



# History & Geography Curriculum Overview

Updated April 2014



# Introduction

Over the following pages our history and geography curriculums have been laid-out year by year. This scheme has been written and revised in line with the 2014 National Curriculum, and is designed to meet the aims of the programmes of study for each subject, which are described on the right of this page.

Teaching in both subjects should blend specific knowledge of people, places and events with development of broader transferrable skills, and therefore key skills are listed for each year group, which should be taught and practiced throughout the year. Children should also be given as many opportunities as possible to experience both subjects 'first hand', and consequently trips, visits and fieldwork should be incorporated wherever possible (some suggestions for these are listed alongside units).

The learning outlined over the following pages should be regarded as a starting point by all staff, and teachers should aim to cover the learning and skills described here - but they are also free to use their professional judgement and knowledge to adapt, develop and extend units wherever appropriate. Links with other areas of the curriculum should also be sought and exploited wherever possible, to support children in tying their learning together.

At times it may be appropriate for staff to work together across year groups, and therefore topics may be adapted into two-year rolling programmes (with the agreement of subject co-ordinators). Where this does happen, however, it is important that the progression in skills is maintained, so that children have a firm platform on which to build in future.

## The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

## The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

# Year 1 - History skills, curriculum & coverage

Unit	Key learning	Key skills
<p>Our changing town → <i>Changes within living memory</i></p>	<ul style="list-style-type: none"> <li>• How has our local area changed since you were born? What toys or technology exist now that didn't exist when you were born?</li> <li>• Sorting objects - which are modern and which were made before you were born?</li> <li>• Comparing timescales - how do you think life has changed since your parents / teachers were young? Since your grandparents were born?</li> <li>• Invite visitors into school to talk about how life has changed since they were young.</li> <li>• Local area walk - what can you see that has changed since you were born? What clues tell us how old something is?</li> <li>• Changing technology - comparing computers, phones, cars etc from last ≈ 10 years</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising difference between 'old' and 'new'</li> <li>• Putting events into order</li> <li>• Using phrases such as <i>now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger</i></li> <li>• Handling artefacts and making observations about them</li> <li>• Using photographs to learn about the past</li> <li>• Asking and answering historically relevant questions</li> <li>• Recognising different ways we can learn about the past (eg. from images, objects, stories)</li> <li>• Contrasting similarities and differences between 'old' and 'new'</li> <li>• Beginning to organise events on timelines</li> <li>• Developing a sense of time and how fast things change - eg. difference between changes in their lifetimes / their parents / their grandparents</li> </ul>
<p>The first flight → <i>Events beyond living memory</i></p>	<ul style="list-style-type: none"> <li>• How was life different when your parents / grandparents were young? What did / didn't exist?</li> <li>• How would the world have been different without modern inventions?</li> <li>• Focus on the first aeroplane flight - why do you think people had been trying to fly (&amp; risking their lives) for so long? How would life have been different before aeroplanes.</li> <li>• Understanding of the Wright Brothers first aircraft and their first flight. Looking at photos - what can we learn about their aircraft / lives from images?</li> <li>• The spread of flight around the world - key first flights in Britain, across the Channel, across the Atlantic etc. How / why are these still remembered?</li> </ul>	

