

Year 1 Curriculum Overview

Term	Content	Half-Term 1 - History	Half-Term 2 - Geography
Aut	Unit Overview	Am I making History? - What are the key events in my life so far? - What makes an event important? - Who is important in my life? - What is a family tree? - What is the story of my family? - Review: What historical objects can my family share with me?	Our Local Area Enquiry question: Where do we live? - What are the key human features of our local area? - What are the key physical features of our local area? - Do we have more natural or man-made sounds in our local area? - Why do people come to our local area? - What types of houses are in our local area? - What could we use maps for? - How much green space is in our local area? - Use walks around the local area to complete observations.
	Links to Big Idea & key concepts	Change, Similarity and Difference	Locational knowledge; Place Knowledge; Human & Physical Features; The United Kingdom; Map skills
	NC Link	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	- Geographical skills and fieldwork - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - 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. - 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.
Spr	Unit Overview	How have toys and games changed? - What are toys like today and how do I find out about toys in the past? - How are my family's toys different to mine? - How were toys made in the past? - Where have toys come from? - How have toys changed over time? - Why did toys change over time? - How have games changed over time? - How have adverts for toys and games changed? - Review: How have toys and games changed?	The UK Enquiry question: What is the UK like? - Which countries are in the United Kingdom? - What are the capital cities of the countries in the United Kingdom? - What country and city do we live in? - Where is Scotland? What are some key physical and human features of Scotland? - Where is Wales? What are some key physical and human features of Wales? - Where is Northern Ireland? What are some key physical and human features of Northern Ireland? - What are the differences in physical and human features across England? - Use of maps to identify and locate the countries in the UK.
	Links to Big Idea & key concepts	CHANGE AND CONTINUITY	Locational knowledge; Place Knowledge; Physical Features; Map skills
	NC Link	- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time	Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Sum	Unit Overview	What makes a person in History significant? - Story of a person of local significance and the events they took part in (Elizabeth Garret and Mary Seacole) - Why this person and the event they took part in are significant - Compare and contrast with another person of significance - Review: Why are these people significant?	UK Weather Enquiry question: What is the UK's weather like? - What is weather? What is the weather like today? - What is a season? - What is the difference between the seasons? - What are the different types of clouds? - What weather is most likely if we have stratus clouds? - How are we affected by extreme weather? - What is the most frequent occurring weather in our local area?
	Links to Big Idea & key concepts	SIGNIFICANCE, EVIDENTIAL ENQUIRY	Place Knowledge; Physical processes and impact; Climate
	NC Link	- 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 - Significance - Significant historical events, people and places in their own locality.	Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Year 2 Curriculum Overview

Term	Content	Half-Term 1 - History	Half-Term 2 - Geography
Aut	Unit Overview	How should we remember Henry VIII? - Who were the Tudors? - What was life like in Tudor England? - Who was Henry VIII? (compare typical visual interpretations vs. contemporary accounts of appearance) - Why did Henry have six wives? - Did Henry do anything good? - Review: How should we remember Henry VIII	Our World Enquiry question: Where are places in the world? - What are the 7 continents and 5 oceans? - Can you use an atlas to locate the 7 continents of the world? - Can you use an atlas to locate the 5 oceans of the world? - What are the unique features of each continent? - Use of Atlas
	Links to Big Idea & key concepts	SIGNIFICANCE, INTERPRETATIONS	Locational Knowledge; Physical Features
	NC Link	The lives of significant individuals in the past who have contributed to national and international achievements.	- Name and locate the worlds 7 continents and 5 oceans - Use of atlases and globes to identify continents and oceans - To use aerial photographs to recognise basic human and physical features
Spr	Unit Overview	How did the Great Fire change London? - What was life like in Pudding Lane before the Great Fire? - Similarity and difference in housing then and now - What was the story of the Great Fire of London - Could the fire have been stopped? - Review: Could the Great Fire of London have been stopped earlier than it was?	UK Landscapes Enquiry question: Why are landscapes different? - What are mountains? - What are the world's highest mountains? - What are a hills and valleys like? - How are hills and mountains different? - What are rivers like? - What is a coastal line like?
	Links to Big Idea & key concepts	SIGNIFICANCE, CONTINUITY and CHANGE	Locational Knowledge UK; Human Features
	NC Link	Events beyond living memory that are significant nationally or globally	- Using basic geographical language referring to key human features and physical features - Use aerial photos to recognise landmarks and basic human and physical geography
Sum	Unit Overview	Who is the most significant explorer? - Who was Marco Polo? - Who was Pedro Alonso Nino? - How should we remember Christopher Columbus? - How should we remember Francis Drake? - Who was Diego? - Review: Who was the most significant explorer?	Geography of Kenya Enquiry question: What is Kenya like? - What are the local communities like in Kenya? - What is the landscape like in Kenya? - What animals and plants are there in Kenya? What is Kenya famous for? E.g. safari
	Links to Big Idea & key concepts	SIGNIFICANCE	Place Knowledge: Global; Physical and Human Features; Climate
	NC Link	The lives of significant individuals in the past who have contributed to national and international achievements.	Use aerial photos to recognise landmarks and basic human and physical geography Devise a simple and construct basic symbols in a key Use world maps, globes and atlases to identify countries and oceans

