



History and Geography Overview showing sequential learning

Year	Topic Title	Curriculum Objectives	Linking Topics
Foundation Stage	Who am I?	<p><u>UW past and present</u> What have I played with today? I can talk about something I have done today</p> <p>What is the difference between my toys and grandma’s toys? I can remember and talk about significant events in my own experience.</p> <p><u>UW People, Cultures and Communities</u> 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><u>UW past and present</u> Who do you celebrate? 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><u>UW People, Cultures and Communities</u> 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><u>UW past and present</u> 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. <u>UW People, Cultures and Communities</u> 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><u>UW past and present</u> Planting and growing I can remember and talk about significant events in my own experience.</p> <p>How has our school grounds changed in 20 years? I can comment on images of familiar situations in the past. <u>UW People, Cultures and Communities</u> 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><u>UW past and present</u> 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><u>UW People, Cultures and Communities</u> Talk about journeys 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>Travelling to different countries 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><u>UW past and present</u> (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><u>UW People, Cultures and Communities</u> Where do you find water?</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>Compare the seaside to Ladybrook 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>Water cycle 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	Who has put their footprints in space?	<p>History 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>History 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>Who was the fiercest ruler: Queen Elizabeth I or Queen Victoria?</p>	<p>History 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	<p>What are the differences between a Victorian mining cottage and a modern-day house?</p>	<p>History Changes within living memory Significant historical places</p>	<p>Builds on Y1 'Ladybook' topic. Foundation of Y4 mining study (including the study of the local area) Builds on Y1 monarch study. 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 and Victorian topics.</p>
	<p>Two great nurses: who made the greatest impact?</p>	<p>History 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 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>

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	What impact did the Great Fire of London have on our lives today?	<p>History Events beyond living memory that are significant nationally or globally (for example the Great Fire of London).</p>	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.
Year 3	Who had the best lifestyles: those living in the Stone Age or Iron Age?	<p>History Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gathers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture. <p>Must include changes from Stone Age to Iron Age including homes.</p>	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>What were the achievements of the Ancient Egyptians?</p>	<p>History 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>What did the Romans leave behind?</p>	<p>History The Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. <p>Must include Crime and Punishment</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>

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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"> • Why is Mansfield on the map? • How and why is the local area changing? 	<p>History A local History study (mining)</p> <p>Geography <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>History A non-European society that provides contrasts with British history – one study chosen: Mayan civilization c. AD 900</p> <p>Geography <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>

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	<p>Scots, Anglo-Saxons or the Vikings: who were the fiercest?</p>	<p>History <u>Britain's Settlements by Anglo-Saxon and Scots</u> This could include:</p> <ul style="list-style-type: none"> • The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne <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"> • Viking raids and invasions • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justics • Edward the Confessor and his death in 1066 <p>Must include homes and crime and punishment</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>
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Year 5	How was 1960s Mansfield different from today?	<p>History A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> Leisure and entertainment in the 20th Century (mining influence) 	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>Where would Percy Jackson prefer to live: New York or Athens?</p> <p>What is the legacy of the Ancient Greek civilisation?</p>	<p>History 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>Geography (comparison of three regions: Attica, South Atlantic State and East Midlands) <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>

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			<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> <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>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Which monarch would have earned the respect of Robin Hood?</p>	<p>History 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>How cruel was the Victorian justice system?</p>	<p>History 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>How were the children affected by WWII?</p>	<p>History 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>

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