Unit	Key learning	Key skills
<p>Our country</p> <p>→ <i>Key features of different parts of UK</i></p> <p>→ <i>Opportunity for local-area fieldwork / links to trips to seaside etc</i></p>	<ul style="list-style-type: none"> <li>Looking at maps of UK - naming four countries that make up UK and their capital cities</li> <li>Using photos / video / maps, identify beaches, mountains, seas, forests &amp; where we might find each of these. Key features of each environment.</li> <li>Characteristics of different parts of the UK - what might it be like to live in each of these areas? How might the things that people do be different in different parts of the country? Begin to link this to physical environment (eg. fishing/tourism at seaside).</li> <li>Sharing first-hand experiences of different areas, linking to family elsewhere in UK, and beginning to discuss preferences.</li> <li>Which of these features do we find in our local area? Investigate &amp; identify - opportunity for fieldwork.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the UK on world maps, and the four countries that make up the UK (and their capital cities) on maps of Britain.</li> <li>Collecting information through fieldwork and first-hand observations.</li> <li>Using positional language (eg. near and far, left and right) to describe locations of features on maps</li> <li>Comparing locations, recognising both similarities and differences between an area of the UK and an area of a non-European country.</li> <li>Describing particular locations, using words such as: <i>quiet, noisy, busy, built-up</i> etc.</li> <li>Recognising that life is different in different parts of both the UK and the world.</li> <li>Describing key human and physical features, using key vocabulary: <i>beach, cliff, farm, forest, hill, mountain, sea, river, town, village,</i></li> <li>Using photographs, stories and first-hand accounts to discover what it is like to live elsewhere in the world.</li> </ul>
<p>India</p> <p>→ <i>Contrasting geography of UK &amp; non-European country</i></p> <p>→ <i>Opportunity for local-area fieldwork &amp; India Day</i></p>	<p><i>Could use Bangladesh instead if more relevant to children.</i></p> <ul style="list-style-type: none"> <li>Identify India &amp; UK on world maps / atlases. Identify and name 7 continents &amp; 5 oceans.</li> <li>What is it like to live in India - invite visitors (parents / relatives?) to give first hand accounts.</li> <li>What can we learn from photos? Key features of life elsewhere in world, recognising that life can be different in other countries. Use images to identify that life is not the same across India (link to Unit 1).</li> <li>Select single part of India to focus on - what do we think it would be like to grow up here? Investigate schools, hobbies, clothes, jobs, weather.</li> <li>Discuss similarities &amp; differences between life in Stevenage &amp; life in India.</li> </ul>	

## Year 1 - Geography skills, curriculum & coverage

# Year 2 - History skills, curriculum & coverage

Unit	Key learning	Key skills
<p><b>Explorers</b></p> <p>→ <i>Comparing the lives of significant explorers, eg. Christopher Columbus and Neil Armstrong</i></p>	<ul style="list-style-type: none"> <li>• What are 'explorers'? What do they do? How might the way they explore have changed over time?</li> <li>• Look at historical maps and use this to recognise that in the past the entire world was not 'known' or mapped. Consider how discoveries of new places / countries / resources might change the world.</li> <li>• Focus on the life of Christopher Columbus - where did he go (and where did he think he was going), why was his journey significant, what equipment did he use, what was life like aboard one of his ships, how did his journey change the world?</li> <li>• Contrast with life of Neil Armstrong - how was his voyage of exploration similar / different? How did his journey effect the modern world?</li> <li>• Where will / could explorers go next?</li> </ul>	<ul style="list-style-type: none"> <li>• Recounting key events from history in their own words</li> <li>• Describing differences between 'then' and 'now'.</li> <li>• Beginning to express preferences and justify them with evidence / facts (eg. Who was the greatest explorer?)</li> <li>• Using phrases such as <i>past, present, recently, years, decades, centuries</i></li> <li>• Recording key events on timelines.</li> <li>• Remembering significant names and dates.</li> <li>• Recognising different ways we can learn about the past (eg. from pictures, photographs, artefacts, stories, text books, field trips etc) and piecing together clues from a range of different sources.</li> <li>• Comparing events from different periods in history (eg. different discoveries or voyages of exploration).</li> </ul>
<p><b>Inside history</b></p> <p>→ <i>Significant local events and places</i></p> <p>→ <i>Visit to Knebworth House [or Hatfield House]</i></p>	<ul style="list-style-type: none"> <li>• What do we already know about the history of our local area? How has it changed over time? Compare local buildings - which are older / newer? What clues can we use to help us work this out?</li> <li>• Focus on Knebworth House - how is this building different to others in local area? Who do you think lived there? What might have happened in the past?</li> <li>• Field trip to the House - look at how it has changed over time, links to famous visitors (esp. Charles Dickens &amp; Queen Elizabeth).</li> <li>• Opportunities to link to life in either Tudor or Victorian times - what objects in the House come from these times? What would it have been like to live / grow-up there in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to think about the impact that historical events have had on modern life.</li> <li>• Understanding the different ways the past can be represented (eg. stories, paintings, text books) and that not all of these will give the same version of events</li> </ul>

