actions and events from own family and cultural background in role play and own play. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Notice changes in the weather and season of Autumn • Explore light and dark • Explore how things work 	<ul style="list-style-type: none"> • Showing interest in different occupations and ways of life indoors and outdoors through stories, visitors, trips • Continuing to explore cultural differences through festivals – Chinese New Year, Easter • Continuing to explore the weather and seasonal change – signs of Spring 	<p>children may have visited e.g. Chester-le-Street, Durham, Newcastle</p> <ul style="list-style-type: none"> • Explore ice, melting, freezing etc. • Show and explain the concepts of growth, change and decay with natural material 	<ul style="list-style-type: none"> • Respect and care for the environment (indoors, outdoors, wider environment) • Talk about what they can see in their local environment using a wide range of vocabulary (houses, shops, parks, local amenities) • Notice seasonal changes in our outdoor area and on the way to school. • Explore the natural world using their senses – hands on exploration • Explore a wide range of resources and materials, their properties, similarities and differences (natural materials, ingredients for cooking and baking, simple chemical reactions, freezing and melting). • Show understanding of the life cycles of plants and know what plants need to grow by planting and growing a range of 	<p>environments – parks, beach, woods</p> <ul style="list-style-type: none"> • Learn about places that children may have been to on holiday (UK or abroad) – seaside, forest, mountains. • Learn about different ways of life in other parts of the world through stories and books (Africa, Asia, South America, • Learn about our changing world – global warming, pollution • Notice changes in weather and environment in Summer • Begin to understand the need to respect and care for the natural environment and all living things. • Learn about the oceans and seas and aquatic creatures
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					flowers, herbs and vegetables. <ul style="list-style-type: none"> • Develop an understanding of animal life cycles (caterpillars/butterflies, tadpoles/frogs, eggs/chicks, ladybirds in our garden, baby animals) and how to care for living things including pets and endangered wild animals 	
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EYFS- Reception – Geography

