



**History and Geography Overview showing sequential learning**

Year	Topic Title	Curriculum Objectives	Linking Topics
Foundation Stage	Who am I?	<p><b><u>UW past and present</u></b>  <b>What have I played with today?</b>                      I can talk about something I have done today</p> <p><b>What is the difference between my toys and grandma’s toys?</b>                      I can remember and talk about significant events in my own experience.</p> <p><b><u>UW People, Cultures and Communities</u></b>                      I can recognise my own immediate family and relations.                      I can explore natural materials inside and outside.                      I enjoy playing with small world reconstructions.</p> <p>I can talk about members of my immediate family and community.                      I enjoy joining in with family customs and routines.                      I am beginning to explore simple maps.                      I can talk about where I live.</p>	Y1 changes within living memory Y1 where do we live houses and homes Where is Ladybrook
	How do you celebrate?	<p><b><u>UW past and present</u></b>  <b>Who do you celebrate?</b>                      I can remember and talk about significant events in my own experience.                      I can recognise and describe special times or events for family or friends.</p> <p><b><u>UW People, Cultures and Communities</u></b>                      I enjoy joining in with family customs and routines.                      I can recognise and describe special times or events for family or friends.</p>	Y1 significant people Y1 local area where do we live Y1 changes within living memory
	Who can help us?	<p><b><u>UW past and present</u></b>                      I show interest in the lives of people who are familiar to me.</p>	Y1 significant people Y1The local area

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		<p>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.                  How are nurses different today than in the past?                  I can comment on images of familiar situations in the past. (Firefighters)                  I can compare and contrast characters from stories, including figures from the past.  <b><u>UW People, Cultures and Communities</u></b>                  I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.                  I can name and describe people that are familiar to me.                  Special people and places in our local area                  I can talk about places I have been or places I have seen in photos.                  I can draw information from a simple map.                  I understand that some places are special to members of my community.</p>	
	<p>What's in the garden?</p>	<p><b><u>UW past and present</u></b>  <b>Planting and growing</b>                  I can remember and talk about significant events in my own experience.</p> <p><b>How has our school grounds changed in 20 years?</b>                  I can comment on images of familiar situations in the past.  <b><u>UW People, Cultures and Communities</u></b>                  I can notice features of objects in the environment.                  I can use all my senses in hands-on exploration of natural materials.                  I can talk about what I see.</p> <p>I can describe what I see, hear, and feel whilst outside.                  I recognise that some environments are different to the one in which I live.                  I understand the effect of changing seasons on the natural world around me.                  How do you care for plants?                  I am interested in plants and animals and am beginning to understand that we need to take care of them.</p> <p>I can talk about the need to respect and care for the natural environment and all living things.                  I know how to take care of plants and animals</p>	<p>Y1 Plants</p> <p>Links to Y1 science topic of 'Plants'.                  Foundations of fair-trade geography topic in Y5.                  Sets the foundation of Y3 geography topics for Rainforests and deserts by introducing knowledge of the world.                  Leads into Y1 topic for Science.                  Foundation for Science topics of plants in Y1,Y2, Y4 and Y5. Foundations for Y4 food chains.</p>

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	<p>How will we get there?</p>	<p><b><u>UW past and present</u></b> I show interest in different occupations.</p> <p>I can talk about the lives of people around me and their roles in society. I know some similarities and difference between things in the past and now, drawing on my experiences and what I have read in class. I understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>UW People, Cultures and Communities</u></b> <b>Talk about journeys</b> I can talk about what I see, using a wide vocabulary.</p> <p>I can describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p><b>Travelling to different countries</b> I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.</p> <p>I can explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate) maps.</p>	<p>Leads to Y1 topic where in the World is ladybrook Y2 topic Would you rather live in Mombasa or Skegness? Local and world geography</p> <p>Y2 significant people nurses</p>
	<p>Where do you find water?</p>	<p><b><u>UW past and present</u></b> (seaside holidays) I am beginning to make sense of my own life-story and family's history.</p> <p>I can talk about the lives of people around me and their roles in society. I know some similarities and difference between things in the past and now, drawing on my experiences and what I have read in class. I understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>UW People, Cultures and Communities</u></b> <b>Where do you find water?</b></p>	<p>Y1 changes with in living memory</p> <p>Y1 local area</p> <p>Leads into Y1 topic of how weather affects us. Introduction to vocabulary to support later topics linked to climates: Y2 comparison of Mombasa and Skegness, Y3 comparison of jungles and deserts, Y5 comparison of</p>

