



Bishop Wilkinson Catholic Education Trust History and Geography Curriculum Overview



EYFS		<p>HISTORY</p> <p>Nursery The life of my parents</p> <p>Talk about your family: Mam, Dad, brother, sister, Grandma, Granda and so on. Show an interest in photographs of themselves and other familiar people - photos from home can be shared on Class Dojo</p> <p>Talk about familiar events such as birthday parties or special occasions.</p>	<p>GEOGRAPHY</p> <p>Nursery Our School and Home</p> <p>Recognise key people in their lives, both at home and at Nursery.</p>
		<p>Reception People familiar to us – our family members/relatives Parents, Mam, Dad, brother, sister, grandparents, Grandma, Granda, step mam, step dad</p>	<p>Reception Become familiar with Immediate class and school environment - walk around school grounds. Weather Changes – it starts to get colder and darker.</p>
	Autumn2	<p>Nursery Begin to talk about the immediate past e.g. what have you played with at Nursery today? Share photos of the day as prompts.</p> <p>Reception Celebrations familiar to us - Halloween, Bonfire night, Christmas, Remembrance Day, We all celebrate in different ways. We are remembering things that happened in the past, a long time ago</p>	<p>Reception Changing seasons – autumn to winter. What do we notice? - darker mornings and evenings,</p>

EYFS	Spring 1	<p>Nursery Talk about personal events that have already happened, using prompts such as photographs (Class Dojo).</p>	<p>Reception People in our wider community who help us. Have the children seen these people on their way to school, to the shops, park or on their way home</p>
		<p>Reception Talk about personal events that have already happened in further detail, using prompts such as photographs (Class Dojo).</p>	



	Spring 2	<p>Reception <i>Our Chronology - How have we changed and how will we continue to change? Baby, toddler, child, teenager, adult Using photos to compare then and now.</i></p>	<p>Reception Observing changes in Spring: lighter nights.</p>
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EYFS	Summer 1	<p>Nursery Begin to make sense of their own life-story and family's history e.g. 'My Mammy used to work at Asda but now she is a hairdresser.' 'Daddy lived with Grandma and Granda when he was little'</p>	<p>Nursery Talk about what you can see around you, using a wide vocabulary.</p>
		<p>Reception Talk about experiences in the past in more detail relating to family's history and recent changes in their immediate environment – Stanley Market days, shops opened/closed.</p>	<p>Reception Map Work – Where do I belong? What is my immediate environment? Our school is in Stanley. Stanley is a town in the North-East of England. Create a map of local area walk from school to Avenue. Identify school, road, factories, houses, fields. Look at the difference between an aerial view and a street view. Our nearest city is Newcastle-upon-Tyne. Find Newcastle on a map of England. We live in the North-East of England. North, south, east west, Look at world maps and identify England. Introduce a globe as another example of a world map. We live in England. Country, continent Look at the hot and cold places in the world and where they are found – poles, Arctic, Antarctic, equator</p>



	<p>Summer 2</p>	<p>Nursery Remember and talk about significant events in their own experience, with increasing detail</p>	<p>Nursery Comment on and ask questions about the environment around you. Know there are different countries in the world and talk about the similarities and differences compared to where we live: Use photographs, stories and any personal experiences to support this.</p>
		<p>Reception Remember and talk about significant events in their own experience in detail</p>	<p>Reception Contrasting Environments - rainforests, grasslands, deserts What animals might we spot on our coast line?</p>
<p>1</p>	<p>Autumn1</p>	<p>Queen Elizabeth II Stories about Elizabeth’s birth and childhood. Queen Elizabeth living through WWII. (What did the queen do and see in the war? London in the war) The Blitz The coronation: what happened? who was involved? What did it mean? Watching the coronation on black and white TV. The Queen’s children and family. The Queen’s death and what next?</p>	<p>Living in Cities What’s it like in a city? Case study: Durham Locating our nearest city on a map of the UK: knowing the countries of the UK; England, Scotland, Wales and Northern Ireland Describing what our nearest city is like by studying ground photographs Exploring the types of land use in our nearest city Getting around our local city and exploring types of transport The differences between our nearest city’s riverside and the riverside of another local city The differences between our city and a local town and how towns are different to cities. <i>Disciplinary focus: Understanding places and connections/the UK and local area.</i> <i>How do the features of a city affect life within it?</i></p>



