



# 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.



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### ***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.



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	History	Geography
<b>EYFS</b>		
Autumn 1	<p>Comparing our lives with those of our parents/grandparents –old/young            What's the same and different? What has changed since we were babies?            Human life cycle –baby, toddler, child, adult, old /elderly person,            What can we do now that we couldn't do then?            Sequence pictures to show changes Compare past and present photos,</p> <p>Investigate different members of our families – mother, father, brother, sister, grandparents, aunt, uncle, cousins, friend</p> <p>Bible Stories</p> <p><i>I can sequence family members by size and name e.g. baby, child. Adult</i></p> <p><i>I can talk about some of the ways I have changed.</i></p>	<p><b>Why are there so many leaves on the ground?</b></p> <p>Introduce <b>Autumn</b>:            this is a <b>season</b> and we have four seasons.            what does this look like? What changes will I see in the environment?            Visit garden to look at and record seasonal changes.  <b>Shadows investigating dark/light.</b>  <b>Sun/sunny, light, dark, shadows, clouds, torch, see-through/not see-through</b>            Looking at and identifying shadows. Why is it getting darker (link autumn)? What does it look like when it is dark? Can we make shadows? Can we catch our own shadow?            What different shadows can we make ?            Looking through prisms/mirrors colour paddles. What colours do we see when we put them on top of each other?            Dark Den: Use the dark den and torches for investigations. Can we make new shadows?            Use our <b>senses- watch touch feel smell listen</b></p> <p><i>I know weather can change</i></p> <p><i>I know about the 4 seasons</i></p> <p><i>I can investigate the world around me using my senses</i></p>
Autumn 2	<p>Castles  <b>Kings and queens, Knights</b> Comparing houses from <b>past/present</b> linked to Three Pigs story or Polly put the kettle on            Know we all celebrate in different ways  <b>Bonfire Night-</b> Story of <b>Guy Fawkes</b></p> <p><b>Remembrance</b> –what happened? What are we remembering? Why is it important to remember?            Visit <b>Cenotaph</b>            Bible Stories</p> <p><i>I can talk about what I can see in pictures of the past</i></p>	<p><b>Why is it always cold in Winter?</b></p> <p><b>States of matter/temperature</b>            Introduce <b>Winter</b> (clothes, weather, <b>North Pole, South Pole winter.</b>            Why can I see my breath?            How can I keep warm? Seasonal changes. Discuss growth and change: carry out the 'frozen' experiment and discuss <b>solid/liquid/ melting.</b>            (<b>Freeze</b> some of the children's' favourite toys into blocks of ice and have them decide how to get them out).  <b>Materials</b>            Learn about different materials. What are they called? Where do they come from? What do they feel and look like?</p>



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		<p>I am becoming more aware of the past linked to myself and my family and how it has changed</p>	<p>Compare materials that are comfy and not comfy. What can we use to make comfy beds for the winter? Binka/sewing/ knitting (investigate different ways to make and join materials).</p> <p>I can talk about the differences in materials and identify similar and different properties</p> <p>I can identify what I need to wear for different seasons and why</p>
Spring 1	<p>Stories of working life in the past- compare with today's roles -<i>police, firefighter, post workers doctors, nurses, paramedics</i></p> <p>Know there are people within our community who can help us. EG story of Florence Nightingale Visit Post Office to post letters written History of postal system look at stamps and how they have changed</p> <p>Bible Stories</p> <p>I can talk about Historical figures EG Florence Nightingale</p>	<p><b>Who are the people who help us ?</b></p> <p>Learn about different <i>occupations</i> and ways of life. Understand that some places are special to members of their <i>community</i>. Visit from fire service/police/ school nurse for hand washing and teeth workshops</p> <p><b>Celebrations-</b> Chinese New Year Easter Mother's Day Shrove Tuesday</p> <p><b>Internet safety</b> Continue to reinforce - <i>dangers in the environment, e-safety, road safety, how to transport equipment safely in the classroom.</i></p> <p>I can talk about different jobs and occupations people have.</p> <p>I know who to call in an emergency</p>	
Spring 2	<p>What are your favourite foods? What kind of foods did people eat in the past? Cooking simple food using recipe from today and recipe from the past? How do we get our food? Where does it come from? What kind of foods are <i>healthy/unhealthy?</i> <i>What else do we need for a healthy lifestyle?</i></p> <p>Bible stories</p> <p>I can talk about what I have heard and seen in stories and picture books and how this is different/ the same</p>	<p><b>Where does our food come from?</b></p> <p>Growing food- where does food come from? How does it grow?</p> <p>Investigate food from around the world</p> <p>Visit a <i>supermarket</i> to investigate where food comes from. Testing foods from around the world.</p> <p>I know there are different countries in the world</p>	



