

History & Geography: Year 6



Autumn	Spring	Summer
Digging For Treasure The Ancient Greeks	Oceans Apart The world's Oceans	Pyramids & Pharaohs Ancient Egypt

KS2 Historical Knowledge and Skills:

Draw parallels and conclusions between time periods within British history and the wider world • Construct detailed timelines • Place features of historical events and people from past societies and periods in a chronological framework • Identify and compare changes within and across different periods • Research and formulate an opinion about what life would have been like and key features of a given time period • Analyse trends between different social classes and the causes behind them, within and between time periods • Create a structured account of a past event, from multiple perspectives • Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others • Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory • Create a historical account, using existing primary and secondary sources as evidence • Understand that some events from the past is propaganda, opinion or misinformation, and that this affects interpretations of history • Structure a talk and debate in both formal and informal ways by grouping arguments by a theme • Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support

KS2 Geographical Knowledge and Skills:

Identify and locate the six different climate regions on a world map • Identify the position and significance of the Northern and Southern Hemisphere on human geography • A comparative study of regions in Northern and Southern Hemispheres, with a focus on physical characteristics and how these aspects have changed over time • Identify the position and significance of the Prime Meridian and the Tropics of Cancer and Capricorn • Describe and understand key aspects of climate zones, biomes and vegetation belts including tundra, desert, tropical rainforest, savannah, temperate forest, grassland and taiga • Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • Consider the possible futures if things remain unchanged • Explore potential solutions for a preferred future • Use six figure grid references and eight points of a compass to build locational knowledge of the United Kingdom and the wider world • Use maps, digital maps, atlases and globes to locate countries and describe and compare features studied. • Explain the links between human and physical geographical processes and how these may affect the future • Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises • Present their research through self- selected representations: e.g., reports, leaflets, drama, art, multimedia • Explain views in relation to environmental change and geographical issues and compare these with the views of others

Historical Vocabulary	Geographical Vocabulary
Mythical, democracy, philosophy, Athens, Sparta, Mediterranean, ancient, civilization, city states, Gods, Olympus, Olympics, Marathon, Acropolis, Parthenon Pharaoh, Pyramid, Sarcophagus, Mummification, Howard Carter, Sphinx, Tomb, Embalm, Afterlife, Nile, Hieroglyphics,	Eco System, zones, habitats, renewable, sustainable, climate change, latitude, longitude, hemispheres, tide, current, marine, conservation, overfishing, sea life,

Year 6 History: Autumn

Digging For Treasure: Were the Ancient Greeks the greatest ever civilisation?

Key Knowledge & Cultural Capital	
• Know that around 3000 BCE saw the beginning of Ancient Greek empire (Minoan) • Know that it ended around 146 BCE (Roman Conquest) • Know who Alexander the Great was • Know the stories of the Trojan War and Odysseus • Know Ancient Greece was made up of City States, including: Athens and Sparta • Know where to locate modern and Ancient Greece on a world map • Know the Greek Gods and become familiar with their myths • Know what democracy is and know that it began in Ancient Greece, Athens • Know the Olympics was created in ancient Greece • Know how the Ancient Greeks contributed to the advancement of medicine (Hippocrates) • Know that Ancient Greek treasures were removed and taken to Britain • Know what happened to the Elgin Marbles • Know who Lord Elgin was	
Coherence with the wider curriculum	
• Where does the Ancient Greek period fit into a timeline of history – Dinosaurs, Stone Age, Egyptian Anglo Saxon, Viking, Roman, Victorian, WW2 and the Space Age • Geography – Locating European countries and how far the Greek empire reached around the world • Vikings in y3, what can we learn about a culture from its remains • British Values – Democracy • Homes in y1 and how life has changed through time • WW2 in Year 4 – Why do wars start and the effect of war • Romans – How did they contribute to the end of the Greek Empire	
Christian Distinctiveness & Spirituality	Global and Ethical links
• Who and how did the Greeks worship? • Did they believe in more than one God? How does this differ from Christianity? • Which modern religions worship more than one God? • Do any Bible stories have similar messages to Greek Myths? • Fellowship – reflected in City states • Love – The Greeks loved their God's and the God's required the Love of the people. How is this different to Love within Christianity? Did Jesus seek the Love of mankind?	• Ethical implications of Britain holding Ancient Greek artefacts – British Empire • Social justice and equity • Globalisation and interdependence • Peace and conflict • Human rights • Power and governance • Communication, Cooperation and conflict resolution • Ability to manage complexity and uncertainty • Respect for people and human rights
Community Links and Enrichment	
Visit the British Museum (virtual tour) Local exhibitions - Lakeside Artefacts in school – what can we learn from these objects?	