	<p>Autumn2</p> <p>Our Recent Past</p> <p>What was life like for our families when they were growing up? Grandparents, great grandparents, great uncles and aunts as children.</p> <p>Varied stories of particular families, including migration stories.</p> <p>Include aspects of daily life, as appropriate, eg stories about food, mealtimes, playing (toys and games, perhaps with wider family or community)</p> <p>Schooling (eg where did grandparents and great grandparents go to school? What did it look like? What did they learn?)</p> <p>Travel (where substantially different from Britain today – e.g. great grandparents, in many parts of the world, would have known steam engines)</p> <p>Make a link back to Queen Elizabeth II: the queen was a <i>great</i> grandmother who lived through the war. What wars did <i>pupils'</i> great grandmothers live through?</p> <p>Disciplinary focus: change and development</p> <p><i>What has changed from when our grandparents/great-grandparents were younger in comparison to how we live now?</i></p>	<p>Living in the Countryside</p> <p>Case Study: Causey Arch</p> <p>What's it like in the countryside?</p> <p>Where is it? (UK map - England, Scotland, Wales, N Ireland)</p> <p>What's it like? (looking at ground photos)</p> <p>What can we see?</p> <p>Locational and directional language (near/far; left/right)</p> <p>Types of land use</p> <p>Types of houses</p> <p>Farms, fields</p> <p>Rivers, ponds and lakes</p> <p>Woods, forest</p> <p>Getting around</p> <p>Staying safe in the country</p> <p>Contrasting small area in countryside (from UK or overseas)</p> <p>Disciplinary focus: Understanding places and connections/the UK and local area</p> <p><i>How is living in the countryside different to living in a city?</i></p>
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1	Spring 1	<p>Our distant past Stories about 6 individuals from the distant past: 5 based in and around the United Kingdom and one from a non-European country.</p> <p>Alfred the Great (improved living conditions) (England) Aethelflaed Lady of Mercia (worked together with Kings) (England) Robert the Bruce (never gave up on what he believed in) (Scotland) Owen Glyndr (believed in freedom) (Wales) St Patrick (brought Christianity to Ireland) (Ireland) Wu Zeitan (first female Empress of China) (China)</p> <p><i>Disciplinary focus: significance and interpretation</i> <i>What is it about the qualities of these leaders that makes us still tell their stories today?</i></p>	<p>The seasons change The weather during the different seasons How do the seasons affect nature? How do the seasons affect trees? Comparing the four seasons in the UK to Townsville, Australia, which only has two seasons</p> <p><i>Disciplinary focus: physical themes</i> <i>How do the seasons affect our lives?</i></p>
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	<p>Spring 2</p> <p>Ships and seafarers through time The earliest experiments of humans floating Development of the first boats Stories about trade and exploration at sea in the 2nd century Developments in seafaring in the 3rd century Seafaring in classical poetry and their historical settings The enduring legacy of seafaring and the language that is still used today</p> <p><i>Disciplinary focus: change and development</i> <i>How and why have ships and seafaring changed throughout history?</i></p>	<p>Where are we? Identifying where we are on the UK map Know the capital cities of the UK and the seas and oceans that surround the UK To identify and apply the four-points of a compass Locating the areas studied so far: Rookhope, our local cities using compass directions and describe them in more detail Locating places that we know about in the UK Looking at aerial photographs of our school, locating places in our school and drawing a sketch map of our route to school (fieldwork opportunity) Know the names of the seven continents and five oceans and where they are on a map Locating the places from our case studies-Townsville, Assisi <i>Disciplinary focus: map and atlas work/the world and continents</i> <i>How do maps help us in our lives?</i></p> <p><i>How do mountains interact with what is around them?</i></p>
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1	Summer 1	<p>Stories of six famous rulers</p> <p>Looking at the concept of ruling (over land) through stories about six varied rulers from around the world and throughout history. Focusing on the changes (and consequences of these) brought about by these rulers:</p> <ul style="list-style-type: none"> • Ramses II • Boudicca • Charlemagne • Mansa Musa • King Henry VIII • Queen Elizabeth I <p>Disciplinary focus: change and development <i>What makes a good ruler?</i></p>	<p>Living by the Sea</p> <p>Great Britain is an island (and includes other smaller islands) Looking carefully at the coast on UK map (revise seas and ocean near the UK) What is it like at the coast? (coastal features – beach, cliff) Cities, towns, villages at the coast (port, harbour, fishing) Case study: Alnmouth, Northumberland⁵ Staying safe at the coast Revise world map and compass directions, introduce globe⁶ Contrasting case study of a small area on the coast in UK or overseas</p>
	Summer 2	<p>Changes in our coast</p> <p>Knowing the changes that have taken place in our local seaside by exploring photographs from the past The development of photography and cameras including black and white photographs Study of our local seaside using photographs to see the changes to houses, streets and other areas of interest Looking at aspects of our local area from the past that have disappeared and exploring why and what difference it has made to our lives</p> <p>Disciplinary focus: change and development <i>What has changed in the North East coastline over time and why?</i></p>	<p>Living by the sea</p> <p>Understanding that Great Britain is an island and includes other small islands Locating the coast in a UK map (revision of seas and oceans near the UK) Exploring the features of the coast; e.g. beach, cliffs. What is a village like near the coast? E.g. ports, harbour, fishing, tourism and leisure Case study of Alnmouth/Amble comparing the two coastal communities How we stay safe at the coast</p> <p>Disciplinary focus: Understanding places and connections/the UK and local area <i>How is life on the coast different to life in a town or city?</i></p>