Year 3 Curriculum Overview

Term	Content	Half-Term 1 - History	Half-Term 2 - Geography
Aut	Unit Overview	What was life like in the Stone Age? - Who were the first humans in Britain? - What does evidence tell us about life in the glacial period? - What happened in the Mesolithic period? - How did Neolithic people decide where to settle? - What happened in the Neolithic period? - Review: What was life like in the Stone Age?	Using Maps Enquiry Question: How can we use and interpret maps? - What information can we find from maps? - Can you locate 5 European countries on a map? - Can you locate Russia on a map? - Can you explain why maps have scales? - Can you explain the purpose of a key? Map Skills - Use of OS Maps
	Links to Big Idea & key concepts	CONTINUITY AND CHANGE	Locational Knowledge: UK
	NC Link	Changes in Britain from the Stone Age to the Iron Age	- locate the world's countries, using maps to focus on Europe (including the location of Russia) - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Spr	Unit Overview	Did life improve in the Iron Age? - How do we know about the Iron Age? - How did the use of iron improve life? - What did people in the Iron Age believe? - How safe was life in the Iron Age? - What was life like in the Iron Age? - Review: Was life in Iron Age Britain better than the Bronze Age?	Exploring our Local Area Enquiry Question: What is our local environment like? - What are the human and physical features found in our local area? - Can you describe your journey to school, using 8 compass points? - Can you plot this journey on a map? - Where was litter found in and around our school? - How are plastics reused? - How are materials recycled? - How can we make our local area more sustainable?
	Links to Big Idea & key concepts	CONTINUITY AND CHANGE SIMILARITY AND DIFFERENCE	Place Knowledge: UK; Human Geography; Human and physical interactions; human development and processes
	NC Link	Changes in Britain from the Stone Age to the Iron Age	- 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. - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
Sum	Unit Overview	What did the Ancient Egyptians believe in? - When and where was Ancient Egypt? - Who were the Egyptian gods? - What importance did animals have in Ancient Egypt? - Why did the Egyptians build temples, tombs and pyramids? - What religious festivals did the Egyptians have? How did they celebrate them? - Review: What did the Ancient Egyptians believe in?	Using the world's resources Enquiry Question: What resources do we use and why? - Where does your food come from? - What is the difference between renewable and non-renewable energy? - How is water important in our lives? - What is sustainable living? - How big is my footprint on the world?
	Links to Big Idea & key concepts	SIMILARITY AND DIFFERENCE	Human and Physical interactions
	NC Link	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	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Describe and understand key aspects of human geography including: distribution of natural resources including energy, food, minerals and water