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			I can start to talk about the differences in lives in other countries EG Handa's Surprise
Summer 1	<p>How has our community /school changed ? Where do I belong? What is our village, Sacriston, like? Can we draw maps of the <b>village</b>? Sacriston- <b>mining</b> history use stories- visitors to explain Use stories, maps and pictures</p> <p>How has our school /church changed ? Look at pictures old records etc Use Beamish museum school resources</p> <p>Bible Stories</p> <p>I can talk about changes in my local community</p> <p>I can use stories, maps and pictures to help me found out about the past</p>	<p><b>Locality/community</b> Discuss different areas around school where we searched for minibeasts</p> <p>What areas are we familiar with in our local <b>community</b>-park, shops, churches, car wash , doctors etc</p> <p>Units of work when appropriate linked to Olympics World Cup, Euros etc- comparing cultures, flags, foods, traditions</p> <p>I can describe my immediate environment using what I know from</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Discussion</li> <li>• Stories/ non-fiction</li> <li>• Maps</li> </ul> <p>I know my own address</p>	
Summer 2	<p>Transport –past and present How have airplanes/trains/boats changed- link to pirate ships/ Titanic How has going to the seaside changed -clothing, toys, etc Compare <b>then</b> and <b>now</b> Contrasting environment -</p> <p>Bible Stories</p> <p>I can talk about the past using books and stories talking about the characters, settings and events</p> <p>I can talk about objects from the past e.g. no television, different toys/ clothes using photos and physical artefacts</p>	<p><b>Maps</b> Draw information from a simple map. Treasure maps for pirates Simple Coordinates</p> <p>Recognise some <b>similarities and differences</b> between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live. Seaside/lighthouse visit</p> <p>Compare features of different religions and cultures (Islam –RE other faith week)</p> <p><b>Celebrations- End of school year</b> I can talk about different religion and culture within my country</p> <p>I can create my own map using basic pictures and symbols.</p>	



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I can talk about real maps, globes, classroom maps, etc

## Year 1

Year 1	Autumn 1	<p><b>Queen Elizabeth II</b>            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><b>Living in Cities</b>            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>
	Autumn 2	<p><b>Learning about the recent past through our communities and families</b>            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)  <b>Schooling</b> (eg where did grandparents and great grandparents go to school? What did it look like? What did they learn?)  <b>Travel</b> (where substantially different from Britain today – e.g. great grandparents, in many parts of the world, would have known steam engines)</p>	<p><b>Living in the Countryside</b>            What’s it like in the countryside?            Case study: <b>Select area</b>            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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		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?	
Spring 1	<p><b>Stories from the Distant Past</b></p> <p>Stories about Alfred the Great          Stories about Robert the Bruce          Stories about St Patrick          Stories about Owain Glyndwr          Founding of Oyo Empire</p>		<p><b>Seasons</b></p> <p>What changes do we see over the year?<sup>2</sup>          Case study: local area          Practice and extend knowledge of seasons (from EYFS)          Weather in different seasons<sup>3</sup> (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><b>Recent, Local Past Through Photos</b></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><b>Where are we?</b></p> <p><a href="#">UK map revisit and extend (seas, oceans), capital cities</a>  <a href="#">Four-points of the compass</a>  <a href="#">Describing location in more detail using case studies so far as examples</a>          Locating places in the UK we know about          A bird's eye view  <a href="#">Finding places on an aerial photo of our school</a>  <a href="#">Finding places on a map of our school</a>          Knowing our address<sup>4</sup>  <a href="#">Drawing a sketch map of my route to school (or another easy route) with symbols and a key</a>  <a href="#">Describing my route to school</a>  <a href="#">Fieldwork opportunity</a>          Where are we in the world? (<a href="#">world map</a> - continents, oceans, Equator, check can locate all case studies so far)</p> <p><i>Geographical skills: Describing location using 4-point compass</i></p>