2	Autumn 1	The Great Fire of London Life in in later Stuart England (1660-1714) Sustained focus on a particular place at a particular time to build rich curiosity about the ways of life of different peoples in a particular setting. The Great Fire of London 1666 (use this to move into descriptions of typical timber houses and streets in London, pre and post Fire). Male and female servants in London: their lives and work Samuel Pepys's diary	Living in the mountains Case study: Keswick in the Lake District Where is it? (UK map , describing location) What's it like? (looking at tourist map¹ , ground photos and aerial photos) What can we see? What are mountains like? What's it like to live there? Getting around Staying safe in mountains How is it similar and different to where we live? Contrasting case study: A small area in mountains in
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	<p>Autumn 2</p>	<p>Great change-makers of the world The changes made by six people from diverse backgrounds: Louis Braille (Invention of braille) Louis Pasteur (Invention of pasteurisation) Emmeline Pankhurst (Women’s votes) The Wright Brothers (Invention of the aeroplane) Rosa Parks (Protest against segregation) Malala Yousafzai (Women’s rights)</p> <p><i>Disciplinary focus: change and development</i> <i>What changes have these people made to our lives today?</i></p>	<p>Visiting New Places How can we travel to different places. Underpinned by six case studies of journeys to different places using different methods of transportation: A journey to Keswick by car A journey to Edinburgh by bus A journey to London by aeroplane A journey to Belfast by ferry A journey to Cardiff by train A journey to the North Pole All journeys include how to get there, what to wear and how to stay safe</p> <p><i>Disciplinary focus: Understanding places and connections/the world and continents.</i> <i>How can we move between places near and far?</i></p>
<p>2</p>	<p>Spring 1</p>	<p>Queen Victoria and the Victorian period The Victorian Era Who was Queen Victoria. The Great Exhibition, including Brunel’s achievements and impact The improvements to towns and cities during the Victorian Era The transformation of transport in the Victorian Era How did the Victorians change Newcastle Growing diversity during the Victorian Era</p> <p><i>Disciplinary focus: change and development</i> <i>How did the Victorians become more connected during the Victorian era?</i></p>	<p>Weather all around us Different climates around the world-deserts, snowy and cold mountains, rainforests, North and South Poles Weather at the equator Tropics, temperate and polar regions Wet and dry climates Challenges that weather brings-flooding, blizzards, gusts, thunderstorms. Comparing Iqaluit, Canada and our local city. (Iqaluit has a polar climate)</p> <p><i>Disciplinary focus: physical themes</i> <i>How does the climate differ across the world?</i></p>