	People, Culture and Communities <ul style="list-style-type: none"> • Describe and talk about ourselves, family and home • Describe and talk about our school community and staff • Know who they live with – sequence family members • People familiar to us – family members and relatives, family photos, retelling family stories, drawing and 	People, Culture and Communities <ul style="list-style-type: none"> • Celebrations at home • Celebrations around the world • Learn that different religions have special places linked to their beliefs – Catholic / Christian Churches, Jewish synagogues (other Faith’s Week) • Learn about community celebrations – Hindu Festival of Light Diwali, • Visit church/ Mass in School for Harvest Festival – 	People, Culture and Communities <ul style="list-style-type: none"> • Where I live • Ouston – surrounding areas • Places of interest • Learn about different jobs of family members – invite in to talk about occupations • Explore cultural differences through festivals –learn about how Chinese New Year is celebrated and 	People, Culture and Communities <ul style="list-style-type: none"> • Recognising parts of simple maps • <i>Text Focus: Martha Maps it Out/ Martha Maps it Out in Time</i> • Simple maps of familiar routes, labelling geographical features • Places that are special to members of the community – church • Explore festival of Eid and how some of our community celebrate Eid • People who help 	People, Culture and Communities <ul style="list-style-type: none"> • Growth and change • Physical features of a beach • Compare beaches and woodland environments • Map work – locating Gateshead, North East England, Great Britain • Look at maps of local area • Identify features • Create simple maps • Look at aerial views and street views • Learn about different natural environments eg deserts, jungle, islands • Introduce the globe • Learn that earth is made up of land and sea and 	People, Culture and Communities <ul style="list-style-type: none"> • Moving on, new starts • Local and familiar Landmarks • Look at satellite maps and ariel views from google earth of local area • Locate streets, parks. Local buildings, places of worship, Leisure centre, library. Natural World <ul style="list-style-type: none"> • Under the sea • <i>Text Focus: Sharing a Shell</i> • Food chains • Life cycles • Learning how humans impact the environment
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	<p>representing</p> <ul style="list-style-type: none"> • Learn that our school is made up of children who are all different – backgrounds, homes, countries of birth, beliefs, skin colour, languages • Similarities and differences in families • Learn from books that families are made up in different ways and all celebrated • Small World Play – doll’s house, Woodland animals in the wood • Talking about differences reflecting cultural diversity • People who help us in school – what is their role? • Draw representations of classroom and school building • All about me • Learn about the Five Senses use 	<p>learn to be thankful for what we have and to help others less fortunate by sharing, donating to foodbank</p> <ul style="list-style-type: none"> • Hannukah – Jewish festival celebrations (Other Faith’s Week) • Christmas - how we celebrate • <i>Text Focus: The Jolly Postman’s Christmas</i> • Learn some of the key features of our local area – Library • Local area visits, - Durham, Gala Theatre • Look at simple maps of our journeys around local area • Learning about types of houses – terraced, flat, detached and identifying the type of house they live in • Domestic role play – getting the house ready for Christmas, wrapping presents, writing cards, putting tree up • Role play – 	<p>about Chinese culture e.g. food, dancing, parades</p> <ul style="list-style-type: none"> • Learn about how Christians celebrate Easter and how we celebrate in our families • Use small world/role play to extend understanding of occupations – Pet Shop, Vets <p>Natural World</p> <ul style="list-style-type: none"> • What is the environment? • Polar regions • Different materials • Recycling and plastic • Seasonal changes • Observe natural processes of freezing and melting in outdoors • Looking at changing states of matter – cold temperatures freezing water to 	<p>us in the community – e.g. medics, police</p> <p>Use Small World Play to gain understanding of occupations eg Hospital</p> <ul style="list-style-type: none"> • Learn about occupations – firefighters, Police Officers <p>Know to call 999 in an emergency</p> <ul style="list-style-type: none"> • Small World play – garage, road way, Happy Street Town, Fire station <p>Natural World</p> <ul style="list-style-type: none"> • Growing and planting • Mountains • Habitats in Spring • Life cycle of a butterfly • Observing changes in nature in Spring - • Learn the signs of Spring - buds on trees, lambs, chicks, ducklings, blossom on trees, nest building • Learn what we see at a Farm • Visit farm <p>Learn what farm</p>	<p>how to recognize this on a globe / map</p> <ul style="list-style-type: none"> • Learn that a map is a view from above a place and has symbols and colours that mean different things • Locate Africa on the map and learn about as a contrasting environment to ours – Learn about features of Africa’s landscape - jungle, rain forests, grass lands, desserts • Explore African culture and traditions, land marks, animals compare ourselves to people living there • Investigating Forces • Learn that Forces can be used to make an object move - pushes and pulls • <i>Text Focus: The Storm Whale</i> • Investigating magnetism learn that magnets attract certain materials and why– using language of attract and repel <p>Natural World</p> <ul style="list-style-type: none"> • Jungles and Rainforests • Habitats in Summer • Seasonal changes 	<p>e.g. pollution and what we can do to help</p> <ul style="list-style-type: none"> • Respecting and caring for our world • Conservation – protecting natural resources – reduce, re-use, recycle • Recycling – learn what rubbish does to our seas, animals and local environments • <i>Learning about David Attenborough as an inspirational scientist that helped us understand the natural world and how it works</i> • Learn signs of Summer – flowers, leaves on trees, berries on bushes, more sunshine more daylight butterflies and other insects • Learning about animals and habitats - Sea life • Learning about the Life cycle of ladybird and comparing it to the life cycle of the butterfly • Growing sunflowers – learning that a plant needs soil, water and sunlight to grow • Learn that seeds produce roots to allow water to the plant and