Unit	Key learning	Key skills
<p>Finding the way</p> <p>→ <i>Devising maps &amp; plotting routes</i></p> <p>→ <i>Opportunities for local-area fieldwork</i></p>	<ul style="list-style-type: none"> <li>• Why do we use maps? Identify range of purposes for different people, and that maps come in range of formats, styles, sizes etc (including Sat Nav).</li> <li>• Using maps to locate local landmarks, using key to understand symbols.</li> <li>• Investigating unfamiliar areas - what can we learn about this place from maps alone?</li> <li>• Following maps to find places / objects / clues around school or local area - opportunity for orienteering in groups around field / Fairlands Park.</li> <li>• Devising and constructing simple maps of a familiar area, using symbols and a key.</li> <li>• Understanding directional language, including the use of compass directions. Using this to plot simple routes for others to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, atlases and globes to locate and name the UK and the world's 7 continents and 5 oceans</li> <li>• Using aerial photographs and maps to identify local landmarks, and describing features using compass directions.</li> <li>• Understanding similarities and differences between different parts of the world and beginning to suggest reasons for these and express preferences, stating likes and dislikes about a place.</li> <li>• Describing key human and physical features, using key vocabulary: <i>ocean, sea, river, valley, vegetation, season, weather, port, harbour, Equator, North Pole, South Pole.</i></li> <li>• Carrying out simple fieldwork to collect information and study the local environment. Presenting this information using drawings, maps, diagrams and graphs.</li> <li>• Constructing simple maps, using symbols and a key to mark common features.</li> </ul>
<p>Weather</p> <p>→ <i>Identify weather patterns in the UK and the location of hot and cold areas in the world</i></p>	<ul style="list-style-type: none"> <li>• Describing different types of weather which children are familiar with - how does weather affect our lives? How does the weather change at different times in the year?</li> <li>• Is the weather the same everywhere? Use weather forecasts etc to recognise differences in weather around country &amp; world at single moment in time.</li> <li>• Weather patterns in UK - where is it warmer / colder, dryer / wetter? Linking this to simple physical geography (eg. differences between north &amp; south, coast / inland etc.)</li> <li>• Investigating hot and cold places in the world, and relating this to Equator and North and South Poles. How might differences in weather affect lives/jobs?</li> </ul>	

## Year 2 - Geography skills, curriculum & coverage

# Year 3 - History skills, curriculum & coverage

Unit	Key learning	Key skills
<p><b>Ancient Britain</b>            → <i>How Britain changed from the Stone Age to the Iron Age</i></p>	<ul style="list-style-type: none"> <li>Beginning to piece together all the historical periods children have been exposed to, and thinking about what came at start of timeline - what was earliest life in Britain like?</li> <li>What life was like in the Stone Age - simple hunter gatherer communities (flint examples found in Letchworth &amp; Baldock)</li> <li>Developments in Bronze Age - changing technology, religion, travel. Communities become larger and more connected. Construction of Stonehenge.</li> <li>Changes in the Iron Age - shift to tribal kingdoms &amp; life based around local hill forts. Impact of this on farming, art &amp; culture (examples of hill forts across North Herts, linked by Icknield Way; Six Hills burial mounds behind Stevenage Asda)</li> </ul>	<ul style="list-style-type: none"> <li>Carrying out a local history study - how did history shape our area? What evidence can we still find / see around us?</li> <li>Understand the difference between BC and AD, and beginning to understand the 'scale' of history - eg. that the Bronze Age lasted for around 2000 years, but all the rest of the history they will learn about in KS2 comes in the ≈2000 years since the Roman invasion.</li> <li>Using phrases such as <i>before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age</i>.</li> <li>Investigating everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities, using evidence to support responses.</li> <li>Beginning to give reasons for historical changes</li> </ul>
<p><b>Romans</b>            → <i>The Roman Empire and its impact on Britain</i>            → <i>Visit to Verulamium (St Albans)</i></p>	<ul style="list-style-type: none"> <li>The Roman Empire in AD42 - key features of Roman life, how the Empire was ruled, Roman gods, what made the Roman army so powerful?</li> <li>The Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take? British resistance to the Romans (eg. Boudica) and the building on Hadrian's Wall</li> <li>The impact of the Roman Empire on Britain - road building, new towns &amp; villas, changes in lifestyle, introduction of new technology, changes in religion</li> <li>Changes during Roman times - how the Empire developed and grew, introduction of new foods etc, how local people were treated by the Romans, spread of early Christianity</li> </ul>	<ul style="list-style-type: none"> <li>Describing similarities and differences between people living in different historical periods</li> <li>Considering the range of sources available to us when we study different historical periods - what can we use to learn about the Romans? Why do we know much more about the Romans than the Iron Age?</li> <li>Presenting findings using speaking, writing, maths, ICT, drama and art skills</li> </ul>