	<p>Spring 2</p>	<p>Children's lives in Victorian times Expectations that many children worked during Victorian times – class diversity Victorian children working in factories Victorian children working in mines Victorian children working on farms Victorian children's experiences in schools (regional and class diversity) Victorian children's experiences at home</p> <p><i>Disciplinary focus:</i> <i>How are our lives different from the lives of Victorian children?</i></p>	<p>Nature all around us What plants and animals thrive/live in our local area? What plants and animals thrive/live in the countryside, on the coast and on mountains. (revisit of UK landscapes) Adaptation-different plants and animals have adapted to different environments Food chains Plants and animals need food and water to live Contrasting what lives in our area with what lives in Townsville, Australia (already studied, diverse setting)</p> <p><i>Disciplinary focus: Fieldwork and investigation/The UK and local area</i> <i>Why do different living things thrive in different places?</i></p>
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<p>2</p>	<p>Summer 1</p>	<p>The Stone Age When was the Stone Age? Stone Age in Britain: Doggerland and different sea levels How Britain was connected with the rest of Europe The Landbridge that has now disappeared Hunters and gatherers Stone Age tools What does pre-historic mean? Stone Age sites in Africa (e.g. Isimila Stone Age site in Tanzania) Stonehenge Skara Brae</p> <p><i>Disciplinary focus: Constructing the past.</i> <i>What have historians learnt from the Stone Age sources</i></p>	<p>Looking after our world Looking after our school and how do we keep it clean and tidy? What can go wrong? (vandalism, graffiti, littering, pollution) Looking after our local area and how we can play our part? (case study of a local issue) How can we look after nature in our local area e.g. the country code, growing flowers for bees How can we look after our world and what issues are there e.g. food waste, landfill, plastic in the sea)</p> <p><i>Disciplinary focus: Fieldwork and investigation</i> <i>How can we look after our world?</i></p>
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	Summer 2	Bronze and Iron Age Introduction to the Neolithic Age (New Stone Age) The emergence of farming in the later Stone Age Britain in the Neolithic Age Transition to the Bronze Age (c 3500 to 150) The Iron Age (c1500 BCE to c100BCE) <i>Disciplinary focus: Sequencing the past</i> <i>What changes took place during the Bronze Age and Iron Age?</i>	Changing our world An enquiry-based unit on a geographical issue in our school or local area Identifying the geographical issue and asking questions about it Researching geographical issues Looking at the views of others about how the issue can be improved Evaluation of the choices to improve the issue Coming to a decision about what choice is best and why <i>Disciplinary focus: Fieldwork and investigation</i> <i>How can we use geographical skills to solve geographical issues?</i>



<p>3</p>	<p>Autumn1</p>	<p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p><i>Disciplinary focus: change/continuity How much did Ancient Egypt change overtime?</i></p>	<p>Rivers Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems.</p> <p><i>Geographical skills: Using photographs</i> <i>Disciplinary focus: interaction</i> <i>How do rivers, people and land affect each other?</i></p>
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	<p>Autumn2</p> <p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats</p> <p><i>Disciplinary focus: similarity and difference</i> <i>How similar and how different were Ancient Egypt and Ancient Sumer?</i></p>	<p>Mountains Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people</p> <p><i>Geographical skills: Describing location using 4- point compass</i> <i>Disciplinary focus: interaction</i> <i>How do mountains and people affect each other?</i></p>
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	<p>Spring1</p>	<p>Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion</p> <p><i>Disciplinary focus: evidential thinking</i> <i>How do we know about the Indus Valley civilisation?</i></p>	<p>Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London.</p> <p><i>Disciplinary focus: diversity</i> <i>How are settlements similar and different?</i></p>
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	<p>Spring2</p> <p>Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses</p> <p><i>Disciplinary focus: similarity and difference</i> <i>What did Greek city-states have in common?</i></p>	<p>Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex</p> <p>Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</p> <p><i>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</i></p> <p><i>Disciplinary focus: interaction</i> <i>How are we connected to farmers?</i></p>
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<p>Summer1</p>	<p>Ancient Greece Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p><i>Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?</i></p>	<p>Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)</p> <p><i>Geographical skills: Using diagrams, describing distribution</i> <i>Disciplinary focus: interaction</i> <i>How do volcanoes affect a place?</i></p>
<p>Summer2</p>	<p>Alexander the Great. Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad)</p> <p>Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation</i> <i>How did Alexander the Great conquer so much land?</i></p>	<p>Climate and biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison</p> <p><i>Disciplinary focus: interaction</i> <i>How does the climate affect the way people live?</i></p>