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	<p>senses to explore world around them – sensory garden</p> <ul style="list-style-type: none"> • <i>Text Focus: Leaf Man</i> • Learn about similarities and differences, between ourselves - hair colour, eye colour skin colour • Learn to name body parts. Learn what a skeleton is and why we have one <p>Natural World</p> <ul style="list-style-type: none"> • Signs and changes of Autumn • Learn that seasons repeat and go in order • Explore seasonal change – signs of Autumn, - leaves changing colour, trees losing leaves, bird migration, animals preparing for hibernation, evergreens and deciduous, weather changes, 	<p>Church, acting out the celebration of Baptism</p> <p>Natural World</p> <ul style="list-style-type: none"> • What is the environment? • Habitats in the winter • Changing seasons – autumn to winter, colder, darker days, wet weather, frost, snow, ice, bare trees • Learn about deciduous and evergreen trees find some evergreens in forest school adventures • Nocturnal animals – owl, badger, fox • How things are different at night – flowers close up, some animals and birds are awake, keeping ourselves safe in the dark • Planting flowering bulbs for Spring • Sources of light – what gives us light? • Learning that humans need food, water, sleep and exercise to grow and maintain health – 	<p>ice</p> <ul style="list-style-type: none"> • Recognising environments that are different to ours – polar regions – Arctic and Antarctic • Compare and contrast polar ways of life to ours – homes, transport, food etc. • Learn about animal adaptations – how arctic animals stay warm • Small World Play – Polar Regions • Learn about Ernest Shackleton – Arctic explorer and his experiences. List what an arctic Explorer would need to take with him • Forest school focus –Bird Watch – feeding the birds • Learning the names of common birds 	<p>animals need to grow and maintain health</p> <ul style="list-style-type: none"> • Learn the names of Farm animals and produce • Learn names of baby animals and match to adult • Small world Play – farm, Safari – wild animals, zoo • Learn the names of wild animals, zoo animals • Learning about the Lifecycle of bean plant • Planting beans and seeds • Learning the main parts of the plant and that food comes from plants – growing cress for sandwiches • Learning the life Cycle of the hen • Recording our observation of change over time • Investigating changes of state – melting and hardening of chocolate to make Easter nests 	<ul style="list-style-type: none"> • Learn which animals are Wild animals -safari • Lifecycle of the butterfly – ordering, explaining change over time and stages, using vocab of chrysalis • Hatching butterflies form caterpillars – observing changes over time and recording our observations 	<p>shoots produce leaves to collect sunlight for the plant to make it grow</p> <ul style="list-style-type: none"> • Learning that humans need food, water, sleep and exercise to grow and maintain health • Sorting and matching materials • Learning words to describe materials – strong, hard, rough, smooth, rigid, flexible, liquid, solid. • Learning how materials serve different purposes – e.g. waterproofing • Investigating changes of state water into ice liquid into solid – making fruit ice lollies in the freezer • Investigation – How do we make a shadow? • Small world play – seaside and beach Aquarium • Learn about sun safety and how we keep ourselves safe around water
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	<p>shorter days</p> <ul style="list-style-type: none">• Animals preparing for winter, hedgehogs, squirrels, birds – hibernation and migration <p>Habitats – woodland</p> <ul style="list-style-type: none">• Forest school focus – autumn• Learn to name some trees e.g. horse chestnut and fruit – conkers• Learn to recognise some leaves – beech, horse chestnut, sycamore	<p>Computing links</p>	<p>and listening to some bird song</p>			
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	Autumn		Spring		Summer	
	1	2	1	2	1	2
EYFS INTENT	What makes them the same and different to others, how we share and work together. Recalling and sharing significant times and events in their own personal history. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (Understanding the World: People and Communities – ELG					
EYFS- Nursery – History						
EYFS	<ul style="list-style-type: none"> • Begin to talk about the immediate past e.g. what have you played with at nursery today? • Talk about their family. • Develop a sense of 'belonging' in their key person group. • Recognise key people in their lives. • Talk about familiar events such as birthday parties or special occasions. • Developing sense of own 	<ul style="list-style-type: none"> • Imitating everyday actions and events from own family and cultural background in role play and own play. • Enjoying playing with small world reconstructions, building on first-hand experience • Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. • Learn about relevant festivals and celebrations – Diwali, Bonfire Night, Christmas • Begin to develop an understanding of 	<ul style="list-style-type: none"> • Talk about personal events that have already happened, using prompts such as photographs. • Enjoy stories about a range of people, animals and nature. • Showing interest in the lives of familiar people • Talking about similarities and differences • Commenting, remembering and talking 	<ul style="list-style-type: none"> • Showing interest in different occupations and ways of life indoors and outdoors through stories, visitors, trips • Continuing to explore cultural differences through festivals – Chinese New Year, Easter • Commenting on and talk about why things happen and how they work • Use nursery rhymes, stories and fairy tales to explore differences between the past and present • Learn about how we have grown and 	<ul style="list-style-type: none"> • Beginning to make sense of their own life story and recent family history (can talk about their family, pets etc.) • Begin to understand that yesterday has already happened, today is happening now, and that tomorrow is yet to happen. • Begin to have an understanding that the days 	<ul style="list-style-type: none"> • Shows interest in cultural, religious and community events and celebrations throughout the year. • Know that there are other countries and parts of the world with different climates, wildlife, flora, food, clothing, ways of life (through stories, pictures, maps, discussion). • Make links between animal life cycles and their own growth since being a baby • Continuing to develop positive