Unit	Key learning	Key skills
<p><b>Water!</b></p> <p>→ <i>Rivers &amp; the water cycle</i></p>	<ul style="list-style-type: none"> <li>• Locate oceans, major seas and rivers using maps, atlases and globes</li> <li>• Recognising impact that water has on surrounding environment - particularly farming / vegetation, growth of towns &amp; cities. Identify that most rivers begin in mountainous / hilly areas and flow to sea.</li> <li>• Focus on one river &amp; investigate the way it changes along its course and the terrain it passes through.</li> <li>• How do humans use rivers - transport, power, drinking etc. How can humans alter / affect seas &amp; rivers - look at examples of dams, pollution, flooding and the impact these have on environment.</li> <li>• Identifying key steps in water cycle, describing these using diagrams etc and recognising importance of cycle for all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, atlases, globes and aerial photos to identify features of a particular environment, and to locate the UK, the 7 continents and major seas, rivers and oceans.</li> <li>• Collecting information through fieldwork, measuring and recording human and physical features and using sketch maps.</li> <li>• Describing what it is like to live elsewhere in the world, and the ways in which life is similar and different in a specific location.</li> <li>• Beginning to recognise the ways humans can alter and affect the natural world, and the impact that this can have.</li> <li>• Linking physical features of an environment to its human geography (settlements, farming, trade etc).</li> </ul>
<p><b>Jamaica</b></p> <p>→ <i>Understanding geographical similarities and differences</i></p> <p>→ <i>Opportunity for Jamaica Day</i></p>	<ul style="list-style-type: none"> <li>• Locate Jamaica on map. What does location suggest about life there - link to previous work on weather, water &amp; interpreting maps.</li> <li>• Using weather info, photos, aerial photos, video, texts (&amp; first hand accounts if possible), investigate life on the island. Identify trade, food, clothes, jobs, leisure activities, physical geography etc.</li> <li>• Looking at similarities and differences between life in Jamaica and life in UK. Note that, as in UK, life is not the same for everyone and begin to identify differences between rich &amp; poor / urban &amp; rural etc.</li> <li>• Comparing experience of growing-up in UK and growing-up in Jamaica, expressing preferences and starting to support these with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising how natural processes can change the world around us, and that the environment can change over time.</li> </ul>

## Year 3 - Geography skills, curriculum & coverage

# Year 4 - History skills, curriculum & coverage

Unit	Key learning	Key skills
<p>Anglo-Saxons → <i>Britain's settlement by Anglo-Saxons &amp; Scots</i></p>	<ul style="list-style-type: none"> <li>Decline of the Roman Empire, leading to Roman withdrawal from Britain in Ad 410 - what impact would this have had on everyday life?</li> <li>Invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark.</li> <li>Anglo-Saxon settlements - return to tribal communities, decline of Roman cities, pagan religions</li> <li>Battles between Anglo-Saxons and Britons - the story of King Arthur and the birth of 'England'</li> <li>Growing-up in Anglo-Saxon England - clothes, art, food, jobs etc</li> <li>The Christian conversion - St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne</li> </ul>	<ul style="list-style-type: none"> <li>Naming dates of significant historical events studied and placing them accurately on a timeline.</li> <li>Describing how events / people / cultures studied have an effect on the modern world.</li> <li>Investigating differences between different people living at the same time (eg. between rich and poor / men and women / freemen and slaves).</li> <li>Showing empathy for people living in the past, recognising what their lives would have been like and how they would have felt about their daily life.</li> <li>Suggesting sources of evidence that could be used to answer questions and recognising the difference between <i>primary</i> and <i>secondary</i> sources.</li> <li>Looking at two versions of the same historical events and identifying differences in the accounts.</li> </ul>
<p>Viking Britain → <i>The Viking &amp; Anglo-Saxon struggle for England to 1066</i> → <i>Opportunity for Viking Day</i></p>	<ul style="list-style-type: none"> <li>Who were the Vikings, where did they come from, why did they invade - recognising that lack of farmland at home pushed them towards raiding.</li> <li>Viking raids and invasion of Britain. Viking tactics and weapons - why were longships so effective?</li> <li>Viking settlements - houses, clothes, families. What was it like to grow-up as a Viking?</li> <li>Resistance by Alfred the Great - division between England and the Danelaw</li> <li>Viking religion - Norse mythology</li> <li>The English reconquest - defeat of Eric Bloodaxe in 954 &amp; establishment of a single Kingdom of 'England'.</li> <li>Ethelred, the Danegeld and the invasion of King Canute.</li> </ul>	<ul style="list-style-type: none"> <li>Questioning the accuracy of depictions of historical events - eg. does the way Vikings are portrayed in books, films etc match what we have learnt?</li> <li>Discussing the most appropriate way to present findings, recognising the needs of the audience</li> </ul>