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		<p>Caring for the environment I am beginning to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Compare the seaside to Ladybrook</b> I can explore the natural world around me, making observations and drawing pictures of animals and plants. I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> <p><b>Water cycle</b> I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter. I can increase my knowledge of the world using non-fiction texts and technology.</p>	<p>regions, Y6 earthquakes, mountains and climate change</p>
Year 1	Where in the world is Ladybrook?	<p><b>Geography</b> <u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom including naming, locating and identifying the characteristics of the four countries and capital cities in the United Kingdom <u>Place Knowledge</u> Small area of the United Kingdom <u>Human and Physical</u> Physical and human features, Basic subject vocabulary <u>Skills and fieldwork</u> World maps, Atlases and globes, Compass directions, Aerial photographs and plans, Fieldwork</p>	<p>Follows on from FS Who am I and How will we get there Leads into History topic of the local area – homes since mining time. Foundation of Y4 mining study (including the study of the local area) Foundation of Y5 1960s topic Foundations of Y5 geography topic where a comparison is needed of a region in the UK. Foundation of Y6 WWII topic.</p>
	Who has put their footprints in space?	<p><b>History</b> The lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods (Tim Peake, Neil Armstrong and Helen Sharman).</p>	<p>Introduction to significant people to support Y2 The Two nurses topic, Y3 Romans and Egyptians topic, Y4 Anglo-Saxons, Scots and Vikings, Y5 Romans and Greeks and Y6 monarchy topic.</p>

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	<p>How have toys changed?</p>	<p><b>History</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Builds on the FS expectations of sequencing family members Foundation of understanding artefacts to support learning later in their education.</p>
	<p>Where does food come from?</p>	<p><b>Geography</b> <u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom <u>Human and Physical</u> Weather, Seasons, Hot and cold areas, Physical and Human features, Basic subject vocabulary <u>Skills and fieldwork</u> World maps, Atlases and globes, Compass directions, Aerial photographs and plans, Fieldwork</p>	<p>Links to Y1 science topic of 'Plants'. Foundations of fair-trade geography topic in Y5. Sets the foundation of Y3 geography topics for Rainforests and deserts by introducing knowledge of the world. Leads into Y1 Seasons topic for Science. Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations for Y4 food chains.</p>
	<p>How does our weather change and affect us?</p>	<p><b>Geography</b> <u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom <u>Human and Physical</u> Weather, Seasons, Hot and cold areas, Physical and human features, Basic subject vocabulary <u>Skills and fieldwork</u> World maps, Atlases and globes, compass directions, aerial photographs and plans, fieldwork</p>	<p>Leads into Y1 topic of seasons. Introduction to vocabulary to support later topics linked to climates: Y2 comparison of Mombasa and Skegness, Y3 comparison of jungles and deserts, Y5 comparison of regions, Y6 earthquakes, mountains and climate change</p>
	<p>Who was the fiercest ruler: Queen Elizabeth I or Queen Victoria?</p>	<p><b>History</b> The lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods (Elizabeth I and Queen Victoria).</p>	<p>Introducing the vocabulary linked to rulers and monarch needed for Y2 Great Fire of London, Y3 Roman and Egyptian leaders, Y4 Scots Anglo-Saxon and Viking leaders, Y4 Mayans, Y5 Romans and Greeks, Y6 study of English monarchs and Y6 Victorian justice system. Builds on from Y1 monarchs.</p>

