



HISTORY & GEOGRAPHY CURRICULUM OVERVIEW

KEY STAGE 2 – CYCLE A & B

CYCLE A	AUTUMN		SPRING		SUMMER	
	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY
Year 3&4	<p>Stone Age Iron Age</p> <p>Changes in Britain from the Stone age to the Iron Age.</p> <ul style="list-style-type: none"> • Hunter gatherers • Early Farmers (Skara Brae) • Bronze Age religion, technology and travel (Stonehenge) • Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Maps and Mapping</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies • Use eight points of a compass, four/six figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world. 	<p>Egyptians</p> <p>An in depth study of the achievements of early civilisation – the Egyptians.</p>	<p>Countries & Capitals</p> <ul style="list-style-type: none"> • Locate the World's countries using maps to focus on Europe, North and South America, concentrating on their environment regions, key physical and human characteristics, countries and major cities. 	<p>Romans</p> <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Roman Empire and the power of its army. • Invasion by Claudius and conquests including Hadrian's Wall. • Romanisation of Britain. • Impact of technology, culture and beliefs, including early Christianity 	<p>Rivers, Mountains, Earthquakes and Volcanoes</p> <ul style="list-style-type: none"> • Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). • Describe and understand key aspects of rivers, mountains,



HISTORY & GEOGRAPHY CURRICULUM OVERVIEW

KEY STAGE 2 – CYCLE A & B

						volcanoes and earthquakes. <ul style="list-style-type: none"> The water cycle.
Year 5&6	Early Civilisations (Ancient China) <ul style="list-style-type: none"> The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared – in-depth study of the Shang Dynasty of ancient China. 	Renewable Energy <ul style="list-style-type: none"> To understand the difference between non-renewable and renewable energy. To understand that renewable energy comes from natural, sustainable sources that can be used over and over again. Looking at the advantages of renewable energy. 	World War 1 <ul style="list-style-type: none"> A study of an aspect of British history that extends pupils chronological knowledge. A significant turning point in British history. 	Local Area study (Lake District) <ul style="list-style-type: none"> To observe, measure and record the human and physical features of an area using a range of methods, including sketch maps, plans, graphs and digital technologies. 	Greeks <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world. 	John Muir Award Climate Change <ul style="list-style-type: none"> This will include fieldwork to observe, measure and record human physical features in the local area using a range of methods, including sketch maps, graphs and digital technology. Explore natural causes of climate change. How climate change affects people and the environment.



HISTORY & GEOGRAPHY CURRICULUM OVERVIEW

KEY STAGE 2 – CYCLE A & B

						<ul style="list-style-type: none"> Challenges our future climate might cause us.
--	--	--	--	--	--	---

CYCLE B	AUTUMN		SPRING		SUMMER	
	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY
Year 3&4	<p>Anglo Saxons</p> <ul style="list-style-type: none"> Roman withdrawal from Britain – fall of the Roman Empire. Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxons invasions, settlements and kingdoms, place names and village life. Anglo- 	<p>Rainforest</p> <ul style="list-style-type: none"> Describe key aspects including climate, land use and distribution of natural resources, including energy, food, minerals and water. 	<p>Vikings</p> <ul style="list-style-type: none"> Viking raids and invasions. Resistance by Alfred the Great and Athelstan. First King of England. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066. 	<p>Compare and Contrast</p> <ul style="list-style-type: none"> To understand similarities and differences of a region in the UK and a region in another European country. 	<p>World War 2</p> <ul style="list-style-type: none"> A study of an aspect of British history that extends pupils chronological knowledge. A significant turning point in British history. Including 'The Battle of Britain'. 	<p>Looking After Our Environment</p> <ul style="list-style-type: none"> Including observing, measuring and recording the human and physical features in the local area.



HISTORY & GEOGRAPHY CURRICULUM OVERVIEW

KEY STAGE 2 – CYCLE A & B

	<p>Saxons art and culture.</p> <ul style="list-style-type: none"> • Christian converts – Canterbury, Iona and Lindesfarne. 					
Year 5&6	<p>Early Civilisations (Islamic)</p> <ul style="list-style-type: none"> • Studying a non-European society that provides contrasts with British history, (early Islamic civilisations). 	<p>Maps and Mapping</p> <ul style="list-style-type: none"> • Use maps, globes, and digital/computer mapping to locate countries and describe features studies. • Use eight points of a compass, four/six figure references, symbols and keys to build their knowledge of the United Kingdom and the wider world. 	<p>British Monarchy</p> <ul style="list-style-type: none"> • A study of an aspect of British history that extends pupils chronological knowledge. • Changing power of monarchs using case studies e.g, Henry the Eighth, John, Anne and Victoria. 	<p>Cities, Rivers, Oceans</p> <ul style="list-style-type: none"> • Locate and name countries, cities, oceans and rivers using maps, globes and digital computer mapping. 	<p>Local History Study</p> <ul style="list-style-type: none"> • A study of an aspect of history or a site that is significant in the locality (canals). 	<p>John Muir Award</p> <ul style="list-style-type: none"> • This will include fieldwork to observe, measure and record human physical features in the local area using a range of methods, including sketch maps, graphs and digital technology.