4	Autumn1	<p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p><i>Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</i></p>	<p>Rhine and Mediterranean Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal</p> <p>This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</p> <p><i>Geographical skills: Extending use of maps and photographs</i></p> <p><i>How are different parts of the Rhine and the Mediterranean used by people?</i></p>



	<p>Autumn2</p>	<p>The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography)</p> <p><i>Disciplinary focus: evidential thinking</i> <i>What can sources reveal about Roman ways of life?</i></p>	<p>Population Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity</p> <p><i>Geographical skills: Thematic maps and using census data</i></p> <p><i>Disciplinary focus: diversity</i> <i>How and why does population distribution vary across Great Britain?</i></p>
	<p>Spring 1</p>	<p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian’s Wall Black Romans in Britain</p> <p><i>Disciplinary focus: evidential thinking</i> <i>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p>	<p>Coastal processes and landforms Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast</p> <p><i>Disciplinary focus: interaction.</i> <i>How does the location of west Wales affect its coast?</i></p>



	<p>Spring 2</p>	<p>Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:</p> <ol style="list-style-type: none"> 1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2. Constantine founding of Constantinople. 3. Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4. Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5. Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. 6. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum. <p><i>Disciplinary focus: similarity/difference</i> <i>How did rulers change Christianity</i></p>	<p>Tourism</p> <p>Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas.</p> <p>Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.</p> <p><i>Geographical skills: Interpreting climate data</i></p> <p><i>Disciplinary focus: Interaction</i> <i>How do tourists interact with a place?</i></p>
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	<p>Summer 1</p>	<p>Islamic civilisations (1) Arabia and early Islam</p> <p>Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.</p> <p>An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p><i>Disciplinary focus: causation</i> <i>Why did Islam spread so far and so fast?</i></p>	<p>Earthquakes</p> <p>Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines</p> <p>Depth focus: California & the San Andreas fault, Indian Ocean tsunami</p> <p>Effects of earthquakes</p> <p>How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p><i>Geographical skills: Thematic maps</i> <i>Disciplinary focus: interaction</i> <i>How do earthquakes affect people and environments?</i></p>
	<p>Summer 2</p>	<p>Islamic civilisations (2) The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.</p> <p>How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</p> <p>The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p><i>Disciplinary focus: similarity and difference</i> <i>How did worlds come together in Cordoba?</i></p>	<p>Deserts</p> <p>Distribution and climate of deserts Depth focus: The Sahara Desert</p> <p>How deserts are formed, variety of landscapes. Plants and animals in deserts</p> <p>How humans live and adapt in deserts Depth focus: The Patagonian Desert</p> <p>Geographical skills: Interpreting thematic maps and satellite photographs</p> <p><i>Disciplinary focus: diversity</i> <i>Why are deserts located where they are?</i></p>