Year 4 Curriculum Overview

Term	Content	Half-Term 1 - History	Half-Term 2 - Geography
Aut	Unit Overview	How do we know about Ancient Greece? - Who were the Ancient Greeks? - What did freedom mean to the Ancient Greeks? - Can we learn anything from Greek myths and legends? - What do artefacts tell us about what life was like in Ancient Greece? - What do archaeological sites tell us about what life was like in Ancient Greece? - Review: What sources should we include in a museum display on the life and achievements of the Ancient Greeks?	Tectonic Plates Enquiry Question: How do earthquakes and volcanoes affect people? - How do the Earth's plates move? - How do fold mountains form? - Why do earthquakes occur? - How do volcanoes form? - What are the impacts of earthquakes and volcanoes? Use of atlas to show plate boundaries Use of atlas to identify mountain ranges
	Links to Big Idea & key concepts	USING EVIDENCE – Marbles, sculpture, architecture, plays/literature and pottery	Physical geography: features, impact and processes; Interactions between physical and human geography; Natural disasters
	NC Link	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Human and physical geography, describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Spr	Unit Overview	What was life like in Ancient Rome? - What was the Roman Empire? - What was Rome ruled? - What did Romans believe in? - How was life different for different people living in Rome? - How have leisure activities changed since Roman times? - What is the legacy of Rome? - Review: What was life like in Ancient Rome?	Italy Enquiry Question: What makes Italy distinctive? - Where is Italy? What are Italy's regions? - What are Italy's main physical and human features? - Why and how do people live near Mnt Edna? - What are the physical and human features of Naples? - How has Naples changed over the last century? Use a grid reference and compass points to describe the location of key features in Italy - Use map symbols and a key to identify key features in Italy
	Links to Big Idea & key concepts	CONTINUITY AND CHANGE SIMILARITY AND DIFFERENCE	Locational Knowledge; Place Knowledge; Physical Geography: Features, Impact, Climate; Human Geography: Features, Impact, Processes; Interactions between physical and human geography;
	NC Link	The Roman Empire and its impact on Britain	- Locate the world's countries, using maps to focus on Europe - Understand geographical similarities and differences through the study of human and physical geography of a region in a European country - Describe and understand key aspects of human geography including: Types of settlement and land use - Describe and understand key aspects of physical geography including: Rivers, mountains, volcanoes and earthquakes - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the eight points of a compass, four and six-figure grid references, symbols and key to describe the location of features and routes on a map.
Sum	Unit Overview	How can we learn about the kingdom of Benin? - Where is the kingdom of Benin? - What do artefacts tell us about what life was like in the Kingdom of Benin? - What did the people of the Kingdom Benin believe in? - How were the people of Benin governed? - What was life like for people in the Kingdom of Benin? - What do streets and buildings of Benin tell us? - Review: How can we learn about the kingdom of Benin?	Rivers and Coasts Enquiry Question: How does water affect our lives? - What is the water cycle and how does it work? - What is a river? - What are the landforms along a river? - What human interactions do we have with rivers? - What is a coastal zone? - What processes occur at the coast? Erosion, deposition and transportation. - How are humans protecting the coast? Use of OS maps to identify coastal areas and features. Interpretation of photos to see how areas have changed over time. Interpretation of diagrams to understand key features and landforms found along rivers and coasts. Possible fieldwork visits to a local stream to measure width, depth, velocity. This data will then be used to construct simple graphs to show how a river changes over time.
	Links to Big Idea & key concepts	CONTINUITY AND CHANGE SIMILARITY AND DIFFERENCE	Physical Geography: Features, Impact, Process, Climate
	NC Link	a non-European society that provides contrasts with British history	Describe and understand key aspects of human geography including: Distribution of natural resources including energy, food, minerals and water Describe and understand key aspects of physical geography including: The water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key to describe the location of features and routes on a map.

Year 5 Curriculum Overview

Term	Content	Half-Term 1 - History	Half-Term 2 - Geography
Aut	Unit Overview	How was Anglo-Saxon England ruled? - What is a kingdom? - How do we know about Anglo-Saxon kings? - Who was King Alfred? - Why was King Alfred called Alfred the Great? - How were the kingdoms united? - Review: Which Anglo-Saxon king was the most significant?	Latitude and Longitude Enquiry Question: Why are lines of latitude and longitude so important? - What are lines of latitude and longitude? - Where are the key lines of latitude? (equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles) - Where are the key lines of longitude? (Prime Meridian and Greenwich) - What are the northern and southern hemispheres? - What are the latitude and longitudes of different countries and continents? - What are time zones? - Why is daytime in some parts of the world but night-time in other places? Use of atlas to identify latitudes and longitudes - Use of world map and globe to identify key lines of latitude and longitude
	Links to Big Idea & key concepts	CONTINUITY AND CHANGE	Locational Knowledge: Global; Physical Features
	NC Link	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	- Identify the position and significance of latitude, longitude, Equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones - Use the eight points of a compass
Spr	Unit Overview	Did the Vikings leave a mark on Britain? - Who were the Vikings and what did they believe in? - Why were the Norsemen known as Vikings? (reason for Viking raids) - How did the Anglo- Saxons react to the Viking raids? (Written accounts of Viking raids eg. Bede/ Lindsfarne) - Why were the Vikings successful in wars against the Saxons? - Review: What Viking influences can we still see today in the local area?	Biomes around the World Enquiry Question: What are the world's biomes and vegetation belts like? - What are the different biomes? - Where are the different biomes? - Why is climate a key factor for determining the nature and location of biomes? - Which biomes are the most important and why? - Which biomes are the most important ecologically? (natural resource distribution) Use of Google Earth to locate biomes - Use world map template to complete a simple map of global biomes
	Links to Big Idea & key concepts	CAUSATION CONSEQUENCE, CONFLICT & WAR, USING EVIDENCE – Anglo Saxon chronicle, artwork, jewellery, maps of viking trade, routes, plae names, viking sagas. Main source for initial viking raid on lindisfarne monastery is bede's ecclesiastical history of the english people.	Physical Features; Climate
	NC Link	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	- Describe and understand climate zones, biomes and vegetation belts - Use maps, atlases and globes to locate countries and describe features
Sum	Unit Overview	Did the Vikings deserve their reputation? - How have the Vikings been portrayed over time? - What impact did the Vikings had on the geography of Britain and the world? <i>Establishment of cities and settlements/place names</i> - How did they affect trade networks in Europe and the Middle East? - Were the Vikings really warlike people? - How cultured were the Vikings? - Review: Did the Vikings deserve their reputation?	Brazil Enquiry Question: What makes Brazil distinctive? - What is the Amazon rainforest like (tropical rainforest biome)? - What is deforestation and how is affecting the Amazon rainforest? - What are the different types/categories of job? - Why is trade important for countries? - Which resources are important to Brazil? - How is chocolate traded in Brazil? - How does Brazil produce its energy? - How does Brazil use HEP? - What are the advantages and disadvantages of HEP in Brazil? - Use of GIS (Geographical Information Systems) maps to show deforestation over time in the Amazon rainforest
	Links to Big Idea & key concepts	INTERPRETATION	Locational Knowledge; Global; Place Knowledge; Global; Physical Geography (Features, Impact, Climate); Human Geography (Processes, Impact and processes)
	NC Link	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	- Locate the world's countries, using maps to focus on South America. - Understand geographical similarities and differences through the study of human and physical geography of a region within South America. - Describe and understand key aspects of economic activity including trade links. - Describe the distribution of natural resources including energy, food, minerals and water. - Use digital/computer mapping to describe features of rainforests.