Unit	Key learning	Key skills
<p><b>Disaster!</b></p> <p>→ <i>Describe and understand key aspects of volcanoes and earthquakes</i></p>	<ul style="list-style-type: none"> <li>• What do we know about Natural Disasters - include volcanoes, earthquakes, tsunami, flooding. What examples have we heard of? How might these affect peoples' lives?</li> <li>• What are volcanoes? Where are they? Mapping volcano locations around world. Investigating how volcanoes are formed &amp; basic science of eruptions. What is it like to live through a volcanic eruption?</li> <li>• Effect that volcanoes can have - recognise that these are often negative (eg. Pompeii - link to Romans topic), but can also create new islands (eg. Hawaii).</li> <li>• Impact and effects that earthquakes can have. Mapping major earthquake zones and linking these to volcano locations.</li> <li>• Can we protect ourselves against natural disasters?</li> </ul>	<ul style="list-style-type: none"> <li>• Using maps, globes and Ordnance Survey maps to build-up knowledge of the UK.</li> <li>• Collecting information through fieldwork, recording and presenting data on features of the local area.</li> <li>• Linking natural processes to both human and physical geography, and beginning to suggest links between the natural world the local environment</li> <li>• Drawing information from a range of sources, including photos, video, maps, satellite and aerial images, eyewitness accounts, online research and text books.</li> <li>• Describing similarities and differences between parts of the UK and identifying the impact that these have on the lives of people living there.</li> <li>• Using the eight points of the compass to describe positions and give directions.</li> <li>• Describing key human and physical features, using vocabulary such as: <i>settlement, landscape, resources, climate, natural, man-made, industry, island, urban, rural.</i></li> </ul>
<p><b>Why there?</b></p> <p>→ <i>Human and physical characteristics of regions of the UK</i></p>	<ul style="list-style-type: none"> <li>• Comparing different parts of the UK - identifying differences in physical environment (mountains, rivers, beaches, forests, cities, farmland etc).</li> <li>• Investigate why different parts of the country are used in different ways - why are cities where they are? Why is farming in our part of the country mostly arable? Look at differences in weather, access to natural resources, location of major rivers etc and support children in identifying patterns / links between physical and human geography.</li> <li>• Begin to consider how settlement patterns may change over time, related to changes in industry / transport etc, and link to post-war development of Stevenage as part of New Towns programme.</li> </ul>	

## Year 4 - Geography skills, curriculum & coverage

# Year 5 - History skills, curriculum & coverage

Unit	Key learning	Key skills
<p>The Battle of Britain</p> <p>→ <i>Turning points in British history</i></p> <p>→ <i>Visit to Duxford Air Museum</i></p>	<ul style="list-style-type: none"> <li>• Outbreak of World War 2 - who fought in the War, why is it called a "world" war, why was it fought?</li> <li>• Weapons and war - how was the way the War was fought similar / different to what had been used before (eg. in World War 1) and the modern military?</li> <li>• Dunkirk &amp; the Blitz - Britain isolated. Life for children &amp; civilians in WW2</li> <li>• Key leaders - Churchill &amp; Hitler</li> <li>• Germany prepares to invade - troop build-ups and the fight for air superiority.</li> <li>• The Battle of Britain - key events, comparison of aircraft, what was it like to be a pilot?</li> <li>• The Battle as a turning point - Germany postpones the invasion and looks to the East. Later stages of the war - Normandy landings &amp; Victory in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Placing key periods and events from history on a timeline (covering all units covered in KS1 &amp; KS2)</li> <li>• Understanding that there can be many versions of the same events in history, and giving reasons why these may exist.</li> <li>• Recognising that not all sources are equally accurate, and that some evidence may come from propaganda, opinion or misinformation.</li> <li>• Selecting appropriate evidence to answer a question, and recognising that there is often not a single 'right' answer to historical questions.</li> <li>• Comparing the way historians investigate different periods in history (modern events where photos, film, artefacts abound vs. ancient civilisations where very few artefacts survive).</li> </ul>
<p>Ancient Egypt</p> <p>→ <i>Achievements of the earliest civilisations</i></p> <p>→ <i>Opportunity for Egyptian Day</i></p>	<ul style="list-style-type: none"> <li>• Early civilisations around the world - key features that marked them out from tribal settlements that had gone before. Similarities between eg. Indus Valley, Shang Dynasty, Ancient Sumer, Egyptians.</li> <li>• Plot on maps &amp; consider why first developed in these places (typically fertile soils &amp; flood plains).</li> <li>• Focus on Ancient Egypt - what do artefacts tell us? Impact of landscape on everyday life - role of Nile.</li> <li>• Life after death - tombs, pyramids &amp; burial sites. Why were these built on such massive scale?</li> <li>• Lives of the Pharaohs - how did they rule? Which were the most significant?</li> <li>• Use of hieroglyphics. Comparison with other ancient languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing what life was like for different people living at the same point in history (eg. men / women, rich / poor, military / civilians etc).</li> <li>• Asking 'Why' questions to further historical understanding (eg. 'Why did they build pyramids?', 'Why did they have slaves?' etc)</li> <li>• Debating and discussing different views of the same events / people / civilisations.</li> </ul>