5	Autumn1	<p>Islamic Civilisations (3) Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understandmedieval Islam. The House of Wisdom, books and paper, translation of the ancient texts fromGreek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science,technology and medicine. How Islamic scholars preserved the learningof the ancient world and moved it forwards,feeding into all the advances in European knowledge that came in the Renaissance.</p> <p><i>Disciplinary focus: causation</i> <i>Why were there so many restless minds in Cordoba and in Baghdad?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>	<p>Why is California so thirsty? Water as a resource Depth focus on California (region in North America), continuing natural resources theme(revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The futureof water supply in California. <i>Geographical skills: Interpreting a range ofthematic maps</i></p> <p><i>Disciplinary focus: change</i> <i>How have the actions of people affected thedrought in California?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>
	Autumn2	<p>Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta)including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): themission to the Angles (Pope Gregory: ‘not Angles but angels’). Early monasteries in British Isles; Bede.Offa and Cwynethrith of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo <i>Disciplinary focus: evidence</i> <i>How have historians learned about Anglo-</i></p>	<p>Oceans Locational framework – world oceans, seas inEurope Oceans and trade, oceans and climate, majorcurrents. Oceans and the land masses we’ve studied in depth – the Atlantic and West Wales. The Pacificand South America. Oceans and climate change, the human impacton oceans. Geographical skills: Interpreting world andthematic maps</p> <p><i>Disciplinary focus: change</i> <i>How do oceans affect human behaviour andsettlements?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum.</i></p>



	<p><i>Saxon Britain?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>	<p><i>As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>
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	<p>Spring 1</p>	<p>Vikings in Britain (1) Aethelflaed, Lady of the Mercians The first Viking raids and invasions King Alfred of the Kingdom of WessexThe ‘Great Heathen Army’ Alfred in Athelney Alfred’s victory over Guthrun, Guthrun’s baptism Danelaw Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikingschanged as they settled in other parts of theworld and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia Aethelflaed & Aethelred take on the VikingsAethelflaed & Edward build burhs and pressinto the Danelaw.</p> <p><i>Disciplinary focus: change/continuity How did the Vikings change England?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>	<p>Migration Real migration stories in people’s own words,from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended innew contexts. Refugees, persecution, asylum, asylum seekers;challenges for refugees How does migration change places? London,Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relationto scale.</p> <p><i>Geographical skills: Asking questions, eight-pointcompass</i></p> <p><i>Disciplinary focus: change Why do people migrate?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>
	<p>Spring 2</p>	<p>Norse culture including sagas, art, poetry, folklore. Nordic gods, goddesses, stories and customs.Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations?(e.g. epics like Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p> <p><i>Disciplinary focus: similarities What connections* and similarities did theNorse peoples have with other peoples?</i></p> <p><i>*(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</i></p>	<p>North and South America Human and physical characteristics of North andSouth America, including population distributionand climate. Megacities including Lima and depth focus on Brazil’s megacities. Urban-rural migration in Brazil, includinginformal settlements, like <i>favelas</i>. Challenge stereotypes often held of the <i>favelas</i>.</p> <p><i>Geographical skills:4-figure references, thematicmaps</i></p> <p><i>Disciplinary focus: diversity What are the pros and cons of living in amegacity?</i></p>



	<p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>	<p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>
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	<p>Summer1</p>	<p>Vikings in Britain (2) Aethelflaed and Edward press into the Danelaw. Athelstan and the unification of the kingdoms: origins of England The Vikings in Scotland “Edgar the Pacifier” and the assimilation of Vikings Merging Viking and Saxon/Scots culture (e.g. in Christianity – the hogsbacks). Britain’s ‘Second Viking Age’ up to 1066.</p> <p><i>Disciplinary focus: change/continuity</i> <i>How did Christianity change as it travelled?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>	<p>The Amazon A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest.</p> <p><i>Geographical skills: Flow diagrams, interpreting satellite photos.</i> <i>Disciplinary focus: interaction and change</i> <i>In what ways does the geography of South America affect life in the Amazon?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>
	<p>Summer2</p>	<p>Local history study – school planned unit See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it.</p> <p><i>Enquiry question developed by school to suit school-planned local study</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>	<p>Interconnected Amazon Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation.</p> <p><i>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</i></p> <p><i>Disciplinary focus: interaction and change</i> <i>How does agriculture in the Amazon interact with other parts of the world?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the</i></p>