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			<i>How do mountains interact with what is around them?</i>
	Summer 1	<b>Stories of Six Rulers</b> <ul style="list-style-type: none"> <li>Hatshepsut</li> <li>Boudicca</li> <li>Charlemagne</li> <li>Mansa Musa</li> <li>Henry VIII</li> <li>Elizabeth I</li> </ul>	<b>Living by the Sea</b> Great Britain is an island (and includes other smaller islands) Looking carefully at the coast on <a href="#">UK map</a> (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 <sup>5</sup> Staying safe at the coast <a href="#">Revise world map and compass directions, introduce globe<sup>6</sup></a> Contrasting case study of a small area on the coast in UK or overseas
	Summer 2	<b>Ships and Seafarers Through Time</b> 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	<i>How do rivers, people and land affect each other?</i> <b>Working Hard</b> What is work? (broad definition <sup>7</sup> – 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? <a href="#">Fieldwork opportunity e.g. Nissan</a>
<b>Year 2</b>			
Year 2	Autumn 1	<b>Life in in later Stuart England (1660-1714)</b> 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. <b>You could hang the unit around three or four events, people or themes, for example:</b> 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)	<b>Living in the mountains</b> Case study: Keswick in the Lake District Where is it? ( <a href="#">UK map, describing location</a> ) What's it like? <a href="#">(looking at tourist map<sup>1</sup>, ground photos and aerial photos)</a> What can we see? What are mountains like? What's it like to live there?





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		<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>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>
Autumn 2	<p><b>Great change-makers of the world</b></p> <p>Six stories. <b>Keep globally broad and diverse cultivating curiosity in diverse settings and activities (protest/resistance, reform, science, technology, art, exploration etc).</b></p> <p><b>Numerous examples are possible. Here is a sample mix:</b></p> <p>Isaac Newton</p> <p>James Watt (steam engine)</p> <p>Marie Curie;</p> <p>Emmeline Pankhurst;</p> <p>Earl of Shaftesbury ('Climbing boys')</p> <p>Wright Brothers</p>	<p><b>Visiting new places</b></p> <p>How can we travel around? (bus, car, rail, plane, buying a ticket) <a href="#">Maps</a></p> <p><a href="#">What questions can we ask about new places?</a></p> <p><a href="#">Using an atlas</a></p> <p>Case study: a visit to the seaside</p> <p>Case study: a visit to another country</p> <p>What do we need to know? (how to get there, what to wear etc)</p> <p><a href="#">Following a route on a map, using a key</a></p> <p>Staying safe when travelling</p>	
Spring 1	<p><b>Queen Victoria and the Victorian period</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p>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</i></p>	<p><b>Nature all around us</b></p> <p>There are plants and animals all around us</p> <p>What plants and animals live in our local area?</p> <p>What lives in the countryside, at the coast and in the mountains? (revise UK landscapes, weather)</p> <p>Different plants and animals like different places to live (basic adaptation)</p> <p>Plants and animals need food and water (plants grow in soil, basic food chains)</p> <p><a href="#">Fieldwork opportunity</a></p>	



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		<p><i>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></p> <p>Local Victorian history (eg civic pride in Victorian urban architecture OR farming/village communities)</p>	<p>Contrasting case study: What lives in our small area in a non-European country?</p>
Spring 2	<p><b>Children's lives in Victorian times</b></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><b>Weather in our world</b></p> <p>Revise world map/globe, continents, oceans, Equator</p> <p><i>What questions can we ask about the weather?</i></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>	
Summer 1	<p><b>The Stone Age</b></p> <p>Introduce first long-term timeline to show pupils when Stone Age was.</p> <p>Stone Age in Britain: Doggerland and different sea levels.</p> <p>How Britain was connected with the rest of Europe (see 'connected' introduced in Spring 1).</p> <p>The landbridge that has now disappeared</p> <p>Hunters and gatherers</p> <p>Stone Age tools</p> <p>What does pre-historic mean?</p>	<p><b>Looking after our world</b></p> <p>Looking after our school – how do we keep it clean and tidy?</p> <p>What can go wrong?</p> <p>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)</p> <p>How can we look after nature in our area? (e.g. country code, growing flowers for bees)</p> <p>How can we look after our world? (appropriate issue e.g. food waste, landfill, plastic in the sea)</p>	



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		<p>Stone Age sites in Africa (e.g. Isimila Stone Age site in Tanzania)</p> <p>Stonehenge</p> <p>Skara Brae</p>	
	Summer 2	<p align="center"><b>Bronze Age and Iron Age</b></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><b>Changing our world</b></p> <p><b>Enquiry</b> 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>
<b>Year 3</b>			
Year 3	Autumn 1	<p><b>Ancient Egypt</b></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 overtime?</i></p>	<p><b>Rivers</b></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.</p> <p>Flooding.</p> <p>Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture &amp; 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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	Autumn 2	<p><b>Cradles of civilisation</b>          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 &amp; geographical similarities.          Depth study of ancient Sumer in Mesopotamia via rivers &amp; 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><b>Mountains</b>          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>
	Spring 1	<p><b>Indus Valley Civilisation</b>          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><b>Settlements &amp; cities</b>          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 &amp; 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>
	Spring 2	<p><b>Persia and Greece</b>          Start with ancient Persia and its empire to set geographical &amp; political context.          Ancient Greek city states, inc. Sparta and Athens.          Why/how did they form?</p>	<p><b>Agriculture</b>          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</p>