	<p>family, relations and pets through talking about photographs, events and celebrations</p>	<p>past, present and future</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. 	<p>about significant events and special times in our own lives such as birthdays, Christmas, Easter</p>	<p>changed since we were babies</p>	<p>of the week have names and repeat in the same pattern every week.</p> <ul style="list-style-type: none"> • Notice that there are differences in clothes, housing, household objects etc. between the present day and pictures of the past in books and photographs. • Begins to make comparisons between pictures and stories and their own experiences. • Notice similarities and differences between themselves and others 	<p>attitudes about the differences between people, families and communities</p> <ul style="list-style-type: none"> • Learn about different ways of life in other parts of the world through stories and books (Africa, Asia, South America, • Look at 'artefacts' from the past and compare them with what we use today.
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EYFS**Past and Present**

- The Queen/King
- Begin to sequence events real or fictional using first.... Next
- Talk about past family events using my world books.

Past and Present

- Special times and special people
- Christmas traditions
- Familiar celebrations – Halloween, bonfire night, Christmas
- Use family photos to discuss memories / family events – weddings, christenings, birthdays
- Remembering things that happened in the past a long time ago, e.g. Guy Fawkes – why do we celebrate Bonfire Night? –
- Remembrance Day - who are we remembering and why?
- Learn times of day go in order and repeat.
- Say what they did yesterday, last night, this morning
- Places we visit in or local area where we go to remember –Cenotaph

Past and Present

- Homes
- People in the community
- Remembering key events in our own lives– Christmas / Epiphany / Ethiopian New Year celebrations
- Explore artefacts from the past -compare old and new toys – look at similarities and differences then – now
- Research grandparents' childhood compare and contrast – play, homes, school, transport

Past and Present

- Chronology of their life, then to now
- Timeline of human growth
- Explore changes over time – how have we changed since babyhood?
- Photos to compare then and now
- Present children with pictures, stories, artefacts and accounts form the past and explain similarities and differences

Past and Present

- Toys and play
- Travel and transport changes over time – changes over time, similarities and differences then and now
- Journeys holidays, space travel – where have we travelled to and how did we get there? What are the best ways to travel a long way? A short way?
- Learn about the experiences of inspirational person Neil Armstrong and what we now know thanks to astronaut travel
- Small World Play – space station train set airport

Past and Present

- Special people
- People of interest
- Learn about Kings and Queens, Princes and Princesses through
- Fairy tales – learn about fictional characters and creatures and link to real people and differentiate between real and fiction. E.g. dragons.
- Learn about castles, knights etc.
- Small World Play – castle and knights

1	Autumn 1	<p>Queen Elizabeth II Stories about Elizabeth's birth and childhood. Queen Elizabeth living through WWII. (What did the queen do and see in the war? London in the war) The Blitz The coronation: what happened? who was involved? What did it mean? Watching the coronation on black and white TV. The Queen's children and family. The Queen's death and what next?</p>	<p>Living in Cities What's it like in a city? Case study: Local area or small area in Newcastle/Sunderland/Durham 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 Open space Rivers, ponds and lakes Getting around Staying safe in a city Contrasting small area in city (from same city or a different city in UK or overseas) 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 What was life like for our families when they were growing up? Grandparents, great grandparents, great uncles and aunts as children. 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) Schooling (eg where did grandparents and great grandparents go to school? What did it look like? What did they learn?) Travel (where substantially different from Britain today – e.g. great grandparents, in many parts of the world, would have known steam engines) 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 What's it like in the countryside? Case study: Ouston 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	Stories from the Distant Past 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	Seasons What changes do we see over the year? ² Case study: local area Practice and extend knowledge of seasons (from EYFS) Weather in different seasons ³ (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?
	Spring 2	Recent, Local Past Through Photos 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) Emphasise that some of these old ways of life have disappeared, but early photography captures them.	Where are we? 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 address ⁴ 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) <i>Geographical skills: Describing location using 4-point</i>

			<p><i>compass</i></p> <p><i>How do mountains interact with what is around them?</i></p>
1	Summer 1	<p>Stories of Six Rulers</p> <ul style="list-style-type: none"> • Hatshepsut • Boudicca • Charlemagne • Mansa Musa • Henry VIII • Elizabeth I 	<p>Living by the Sea</p> <p>Great Britain is an island (and includes other smaller islands)</p> <p>Looking carefully at the coast on UK map (revise seas and ocean near the UK)</p> <p>What is it like at the coast? (coastal features – beach, cliff)</p> <p>Cities, towns, villages at the coast (port, harbour, fishing)</p> <p>Case study: Alnmouth, Northumberland⁵</p> <p>Staying safe at the coast</p> <p>Revise world map and compass directions, introduce globe⁶</p> <p>Contrasting case study of a small area on the coast in UK or overseas</p> <p><i>How do rivers, people and land affect each other?</i></p>