			<p><i>Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>
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6	Autumn 1	<p>The Maya</p> <p><i>Geography of Maya on Yucatán peninsula (link to Y5 Spring 2 North and South America).</i> <i>Maya rulers, customs and structure of society</i> <i>Maya agriculture including maize, chocolate.</i> <i>Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids).</i> <i>Maya calendar and mathematics.</i> <i>Maya religious belief and practice including creation myth and ritual bloodletting.</i> <i>Historians' explanations for what happened to the Maya civilisation.</i></p> <p><i>Disciplinary focus: evidential thinking</i> <i>How do historians know about the Maya?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>	<p>Energy and climate change</p> <p><i>How people use energy</i> <i>Types of energy (reviewing those covered and extending)</i> <i>Renewable and non-renewable energy sources</i> <i>The greenhouse effect</i> <i>Enhanced greenhouse effect – causes (including energy use and farming)</i> <i>Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK</i> <i>How can we respond? Local and global</i> <i>Geographical skills focus: Interpreting line graphs</i></p> <p><i>Disciplinary focus: Interaction</i> <i>How do local actions in the UK affect global climate?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>
	Autumn 2	<p>Medieval African kingdoms</p> <p><i>This half-term's unit will focus on</i> <i>(i) material culture, society, government and technology in the medieval kingdom of Benin and</i> <i>(ii) material culture, society, government and technology in Ethiopia. This builds on pupils' earlier knowledge of East African worlds gained in Year 4 work on the empire of Aksum.</i></p> <p><i>Disciplinary focus: similarities and differences</i> <i>How similar and different were medieval Ethiopia and Benin?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum.</i></p>	<p>Ethiopia</p> <p><i>An in-depth place focus to complement knowledge gained in History and Religion.</i> <i>Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3)</i> <i>What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life</i> <i>Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project</i> <i>Geographical skills focus: Population pyramids, longitude and time zones</i></p> <p><i>Disciplinary focus: Interaction</i></p>



	<p>As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</p>	<p><i>How do global changes affect local places in Ethiopia?</i></p> <p>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</p>
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	<p>Spring 1</p>	<p>Cities in time 1</p> <p><i>Shock cities</i> <i>The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall.</i> <i>Recurring characteristics of cities beginning with ancient Mesopotamia (revisited from Year 3).</i></p> <p><i>Disciplinary focus: causation</i> <i>Why did Manchester change so rapidly in the 19th century?</i></p> <p>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</p>	<p>Changing Birmingham</p> <p><i>This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes.</i> <i>Where is Birmingham?</i> <i>How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment</i> <i>How is it changing now? Current issues, link to UN sustainable development goals, climate change</i> <i>What might Birmingham be like in the future? Possible, probable, and preferable futures</i> <i>Geographical skills: Interpretation and presentation of data</i></p> <p><i>Disciplinary focus: change</i> <i>How much did Birmingham change between 1750 and the present day</i></p> <p>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</p>
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<p>Spring 2</p>	<p>Cities in time 2</p> <p><i>Greek and Roman Pompeii Viking and medieval London 10th to 16th century Samarqand Independent study: a city near you</i></p> <p><i>Disciplinary focus: similarity and difference How typical of urban history is the history of my city / the city of xxx?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>	<p>Jamaica</p> <p><i>An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward Geographical skills: tbc</i></p> <p><i>Disciplinary focus: change What is a preferable future for Jamaica’s tourist industry?</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>
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	<p>Summer1</p>	<p>Britain in the era of the Second World War</p> <p><i>This unit will include the impact of war and post-war developments. It will include evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people, impact on small towns; the involvement of diverse peoples in a global war; the causes and effect of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>	<p>Local area enquiry – a double, school-designed unit</p> <p><i>How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and fourfigure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, Digital technologies) skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies)</i></p> <p><i>What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</i></p> <p><i>Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork</i></p> <p><i>Disciplinary focus: How geographers investigate a place</i> <i>Enquiry question to be tailored to the local context and interests of the class</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>
	<p>Summer2</p>	<p>Local history study – school designed unit</p> <p><i>See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it. For this unit, guidance will be developed for those schools wishing to do local history specifically related to the Second World War and the post-war period, with a focus on later twentieth-century social and cultural history.</i></p> <p><i>*2024-2025- Children will follow the Year 4 history curriculum. As this curriculum is at an introductory stage and relies on sequencing, the Year 4 curriculum is replicated in Year 5 and 6 to ensure that key aspects are embedded</i></p>	