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		<p>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>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>
	Summer 1	<p><b>Ancient Greece</b>          Athenian democracy and empire          Art, culture &amp; 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><b>Volcanoes</b>          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><b>Alexander the Great.</b>          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</p>	<p><b>Climate and biomes</b>          (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 &amp; UK ready for ongoing regional comparison</p>



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		and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this	
<b>Year 4</b>			
Year 4	Autumn 1	<p><b>The Roman Republic</b>            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 &amp; legends Roman roads            Roman politics and government during the Republic</p> <p><i>Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</i></p>	<p><b>Rhine and Mediterranean</b>            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>
	Autumn 2	<p><b>The Roman Empire</b>            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 &amp; apply volcano knowledge from geography)</p>	<p><b>Population</b>            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>



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		<p><i>Disciplinary focus: evidential thinking</i>  <i>What can sources reveal about Roman ways of life?</i></p>	
Spring 1	<p><b>Roman Britain</b>          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><b>Coastal processes and landforms</b>          Diversity in the UK coastline. Processes of erosion, transportation &amp; 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>	
Spring 2	<p><b>Christianity in three empires (300-600CE)</b> 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"> <li>1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire.</li> <li>2. Constantine founding of Constantinople. 3. Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European &amp; Asian influences in art and architecture.</li> <li>4. Trade in East Africa &amp; links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum.</li> <li>5. Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity.</li> <li>6. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</li> </ol>	<p><b>Tourism</b>          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><i>Geographical skills: Interpreting climate data</i>  <i>How do tourists interact with a place?</i></p>	



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		<p><i>Disciplinary focus: similarity/difference</i>  <i>How did rulers change Christianity</i></p>	
Summer 1	<p><b>Islamic civilisations (1) Arabia and early Islam</b></p> <p>Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.            An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p><i>Disciplinary focus: causation</i>  <i>Why did Islam spread so far and so fast?</i></p>	<p><b>Earthquakes</b>            Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines            Depth focus: California &amp; the San Andreas fault, Indian Ocean tsunami            Effects of earthquakes            How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p><i>Geographical skills: Thematic maps</i></p> <p><i>What are the pros and cons of living near a tectonic fault line?</i></p>	
Summer 2	<p><b>Islamic civilisations (2) The Rise of Islam</b> 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><i>Disciplinary focus: similarity and difference</i>  <i>How did worlds come together in Cordoba?</i></p>	<p><b>Deserts</b>            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</p> <p><i>Why are deserts located where they are?</i></p>	
<b>Year 5</b>			
Autumn 1	<p><b>Islamic Civilisations (3)</b>            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</p>	<p><b>Why is California so thirsty?</b>            Water as a resource            Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3)</p>	





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		<p>sources. Why it is so important in understanding medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek</p> <p>The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine.</p> <p>How Islamic scholars preserved the learning of the ancient world and moved it forward, 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>Water resources in California</p> <p>Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California.</p> <p><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><b>The Roman Empire</b></p> <p>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).</p> <p>Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4)</p> <p>Amphitheatres and games</p> <p>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 &amp; 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><b>Population</b></p> <p>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>	
Spring 1	<p><b>Vikings in Britain (1 Aethelflaed, Lady of the Mercians</b> The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army'</p>	<p><b>Migration</b></p> <p>Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London.</p>	



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		<p>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 &amp; Aethelred take on the Vikings Aethelflaed &amp; 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>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>
	Spring 2	<p><b>Norse culture</b> 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><b>North and South America</b> 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>
	Summer 1	<p><b>Vikings in Britain (2)</b> 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</p>	<p><b>The Amazon</b> 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>