	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 ⁷ – 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
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2	Autumn 1	Life in in later Stuart England (1660-1714) 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. The celebrations in London at the time of the Restoration of King Charles II (this would allow for descriptions of the streets of London). The sights and sounds of Cheapside (criers, street traders) Contemporary maps of London, showing how it spread beyond the old walls The Great Plague of 1665 The Great Fire of London 1666 (use this to move into descriptions of typical timber houses and streets in London, pre and post Fire).	Living in the mountains Case study: Keswick in the Lake District Where is it? (UK map, describing location) What's it like? (looking at tourist map¹, ground photos and aerial photos) What can we see? What are mountains like? What's it like to live there? Getting around Staying safe in mountains How is it similar and different to where we live? Contrasting case study
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		<p>Male and female servants in London: their lives and work Samuel Pepys's diary Christopher Wren and the building of St Paul's Cathedral Trade and transport on the river Thames Theatre, plays and pastimes in London</p>	
	Autumn 2	<p>Great change-makers of the world</p> <p>Six stories. Isaac Newton James Watt (steam engine) Marie Curie; Emmeline Pankhurst; Earl of Shaftesbury ('Climbing boys') Wright Brothers</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>

2	Spring 1	<p>Queen Victoria and the Victorian period Stories about Victoria and about ways of life in Victorian times and about change in Victorian times. Include much Victorian art so that pupils can ‘see’ the period. Keep a strong focus on change in technology and its implications for the lives of diverse groups and developments in Britain.</p> <p>Life in a Victorian city for diverse peoples: This could gain a story focus such as a particular quest to improve public health the city e.g. Snow and cholera or Edwin Chadwick and public health reform. The transformation of transport in the Victorian age. Include art eg Frith’s <i>Railway Station</i>. <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.</i> Local Victorian history (eg civic pride in Victorian urban architecture OR farming/village communities)</p>	<p>Visiting new places How can we travel around? (bus, car, rail, plane, buying a ticket) Maps <i>What questions can we ask about new places?</i> 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) <i>Following a route on a map, using a key</i> Staying safe when travelling</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</p> <p>Victorian children at school (regional and class diversity)</p> <p>Victorian children at home/in families – art as historical source eg. Martineau, <i>The Christmas Hamper</i></p> <p>Frederick Daniel Hardy, <i>The First birthday</i></p> <p>Stories about particular Victorian children</p>	<p>Weather in our world</p> <p>Revise world map/globe, continents, oceans, Equator</p> <p>What questions can we ask about the weather?</p> <p>Different parts of the world get different weather.</p> <p>The climate is the usual weather in a place.</p> <p>At the Equator, it's usually hot.</p> <p>As we travel further north or south from the Equator, it gets colder.</p> <p>At the North and South poles, it's usually cold.</p> <p>Some places get lots of rain, some are very dry, some are in between</p> <p>Temperate, polar, tropical climates.</p> <p>What challenges does weather bring?</p> <p>Staying safe in bad weather.</p> <p>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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2	Summer 1	<p style="text-align: center;">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>
	Summer 2	<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>

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

<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 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 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</i></p>

			<i>and ethical considerations.</i>
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			<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>Disciplinary focus: causation <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>
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4/5/6	Autumn 1	<p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p>Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</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 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>Geographical skills: Extending use of maps and photographs Disciplinary focus: diversity</p> <p>How are different parts of the Rhine and the Mediterranean used by people?</p>
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<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>Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?</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>Geographical skills: Thematic maps and using census data Disciplinary focus: diversity</p> <p>How and why does population distribution vary across Great Britain?</p>
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<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>Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?</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>Disciplinary focus: interaction How does the location of west Wales affect its coast</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 influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 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.</p>	<p>Tourism 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. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.</p> <p>Geographical skills: Interpreting climate data Disciplinary focus: interaction How do tourists interact with a place?</p>

	<p>5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity.</p> <p>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> <p>Disciplinary focus: similarity/difference What made each early Christian state special?</p>	
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	<p>Summer 1</p>	<p>Islamic civilisations (1) Arabia and early Islam Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p>Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?</p>	<p>Earthquakes Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines Depth focus: California & San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p>Geographical skills: Thematic maps Disciplinary focus: interaction How do earthquakes affect people and environments?</p>
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	<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. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. 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>Disciplinary focus: similarity and difference How did worlds come together in Cordoba?</p>	<p>Deserts Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert</p> <p>Geographical skills: Interpreting thematic maps and satellite photographs Disciplinary focus: diversity Why are deserts located where they are?</p>
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