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Year 2	Would you rather live in Mombasa or Skegness?	<p><b>Geography</b></p> <p><u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom</p> <p><u>Place Knowledge</u> Small area in a contrasting non-European country</p> <p><u>Human and Physical</u> Weather, Seasons, Hot and cold areas, Physical and human features, Basic subject vocabulary</p> <p><u>Skills and fieldwork</u> World maps, Atlases and globes, compass directions, aerial photographs and plans, fieldwork</p>	<p>Weather topic from Y1 builds the foundation as they will know about climates in different continents.</p> <p>Introduction to vocabulary to support later topics linked to climates: Y3 comparison of jungles and deserts, Y5 comparison of regions, Y6 earthquakes, mountains and climate change</p>
	What are the differences between a Victorian mining cottage and a modern-day house?	<p><b>History</b></p> <p>Changes within living memory</p> <p>Significant historical places</p>	<p>Builds on Y1 'Ladybook' topic.</p> <p>Foundation of Y4 mining study (including the study of the local area)</p> <p>Builds on Y1 monarch study.</p> <p>Foundation of Y5 1960s topic</p> <p>Foundations of Y5 geography topic where a comparison is needed of a region in the UK.</p> <p>Foundation of Y6 WWII topic and Victorian topics.</p>
	Two great nurses: who made the greatest impact?	<p><b>History</b></p> <p>The lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods (Mary Seacole, Florence Nightingale and Edith Cavell).</p>	<p>Builds on significant people from the past</p> <p>Y1 Space topic and supports Y3 Romans and Egyptians topic, Y4 Anglo-Saxons, Scots and Vikings, Y5 Romans and Greeks and Y6 monarchy topic.</p>
	Why can't giraffes dance in Antarctica?	<p><b>Geography</b></p> <p><u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom</p> <p><u>Human and Physical</u> Weather, Seasons, Hot and cold areas, Physical and human features, Basic subject vocabulary</p> <p><u>Skills and fieldwork</u> World maps, Atlases and globes, compass directions, aerial photographs and plans, fieldwork</p>	<p>This builds on Mombasa and Skegness (Y2 topic) to build a greater knowledge of the world.</p> <p>This also builds on the learning of weather for a temperate climate to understand there are different climates around the world.</p>

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			Introduction to vocabulary to support later topics linked to climates: Y3 comparison of jungles and deserts, Y5 comparison of regions, Y6 earthquakes, mountains and climate change
	What impact did the Great Fire of London have on our lives today?	<b>History</b> Events beyond living memory that are significant nationally or globally (for example the Great Fire of London).	Started to learn the vocabulary linked to rulers and monarch in the Y1 monarch topic. This leads into Y3 Roman and Egyptian leaders, Y4 Scots Anglo-Saxon and Viking leaders, Y4 Mayans, Y5 Romans and Greeks, Y6 study of English monarchs.
	Why do we love to be beside the seaside?	<b>Geography</b> <u>Locational Knowledge:</u> Continents and Oceans, Lines of latitude and longitude, Equator, North and South Poles, United Kingdom <u>Human and Physical</u> Weather, Seasons, Hot and cold areas, Physical and human features, Basic subject vocabulary <u>Skills and fieldwork</u> World maps, Atlases and globes, compass directions, aerial photographs and plans, fieldwork	Builds on Y1 knowledge which focuses on the familiarity of our locality to then compare Skegness (Y2 topic and our nearest seaside town) allowing us to build on a wider range of human and physical geography knowledge e.g. cliffs and erosion. This then creates the foundation of other physical geography e.g. volcanoes (y4), rivers (y4) and mountains (y6).  Also builds the foundations for the comparison topic of three different regions (y5 topic).
Year 3	Who had the best lifestyles: those living in the Stone Age or Iron Age?	<b>History</b> Changes in Britain from the Stone Age to the Iron Age This could include: <ul style="list-style-type: none"> <li>• Late Neolithic hunter-gathers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> </ul> <b>Must include changes from Stone Age to Iron Age including homes.</b>	Y2 Homes topic builds the foundation as it allows us to compare homes over time Y4 (Mansfield topic) and Y5 (mining towns topic).