Year 6 Curriculum Overview

Term	Content	Half-Term 1 - History	Half-Term 2 - Geography
Aut	Unit Overview	Was life that Hard for all Victorian Children? - Who were the Victorians? - Was life the same in the cities and the countryside? - What jobs did children do? (mines/factories/chimney sweep) - Was life the same for rich and poor children? (e.g. education/homes) - Oliver Twist- evidence or imagination? - Review: Was life that hard for all Victorian Children?	Local Field Study Enquiry Question: What is our area of study like? - What are the physical features of an area? - What are the human features of an area? - Why do different areas have different features? - How can we compare different areas? - How can we use OS maps to locate and describe an area? - What is the route from one area to another? Use of OS maps to show 4 and 6-figure grid references, distance and scale, directions, contour lines, and spot heights. Use of OS maps to describe different routes.
	Links to Big Idea & key concepts	SIMILARITY AND DIFFERENCE CHANGE, RIGHTS, FREEDOM, NATION	Physical geography: features, physical processes, interactions between physical and human geography. Human geography: features, impact of humans, interactions between human and physical geography. Skills: 4-figure grid references, 6-figure grid references, distance, scale, contour lines, spot heights.
	NC Link	- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - Describe and understand key aspects of physical and human geography. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - 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.
Spr	Unit Overview	How did life change in Britain during World War Two? - Why was Britain at war with Germany? - How did the Blitz change London? - How did war change life for children in Britain? - How important were Women in World War Two? - Who were the Global Britons at war? - Review: How did life change in Britain during World War Two?	Different Settlements Enquiry Question: Where do people live and why? - What are the different types of settlement? (Hamlet, village, town, city) - What are the different types of land use? - How is land used in settlements? - Do settlements have a pattern? - Do different types of people live in different settlements? - Do physical factors affect where people live? - Have settlements changed over time? - Interpretation of OS maps to locate and describe settlements.
	Links to Big Idea & key concepts	CAUSATION CONSEQUENCE , CONFLICT, WAR	Physical geography: features, weather and climate. Human geography: features, impacts of humans on areas, land use, interactions between human and physical geography.
	NC Link	- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - a local history study – the opportunity to relate events from WW2 to your local context.	- Describe and understand key aspects of physical and human geography. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Human geography, including types of settlement and land use.
Sum	Unit Overview	How did WW2 change Britain? - Were people better looked after following WW2? - Why was the creation of the NHS so important? - Why did HMS Windrush set sail? Tilbury Docks - Did women's lives improve after WW2? - What was life like for families who migrated to Britain from British colonies? - Review: How did WW2 change Britain?	Microclimates Enquiry Question: Does our school have its own microclimate? - What is the difference between weather and climate? - Where are the different climate zones? - How do humans and animals adapt to different climates? - What is a microclimate? - Where should a new school bench be placed? Use of OS maps Use of aerial photographs - Constructions and interpretation of graphs
	Links to Big Idea & key concepts	CAUSATION CONSEQUENCE, EVIDENCE & ENQUIRY, SIGNIFICANCE & INTERPRETATION, IMMIGRATION, NATION, RIGHTS , WAR	Physical geography: features, weather and climate, adaptations Human geography: features, processes, adaptations, interactions between human and physical geography
	NC Link	- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a local history study – the opportunity to relate events from the post – war period to your local context.	- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). - Describe and understand key aspects of physical geography, including climate zones. - Use maps, atlases, globes and digital/computer mapping - 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.