

History and Geography Curriculum Overview

KS1 Scheme of work	Autumn	Spring	Summer
Year 1	<p>The Naughty Bus. (My own unique MTP to develop early Geography skills). The Naughty Bus Visit: School grounds</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple compass directions (N, S, E, W) and locational/ directional language [e.g., near & far; left & right], to describe location of features & routes Identify seasonal & daily weather patterns in the UK</p> <p>How transport has changed within living memory. E.g. Trolley buses, going home for dinner, travelling alone as a 5 year old. Tram stop to the Trafford Centre.</p> <p><u>Christmas Homework:</u></p> <p>Questionnaire for children to give to their families over Christmas – Parents/Grandparents/Grandparents. Ask family to send in photos, etc to create museum for classroom.</p>	<p>A shopping basket full of memories: How has life changed since my great grandparents were 5 or 6? Timeline (when I am 5/6 when my parents were 5/6, when my grandparents were 5/6.)</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>How has Urmston changed within living memory?</p> <p>Jan Jones - Police – Can she come in and talk about Police in Urmston has changed. Rule of Law.</p> <p>Police Museum visit as a homework.</p> <p>Visit: local shops & take photographs, then get someone into school from the local area to talk about the changes.</p> <p>Use basic geographical vocabulary to refer to: Locate these on a simple map of the local area.</p> <p>Fieldwork of the local area e.g. looking at shops in the locality – look at how buildings/ shops have changed over time (linked to History unit – changes within living memory. Look at materials used in the local environment (Science).</p> <p>Identify seasonal & daily weather patterns in the UK</p>	<p>How can we explore our local area?</p> <p>Name & locate the world's 7 continents & 5 oceans. Use world maps, atlases and globes to identify the countries, continents & oceans studied at KS1. In the context of the explorers. E.g. Neil Armstrong's view of Africa/ North America.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use simple compass directions (N,S,E,W) & locational & directional language [e.g., near& far; left & right], to describe the location of features and routes on a world map.</p> <p>Visit: Get some parents in to talk about the local area – walkers/orienteering</p> <p>Poles Apart by Jeanne Willis</p> <p>How are our local woods (and Formby) the same or different to The Daintree Rainforest?</p> <p>Where the forest meets the sea?</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Urmston - link to History), and of a small area in a contrasting non-European country (Daintree Rainforest)</p> <p>Visit: Forest School/ Local Park</p> <p>Identify seasonal & daily weather patterns in the UK</p> <p>Visit local woodlands and Formby</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods compare pairs of people! Christopher Columbus & Neil Armstrong, Shkelton, Tim Peake & a local person.</p>

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<p>Year 2</p>	<p>What is important to remember in the UK?</p> <p>A range of events beyond living memory that are significant nationally or globally [Great Fire of London, events commemorated through anniversaries, the gunpowder plot, Remembrance Sunday.</p> <p>Visit Circle & Golden Hill Memorial Gardens to see Poppies</p> <p>ABCUK (Geography of the UK & SMSC & British Values Name, locate & identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas. (Link with the Titanic, Remembrance – what did they do across the country.) Use aerial photographs to recognise landmarks & basic human/physical features; devise a simple map, use & construct basic symbols in a key Use maps to identify UK & its countries.</p>	<p>Significant historical events, people and places in their own locality. E.g. Emmeline Pankhurst, L.S Lowry, Trafford Park, Trafford Centre, Old Trafford. The opening of the railway, the cotton industry).</p> <p>Use fieldwork to identify the key humans and physical features of its surrounding environment linked to the local history of significant places.</p> <p>Visit Lowry Museum, walk to Urmston Railway Station, Trafford Centre</p>	<p>Lives of significant individuals in the past who have contributed to national and international achievements - compare aspects of life in dif. Periods compare pairs of people! Rosa Parks, Emily Davidson, Nelson Mandela, Andy Burnham (explain the difference between Suffragettes and Suffragists.)</p> <p>Revisit in the context of significant individuals –Name & locate ALL the world's 7 continents & 5 oceans Use world maps, atlases and globes to identify the countries, continents & oceans studied at KS1.</p>
<p>KS2 Scheme of Work</p>			
<p>Year 3</p>	<p>When would you prefer to live: Stone age, Bronze Age or Iron Age? Stone Age Boy A street through time</p> <p>Changes in Britain Stone Age to Iron Age Children will study the way people lived in the Stone Age and how their daily lives differ from ours. They will begin to understand our timeline of history.</p> <p>Visitors: 10,000 Years BC workshop.</p> <p>UK Physical geography: rivers (not features – link to earliest settlements) Human Geography – Types of settlement (on a river) Understand how land-use patterns changed over time- link to earliest settlements. Stone Age to Iron Age</p>	<p>Is the UK the same in every region? Do the rocks influence the landscape? The street beneath my feet UK: name & locate geographical regions & their identifying human and physical characteristics, key topographical features (hills & mountains & coasts) Always referring back to the North West as our regional study.</p> <p>Physical geography: mountains, hill and coasts – link to rocks Pebble in my Pocket</p> <p>Use 8 points of a compass, 4-fig. grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK.</p> <p>Use fieldwork to observe, measure, record and present the human and physical feature (uses of rock) in the local area (or residential visit area) using a range of methods, including sketch maps, plans and graphs, and digital technologies. Fieldwork: uses of rock in the local area</p>	<p>What did all four ancient civilisations have in common? Westlandia by Paul Fleischman</p> <p>Physical geography: importance of rivers, mountains Link to earliest civilisations (not features) - use maps atlases globes & digital/computer mapping to locate countries, describe features studied- use 8 points of a compass, symbols & key to build knowledge</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>