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	<p>Will the Rainforest survive the 21<sup>st</sup> Century?</p>	<p><b>Geography</b>  <u>Locational Knowledge</u>                  United Kingdom                  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,  <u>Human and Physical</u>                  Natural resources  <u>Skills and fieldwork</u>                  Maps, atlases, globes and digital mapping, Fieldwork – observe, measure, record and present</p>	<p>Follows on from Y1 geography food topic. Links to Y1 science topic of ‘Plants’. Leads into Y1 Seasons topic for Science. Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations for Y4 food chains. Foundations of fair-trade geography topic in Y5. Foundations of climate change topic in Y6.</p>
	<p>What were the achievements of the Ancient Egyptians?</p>	<p><b>History</b>                  The achievements of the earliest civilizations – an overview of where and where the first civilizations appeared and a depth study of one of the following: Ancient Egypt.</p>	<p>Started to learn the vocabulary linked to rulers and monarch in the Y1 monarch topic and Y2 Great Fire of London topic. This leads into the Y4 Scots Anglo-Saxon and Viking leaders, Y4 Mayans, Y5 Romans and Greeks, Y6 study of English monarchs.</p> <p>Builds on significant people from the past Y1 Space topic and Y2 ‘The Two nurses’ topic and supports Y4 Anglo-Saxons, Scots and Vikings, Y5 Romans and Greeks and Y6 monarchy topic.</p> <p>Y4 Rivers topic and Y4 Mayan topics as the Egyptians relied heavily on the river Nile.</p>
	<p>Why is the Amazon Rainforest so wet and the Sahara Desert so dry?</p>	<p><b>Geography</b>  <u>Locational Knowledge</u>                  South America, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere, Equator, the Tropics of Cancer and Capricorn  <u>Human and physical</u>                  Climate zones, Biomes and vegetation belts  <u>Skills and fieldwork</u>                  Maps, atlases, globes and digital mapping, Eight compass points, map symbols and key</p>	<p>Weather topic from Y1 and comparison of Mombasa and Skegness in Y2 builds the foundation as they will know about climates in different continents. Introduction to vocabulary to support later topics linked to climates: Y5 comparison of regions, Y6 earthquakes, mountains and climate change</p>

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			<p>Follows on from Y1 geography food topic. Links to Y1 science topic of 'Plants'. Leads into Y1 Seasons topic for Science. Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations for Y4 food chains. Foundations of fair-trade geography topic in Y5. Foundations of climate change topic in Y6.</p> <p>Builds on Y1 and Y2 human and physical geography knowledge e.g. rivers. This then creates the foundation of other physical geography: rivers (y4), national parks (y5) and mountains (y6).</p>
What did the Romans leave behind?	<p><b>History</b> The Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion 55-54 BC</li> <li>• The Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, for example, Boudica</li> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul> <p><b>Must include Crime and Punishment</b></p>		<p>Builds on significant people from the past Y1 Space topic and Y2 nurses topic and supports Y4 Anglo-Saxons, Scots and Vikings, Y5 Romans and Greeks and Y6 monarchy topic.</p> <p>Links to Y6 crime and punishment. Sets the basis of the current crime and punishment system used.</p>
What is a megacity and why do so many people live in them?	<p><b>Geography</b> <u>Locational Knowledge</u> Europe including Russia, North America, South America, United Kingdom, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere, <u>Human and physical</u> Settlement and land use, Economic activity and trade <u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping</p>		<p>Builds on learning from Y1 Ladybrook topic allows us to compare and contrast.</p> <p>Leads into the Y4 local study topic about Mansfield as we can compare different land uses.</p>