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		<p>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</i> <i>How did Christianity change as it travelled?</i></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>
Summer 2	<p><b>The Maya</b></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</i> <i>How do we know about the ancient civilisations of central America?</i></p>	<p><b>Interconnected Amazon</b></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>	
<b>Year 6</b>			
Autumn 1	<p>Theme: London and migration through time</p> <ol style="list-style-type: none"> <li>1. Medieval London (Saxons to fifteenth century) rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture. Emphasis on trade and migration, as London became more important. Multi-cultural and multi-ethnic roots of London already being sewn. Languages spoken in London. Connections, through trade, language, material culture and learning, with diverse places in various societies that pupils have already encountered.</li> </ol> <p><i>Disciplinary focus: change/continuity</i></p>	<p><b>Energy and climate change</b></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</i> <i>Disciplinary focus:</i></p> <p><i>Interaction</i> <i>How do local actions in the UK affect global</i></p>	



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		<p><i>How much did London change between the Saxons and the fifteenth century?</i></p>	<p><i>climate?</i></p>
Autumn 2	<p>Theme: London and migration through time</p> <p>2. Tudor London: rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture.</p> <p>Black Tudors - How did a historian uncover the silent hidden voices of Britain's black Tudors? past. Miranda Kauffman's work on Black Tudors.</p> <p><i>Disciplinary focus: similarity/difference</i> <i>Who were the Tudor Londoners?</i></p>	<p><b>Ethiopia</b></p> <p>An in-depth place focus to complement knowledge gained in History and RE.</p> <p>Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3)</p> <p>What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life</p> <p>Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project</p> <p><i>Geographical skills focus: Population pyramids, longitude and time zones</i></p> <p><i>Disciplinary focus: Interaction</i> <i>How do global changes affect local places in Ethiopia?</i></p>	
Spring 1	<p><b>The kingdom of Benin</b></p> <p>Early history and 11th century origins Architecture Rituals and laws Divinity and sacredness of the Oba Oral and visual culture. Thriving city-state in 15th century. European contact 19th century conflict and destruction. Ethics of archaeology - why have people argued about the Benin bronzes? Archaeology now - diversity in archaeologists and historians.</p> <p>Disciplinary focus: evidential thinking <i>How do historians continue to build knowledge about Benin?</i></p> <p><i>(direct connections with disciplinary work on Indus Valley in Year 3 and Anglo-Saxons in Year 5)</i></p>	<p><b>Changing Birmingham</b></p> <p>This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes.</p> <p>Where is Birmingham?</p> <p>How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment</p> <p>How is it changing now? Current issues, link to UN sustainable development goals, climate change</p> <p>What might Birmingham be like in the future? Possible, probable, and preferable futures</p> <p><i>Geographical skills: Interpretation and presentation of data</i></p> <p><i>Disciplinary focus: Change</i> <i>How much did Birmingham change between 1750 and the present day?</i></p>	



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	Spring 2	<p><b>Theme: London and migration through time</b></p> <p>3. Seventeenth century London</p> <p>a. Samuel Pepys on plague and fire. How did these change the experiences and actions of different groups in society? How did Londoners collaborate to rebuild London? Who was involved and who was left out?</p> <p>b. How was London connected with Africa and Asia in the 17th century?</p> <p>c. Early colonialism in this period. How were powerful people in England involved in trade, colonialism and empire? How were places and people in London connected with this?</p> <p>Disciplinary focus: change/continuity</p>	<p><b>Jamaica</b></p> <p>An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward</p> <p><i>Geographical skills: tbc</i> <i>Disciplinary focus: Change</i></p>
	Summer 1	<p>Theme: London and migration through time</p> <p>4. Eighteenth and nineteenth century London &amp; the world:</p> <p>How has London been linked with civilisations throughout the world? (trade, culture, migration, language, religion). How were powerful people in England involved in trade, colonialism, empire and the slave trade in these centuries? How were places and people in London connected with this? Links with other cities that benefited from the slave trade - Bristol and Liverpool.</p> <p><i>What connected London with the rest of the world in the 18th and 19th centuries?</i></p>	<p><b>Local area enquiry (double unit)</b></p> <p>How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies)</p> <p>What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</p> <p><i>Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork</i></p> <p><i>Disciplinary focus: How geographers investigate a place</i>  <i>Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</i></p>
	Summer 2	<p>Theme: Migration through time: two cities - Liverpool and London</p> <p>5) Twentieth-century migrations, including effects of global</p>	



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	<p>wars, decolonisation, Windrush, late twentieth century migrations.</p> <p>Diverse communities involved in war. Evacuation. Families of African, Asian and Europeans caught up in WW2. Refugees. The kindertransport – links with Spring 2 Judaism – in London.</p> <p>Judith Kerr, <i>When Hitler stole Pink Rabbit</i>.</p> <p>Disciplinary focus: similarity/difference <i>How did migration change Liverpool and London in the twentieth century?</i></p>	
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