Unit	Key learning	Key skills
<p>Rainforests</p> <p>→ <i>Describe and understand key aspects of physical geography, including climate zones</i></p>	<ul style="list-style-type: none"> <li>• What are rainforests? Why are they special environments? Identify diversity and density of plants &amp; animals and typical weather conditions.</li> <li>• Where in the world do we find rainforests? Identify on maps &amp; link to position of Tropics of Cancer and Capricorn. Consider why rainforests only exist in these areas.</li> <li>• Who lives in rainforests - look at examples of tribes living in rainforests and traditions they follow.</li> <li>• Investigate why rainforests are in danger - what is happening, why is this important, how is life changing for people who live there. Introduce concepts of endangered and extinct species and identify examples of endangered rainforest creatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying major countries, cities, seas, rivers and oceans on maps, atlases and globes.</li> <li>• Recognising differences in lives in other countries (eg. differences between rich and poor / rural and urban in a particular country).</li> <li>• Using aerial photos, satellite images, digital information, census data, eyewitness accounts, objects and texts to learn about a specific environment.</li> <li>• Recognising trade links and discussing the impact of these (eg. issues surrounding Fairtrade).</li> <li>• Describing and explaining the impact that humans can have on the natural world and the potential impact of this on everyday lives.</li> </ul>
<p>Brazil</p> <p>→ <i>Understanding geographical similarities and differences</i></p>	<ul style="list-style-type: none"> <li>• Locate Brazil on maps / atlases / globes and use skills from previous units to investigate physical geography - what does this tell us about the country? Where would we expect most population to live / industry to be etc? What weather would we expect?</li> <li>• Investigate human geography - homes, clothes, food, leisure activities, jobs... Recognise vast differences between people living across this huge country. Why do people live in favelas? What is life like there?</li> <li>• Comparing Brazil with the UK - how is life similar / different. Looking at specific parts of Brazil - how are they like specific parts of the UK?</li> <li>• Comparing growing-up in UK &amp; Brazil, recognising differences across both countries between rich &amp; poor / urban &amp; rural etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding differences in time zones mean that it is not the same time everywhere in the world, and the reasons for this.</li> <li>• Suggesting ways in which an environment could be improved / developed / protected.</li> </ul>