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Year 4	Would you rather be a Mayan or a miner?	<p>What would Trip Advisor say about Mansfield?</p> <ul style="list-style-type: none"> <li>• Why is Mansfield on the map?</li> <li>• How and why is the local area changing?</li> </ul>	<p><b>History</b> A local History study (mining)</p> <p><b>Geography</b> <u>Locational Knowledge</u> United Kingdom <u>Human and Physical</u> Settlement and land use <u>Skills and fieldwork</u> Maps, atlases, globes, and digital mapping, Eight points of compass, Map symbols and the use of Ordnance Survey maps, Fieldwork – observe, measure, record and present</p>	<p>Builds on Y1 'Ladybook' topic and Y2 homes topic. Foundation of Y4 mining study (including the study of the local area) Foundation of Y5 1960s topic Foundations of Y5 geography topic where a comparison is needed of a region in the UK. Foundation of Y6 WWII topic.</p>
		<p>What made the Mayan an advanced civilisation?</p>	<p><b>History</b> A non-European society that provides contrasts with British history – one study chosen: Mayan civilization c. AD 900</p> <p><b>Geography</b> <u>Locational Knowledge</u> South America, Longitude and latitude, Northern and Southern Hemisphere</p>	<p>Started to learn the vocabulary linked to rulers and monarch in the Y1 monarch topic and Y2 Great Fire of London topic and Y3 Romans topic. This leads into the Y5 Romans and Greeks, Y6 study of English monarchs.</p>
	<p>Why are rivers important?</p>	<p><b>Geography</b> <u>Human and Physical</u> Rivers and the water cycle, Natural resources <u>Skills and fieldwork</u></p>	<p>Extends on Y1, Y2, Y3 of human and physical geography knowledge e.g. cliffs and erosion. This then creates the foundation of other physical geography e.g. National Parks (Y5) and mountains (Y6).</p>	

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	Maps, atlases, globes and digital mapping, Eight points of compass, Four and six figure grid references, Map symbols and key and the Ordnance survey maps, Fieldwork – observe, measure, record and present.	
Scots, Anglo-Saxons or the Vikings: who were the fiercest?	<p><b>History</b>  <u>Britain's Settlements by Anglo-Saxon and Scots</u>                      This could include:</p> <ul style="list-style-type: none"> <li>• The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u>                      This could include:</p> <ul style="list-style-type: none"> <li>• Viking raids and invasions</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justics</li> <li>• Edward the Confessor and his death in 1066</li> </ul> <p><b>Must include homes and crime and punishment</b></p>	<p>Started to learn the vocabulary linked to rulers and monarch in the Y1 monarch topic and Y2 Great Fire of London topic and Y3 Romans topic. This leads into the Y5 Romans and Greeks, Y6 study of English monarchs.</p> <p>Builds on significant people from the past Y1 Space topics, Y2 nurses topic, Y3 Egyptians and Romans topic and supports, Y5 Romans and Greeks and Y6 monarchy topic.</p> <p>Links to Y6 crime and punishment. Development of punishments from Anglo-Saxon time to modern day.</p>
How do volcanoes affect the lives of people on Hiemaey?	<p><b>Geography</b>  <u>Locational Knowledge</u>                      Europe including Russia, Latitude and longitude, Northern and Southern Hemisphere and time zones  <u>Place Knowledge</u>                      A region in a European country  <u>Human and Physical</u>                      Climate zones, volcanoes and earthquakes, Settlement and land use, Economic activity and trade  <u>Skills and fieldwork</u>                      Maps, atlases, globes and digital mapping, Eight compass points, Map symbols and key</p>	<p>Builds on Y1 and Y2 previous vocabulary experience of human and physical geography e.g. cliffs and erosion. This then creates the foundation of other physical geography e.g. National Parks (Y5) and mountains (Y6).</p> <p>Provides locational knowledge to support the history topic of the Vikings. Links to Scandinavia homelands.</p>