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<p>Year 4</p>	<p><u>How has Europe changed?</u> Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries and cities. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals & water (e.g. Why did the Ancient Greeks want these?) Understand geographical similarities and differences through the study of human and physical geography of a region in a European country Carcassonne. Homework – Passport to Europe</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world (achievements and influences of the western world).</p> <p>Percy Jackson and the Lightening thief. Greek myths and legends Visit: Walker Art Gallery (Liverpool) Including Field Work</p>	<p>Describe & understand key aspects of physical geography: the water cycle UK: key topographical features (including hills & rivers linked to water cycle) describe features of rivers studied.</p> <p>Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries, and cities cont.</p> <p>The Roman Empire and its impact on Britain</p> <p>Visit: Grosvenor Museum in Chester Escape from Pompeii by Christina Balit</p>	<p><u>Campania, Pompeii & Vesuvius</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Naples/ Pompeii regions compared to NW England – Manchester & Liverpool will have been visited). Describe and understand key aspects of physical geography: volcanoes, earthquakes.</p> <p>Use maps atlases globes & digital/computer mapping to locate countries and Use 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK Go into the local area and use fieldwork to observe, measure, record and present the human and physical features, using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Visit: Recycling centre. The Iron Man</p>
<p>Year 5</p>	<p><u>Why did life revert back in early England after the Romans?</u></p> <p>Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Visit: Weaver Hall Northwich. Anglo Saxons and Vikings. A street through time Beowulf by Michael Morpurgo</p>	<p>Locate countries, using maps to focus on N. America, (USA & Canada) concentrating on environmental regions, key physical/human characteristics, countries & major cities. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and within N. America (Great Lakes/ Niagara Falls) compare to residential visit and N.W. Region. Describe & understand key aspects of physical/ human geography, incl: types of settlement/land use, economic activity, trade links, distribution of natural resources including energy, food, minerals and water</p>	<p><u>How were the Mayans more or less advanced than Britain in 900 A.D.?</u> <u>How did the geography of C. America affect the Mayan civilisation?</u> The Chocolate Tree The Hero Twins Graphic Novel a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Contrast to Vikings and Anglo-Saxons</p> <p>Locate the world's countries, using maps to focus on Central America, concentrating on environmental regions,</p>

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		<p>Queen of the Falls by Chris Van Allsberg</p> <p>Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Name and locate counties and cities of the United Kingdom, Use 8 points of a compass, six-fig. grid references, symbols and key (including use of Ordnance Survey maps) to build their knowledge of the UK</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>key physical & human characteristics, countries, and major cities- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied. Physical geography: climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
Year 6	<p>Wars through time, brief introduction what is the difference between battle and a war. Timeline – important wars, 100 years war, war of the roses, civil war.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 History Week – A feature of WWII. A depth study linked to one of the British areas of study listed above. Wars through time.</p> <p>Memorial by Gary Crew and Shaun Tan. WW1 Archie's War scrapbook by Marcia Williams The Scrapbook of Walter Tull. WW2 My Secret War Diary by Flossie Albright by Marcia Williams.</p> <p>Use fieldwork to a local war memorial to observe, measure, record and present human/physical features using range of methods e.g maps, plans, graphs, digital technologies.</p> <p>Local Area- Look at different bomb sites in the Stretford area, draw out observations and questions to investigate further.</p> <p>Use 8 points of a compass, 6-fig. grid refs, symbols, key (including use of O.S.maps) to build their knowledge of the UK and fieldwork</p>	<p>Is South America one big rainforest? Darwin's Notebook</p> <p>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical & human characteristics, countries, and major cities- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied. Physical geography: climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</p> <p>Visit: Liverpool Museums</p>	<p>Locate Spain using a range of geographical resources before residential. Residential Visit: Spain</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK</p> <p>Key topographical features (coasts) and understand how some of these aspects have changed over time. Observe, measure, record and present human/physical features at the coast using range of methods e.g sketch maps, plans, graphs, digital technologies.</p> <p>50 things to do before they are 11 3/4 – from National Trust</p> <p>Visit : Trip to Spain Visit: Trip to Formby beach</p>

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	Visit: Salford War Museum – include fieldwork		
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Key

Topic Overview, Enquiry Question - Blue

History Curriculum – Red

Geography Curriculum – Black

Books - Purple

Proposed Visits/Trips - Yellow