## Year 5 - Geography skills, curriculum & coverage

# Year 6 - History skills, curriculum & coverage

Unit	Key learning	Key skills
<p><b>Ancient Greece</b>            → <i>Greek life and achievements, and their influence on the western world</i>            → <i>Visit to British Museum (suits both Year 6 units)</i></p>	<ul style="list-style-type: none"> <li>• How Ancient Greece was governed - rival City states and their battles for supremacy. Differences between life in Athens &amp; Sparta.</li> <li>• The Greek armies and navies - what made them so effective?</li> <li>• Greek Gods &amp; myths - roles of different Gods, key stories (Medusa, Icarus, the Minotaur, Odysseus etc)</li> <li>• The Ancient Olympics - what can we learn from artefacts? How were they similar / different to modern games?</li> <li>• Greek life - clothes, theatre, homes, food</li> <li>• Impact of Ancient Greece on modern world - legacy of Greek philosophers, scientists, mathematicians; similarities between Ancient Greek alphabet and our own; influence of Greek architecture on our buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing civilisations from different parts of the worlds &amp; points in history with each other / with British history at similar points - what are similarities and differences? Beginning to consider reasons why (and how) Empires rise and fall.</li> <li>• Legacies for the modern world - investigating / discussing how ancient civilisations can still have an impact on our lives.</li> <li>• Describing changes across a historical period (considering social, political, cultural &amp; technological change).</li> <li>• Giving reasons why changes may have occurred and backing these up with evidence.</li> <li>• Naming dates of key historical events and periods that have been studied throughout KS1 / KS2 and placing them on a timeline, showing a sense of historical scale.</li> <li>• Considering the validity of different sources and selecting reliable, appropriate sources to use to answer specific questions.</li> <li>• Making links between historical events, changes and cultures across a range of periods studied.</li> </ul>
<p><b>The birth of Islam</b>            → <i>Early Islamic civilisation, Baghdad AD 900</i></p>	<ul style="list-style-type: none"> <li>• The life of Muhammad and the rise of Islam</li> <li>• The rapid growth of the first Caliphates - how were Arabic armies able to conquer such large territories so quickly?</li> <li>• The Abbasid court - the changing role of the caliph, Persian and western influences, religious tolerance and the building of Baghdad.</li> <li>• Science and learning in the new city - Baghdad as the 'centre of the world', bringing texts from East and West together for the first time.</li> <li>• Islamic art (ceramics, calligraphy etc) and literature - the stories of One Thousand and One Nights.</li> <li>• Life in the city - clothes, prayer, roles of men and women, childhood, schooling etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Making links between historical events, changes and cultures across a range of periods studied.</li> </ul>

Unit	Key learning	Key skills
<p><b>Capitals</b></p> <p>→ <i>Understanding geographical similarities and differences</i></p>	<ul style="list-style-type: none"> <li>Identifying the purpose of a capital city - why are these places important or 'special'?</li> <li>Focus on London, Paris, Washington &amp; Mexico City, learning about each from range of sources (maps, texts, photos, video, online research etc). What is it like to live in each city? What jobs do people do there? What is growing-up there like?</li> <li>Locations / physical geography - why do you think these places were chosen / became capitals? Note differences between planned cities (like Washington) and ancient settlements (like London).</li> <li>Comparing these cities - what do all 4 capitals have in common? How is life there similar / different?</li> <li>If you were planning a capital for a new country, which features of each would you incorporate?</li> </ul>	<ul style="list-style-type: none"> <li>Identifying major countries, continents, cities, seas, rivers, oceans, deserts and mountain ranges on maps, atlases and globes. Generalising about life in different areas of the world based on knowledge of climate and physical geography.</li> <li>Recognising human interaction with the physical world and both its positive and negative impacts.</li> <li>Understanding processes that shape the world and how they can cause spatial variation over time, with some sense of the time scales involved (ie. that they are far longer than scales seen in history topics).</li> <li>Communicating ideas in a range of ways, including graphs, diagrams, extended writing, maps and presentations.</li> <li>Recognising similarities and differences between a series of places around the world, suggesting plausible reasons for these and selecting evidence to support ideas.</li> <li>Using a wide range of sources to investigate a specific environment, including digital archives, maps, text books, first hand accounts, data, graphs, satellite imagery etc.</li> </ul>
<p><b>Mountains</b></p> <p>→ <i>Describe and understand key aspects of physical geography, including mountains</i></p>	<ul style="list-style-type: none"> <li>Discuss what makes a mountain - recognising differences between ranges around world and looking at differing definitions of 'mountains'.</li> <li>Identifying major mountain ranges on maps and globes. Focus on the Alps, Rockies and Andes, identifying key features of each - landscape, plants and animals, what people do there etc.</li> <li>Investigate mountain weather in each location and the way this changes with the seasons.</li> <li>Tourism in mountains - impact, importance to economy. Planning a trip to a mountain environment</li> <li>How are mountains formed? Link to previous work on earthquakes &amp; volcanoes, and introduce concept of plate tectonics.</li> </ul>	

## Year 6 - Geography skills, curriculum & coverage

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# Bedwell School History & Geography Curriculum Overview