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Year 5	Who are Britain's National Parks for?	<p><b>Geography</b></p> <p><u>Locational Knowledge</u> North America, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere</p> <p><u>Place Knowledge</u> A region in the United Kingdom</p> <p><u>Human and Physical</u> Mountains, Types of settlement and land use, Economic activity, Natural resources</p> <p><u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping, Eight points of compass, four and six figure grid references. Map symbols and key and the use of Ordnance survey maps</p>	<p>Building on prior locational knowledge that has been taught throughout all the previous school years.</p> <p>Building on human and physical geography vocabulary knowledge taught throughout all previous year groups.</p> <p>Links to educational visit to Hathersage putting fieldwork into practise beyond the local area.</p>
	How was 1960s Mansfield different from today?	<p><b>History</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>Leisure and entertainment in the 20<sup>th</sup> Century (mining influence)</li> </ul>	<p>Builds on Y1 'Ladybook' topic, Y2 homes topic and Y4 mining study (including the study of the local area)</p> <p>Foundation of Y6 WWII topic.</p>
	Is fair trade fair to the tigers?	<p><b>Geography</b></p> <p><b>Locational knowledge</b> 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)</p> <p><b>Human and physical geography</b> physical geography, including: climate zones, biomes and vegetation belts, human geography, including: land use and economic activity and the distribution of natural resources including food,</p>	<p>Follows on from Y1 geography food topic and Y3 Rainforests and Deserts topics. Links to Y1 science topic of 'Plants'.</p> <p>Leads into Y1 Seasons topic for Science.</p> <p>Builds on Y4 Food chains.</p> <p>Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations of climate change topic in Y6.</p> <p>Extends on the Y4 Rivers topic (food sources).</p>

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		<p><b>Geographical skills</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies</p> <p>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</p>	
	<p>Where would Percy Jackson prefer to live: New York or Athens?</p> <p>What is the legacy of the Ancient Greek civilisation?</p>	<p><b>History</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world including the legacy of Greek and Roman culture (art, architect and literature) on later periods in British history, including the present day.</p> <p><b>Geography (comparison of three regions: Attica, South Atlantic State and East Midlands)</b> <u>Locational Knowledge</u> Europe including Russia, North America, South America, United Kingdom, Latitude and longitude, Northern and Southern Hemispheres and time zones <u>Place Knowledge</u> Region within North or South America, Region within Europe, Region within the United Kingdom <u>Human and Physical</u> Climate zones, Settlement and land use, Economic activity and trade <u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping, Eight points of compass, Map symbols and key</p>	<p>Weather topic from Y1, comparison of Mombasa and Skegness in Y2 and why are jungles wet and deserts dry comparison in Y3 builds the foundation as they will know about climates in different continents. Introduction to vocabulary to support later topics linked to climates: Y6 earthquakes, mountains and climate change</p> <p>Links to Y1 science topic of Food. Links to fair-trade geography topic in Y5. Builds on Y3 geography topics for Rainforests and deserts by introducing knowledge of the world. Leads into Y1 Seasons topic for Science. Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations for Y4 food chains.</p> <p>Links to National Parks topic by extending beyond the direct local area. Builds on the Human and Physical geography throughout all previous school years.</p>

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			<p>Builds on Y1 'Ladybook' topic, Y2 homes topic and Y4 mining study (including the study of the local area) Foundation of Y6 WWII topic.</p> <p>Started to learn the vocabulary linked to rulers and monarch in the Y1 monarch topic and Y2 Great Fire of London topic and Y3 Romans topic, Y4 Mayans and Y4 Anglo-Saxons, Vikings and Scots topics. This leads into Y6 study of English monarchs.</p> <p>Builds on significant people from the past Y1 Space topics, Y2 nurses topic, Y3 Egyptians and Romans topic and Y4 Anglo-Saxons, Scots and Vikings and supports Y6 monarchy topic.</p>
Year 6	Which monarch would have earned the respect of Robin Hood?	<p><b>History</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changing power of monarchs</p>	<p>Started to learn the vocabulary linked to rulers and monarch in the Y1 monarch topic and Y2 Great Fire of London topic and Y3 Romans topic, Y4 Mayans and Y4 Anglo-Saxons, Vikings and Scots topics.</p> <p>Builds on significant people from the past Y1 Space topics, Y2 nurses topic, Y3 Egyptians and Romans topic and Y4 Anglo-Saxons, Scots and Vikings and Y5 Romans and Greeks topic.</p> <p>Links to Y6 Crime and Punishment topic and the changes made by the reigning monarchs.</p>

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	<p>Why do some earthquakes cause more damage than others?</p>	<p><b>Geography</b>  <u>Locational Knowledge</u>                  South America, Longitude and latitude, Northern and Southern Hemisphere and time zones the Prime/Greenwich Meridian and time zones (including day and night)  <u>Human and Physical</u>                  Volcanoes and earthquakes  <u>Skills and fieldwork</u>                  Maps, atlases, globes and digital mapping, Map symbols and key</p>	<p>Weather topic from Y1, comparison of Mombasa and Skegness in Y2 and why are jungles wet and deserts dry comparison in Y3 builds the foundation as they will know about climates in different continents. There are also links with the three Y6 topics: earthquakes, mountains and climate change</p> <p>Uses and applies prior knowledge from all previous year groups to understand the location of the places with the most frequent earthquakes.</p>
	<p>How cruel was the Victorian justice system?</p>	<p><b>History</b>                  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.                  Crime and Punishment focus</p>	<p>Links to Romans (Y3) basis of current laws.</p> <p>Links to Anglo-Saxon law and Danelaw (Vikings) (Y4)</p> <p>Links to monarchs - crime and punishment based on reigning monarchs. (Y6 Topic including Robin Hood – outlaw).</p> <p>Builds on Y2 Victorians homes comparison topic and Y1 monarch study.</p>
	<p>Why are Mountains important?</p>	<p><b>Geography</b>  <u>Locational Knowledge</u>                  Europe including Russia, North America, South America, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere  <u>Human and Physical</u>                  Mountains, Natural resources  <u>Skills and fieldwork</u>                  Maps, atlases, globes and digital mapping, Eight points of compass, Four and Six figure grid references, Map symbols and key and the use of Ordnance Survey maps.</p>	<p>Weather topic from Y1, comparison of Mombasa and Skegness in Y2 and why are jungles wet and deserts dry comparison in Y3 builds the foundation as they will know about climates in different continents. There are also links with the three Y6 topics: earthquakes, mountains and climate change</p>

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			<p>Rivers topic forms the basis of this (Y4) also links to Y4 water cycle (Science)</p> <p>Builds on physical and human geography vocabulary which has been taught throughout all previous year groups.</p> <p>Builds on Y5 National Parks topic (links to Lake District).</p>
How were the children affected by WWII?	<p><b>History</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Mining focus</p>		<p>Builds on Y1 'Ladybook' topic, Y2 homes topic and Y4 mining study (including the study of the local area) and Y5 1960s topic and Y5 geography topic where a comparison is needed of a region in the UK.</p>
How is climate change affecting the world?	<p><b>Geography</b> <u>Locational Knowledge</u> North America, United Kingdom, Latitude and longitude, Northern and Southern Hemisphere, Arctic and Antarctic Circle, <u>Human and Physical</u> Climate zones, Biomes and vegetation belts, Types of settlement and land use Natural resources <u>Skills and fieldwork</u> Maps, atlases, globes and digital mapping, Map symbols and key</p>		<p>Weather topic from Y1, comparison of Mombasa and Skegness in Y2 and why are jungles wet and deserts dry comparison in Y3 builds the foundation as they will know about climates in different continents. There are also links with the three Y6 topics: earthquakes, mountains and climate change</p> <p>Links to Y4 rivers topic.</p> <p>Follows on from Y1 geography food topic. Links to Y1 science topic of 'Plants'. Leads into Y1 Seasons topic for Science. Foundation for Science topics of plants in Y2, Y4 and Y5. Foundations for Y4 food chains. Foundations of fair-trade geography topic in Y5.</p>

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