Year 6 Geography: Spring

Oceans Apart: Are we treating the Oceans with enough respect?

Key Knowledge & Cultural Capital	
• Know that there are 5 Oceans: Atlantic, Pacific, Indian, Southern and Arctic • Locate the Oceans on a map • Know that 70% of the earth is covered by water • Know that Seas are smaller than oceans and usually enclosed by land (Mediterranean) • Know that the oceans are home to a wide variety of wildlife and that different oceans are home to different sea life • Know how human actions affect the oceans (pollution, plastic, overfishing) • Know that Pacific is the largest ocean and covers 30% of the earth • Know the 8 points of a compass and how to find a grid reference on a digital map • Know the Prime Meridian and the Tropics of Cancer and Capricorn • Know which oceans are in which Hemisphere	
Coherence with the wider curriculum	
• EYFS – Understanding the world. Understanding the natural world – rivers and oceans. Past & present seaside holidays. Global citizenship – looking after the environment. • One Plastic Bag • Impact of humans on the earth • The water cycle • Over fishing • Importing food • Viking invasions by sea/river • Points of a compass • Rivers and flooding • Natural disasters • Understanding climate and biomes	
Christian Distinctiveness	Global and Ethical links
• What would God say about how humans are polluting the planet? (Guardians of the earth) • Interconnectivity of the earth, countries and people through water • Respect for the seas/oceans • Love for the creatures of the oceans • The sea and spirituality • Fishers of men • Significance of fishing in the bible • Parting of the red sea • Noah's Ark	• Sustainable development • Concern for the environment • Commitment to participation • Belief that people can bring about change • Ability to manage complexity and uncertainty
Community Links and Enrichment	
• Trip to Aquarium • Field Work	

Year 6 History: Summer

Pyramids and Pharaohs: Why are people still so fascinated with Ancient Egypt?

Key Knowledge & Cultural Capital	
• Know that Ancient Egypt emerged around 3100 BCE • Know that Egyptians used hieroglyphs, a complex system of pictorial writing • Know that the pharaoh was not just a king but also seen as a living god • Know the Great Pyramid of Giza, built for Pharaoh Khufu, is the only surviving Wonder of the Ancient World • Know the Egyptians believed in an eternal afterlife • Know they worshipped hundreds of gods and goddesses, including Ra (sun god) • Know The Nile River was central to Egyptian life, providing water, transportation, and farming • Know that Ancient Egyptian doctors practiced surgery, dentistry, and herbal medicine • Know that Egyptian women could own property, initiate divorce, and run businesses • Know that the Rosetta Stone, discovered in 1799, helped scholars decode hieroglyphs because it had the same text in Greek, Demotic, and hieroglyphic script. • Know the Egyptians built massive structures like temples and pyramids using advanced engineering techniques without modern tools. • Know that Ancient Egyptian civilization gradually declined and was eventually absorbed into the Roman Empire in 30 BCE after the death of Cleopatra VII	
Coherence with the wider curriculum	
• Comparisons with other Great Empires, Greeks, Romans, British • Timeline of history periods studied in other year groups	
Christian Distinctiveness & Spirituality	Global and Ethical links
• Who did the Egyptians worship? • How do their Gods compare to others • Are there any similarities between Christianity? • Where does Egypt feature in the Bible?	• Slavery • Equality • Commitment to participation • Belief that people can bring about change • Ability to manage complexity and uncertainty
Community Links and Enrichment	
• Digital learning • Virtual Reality Pyramid tour • Artefacts	

History & Geography: Year 5



Autumn	Spring	Summer
The Space Race How the Cold War shaped the world	Fragile Earth Mountains and Rainforests	Timeline Stone Age to Space Age

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Draw parallels and conclusions between time periods within British history and the wider world • Construct detailed timelines • Place features of historical events and people from past societies and periods in a chronological framework • Identify and compare changes within and across different periods • Research and formulate an opinion about what life would have been like and key features of a given time period • Analyse trends between different social classes and the causes behind them, within and between time periods • Create a structured account of a past event, from multiple perspectives • Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others • Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory • Create a historical account, using existing primary and secondary sources as evidence • Understand that some events from the past is propaganda, opinion or misinformation, and that this affects interpretations of history • Structure a talk and debate in both formal and informal ways by grouping arguments by a theme • Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support

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Historical Vocabulary	Geographical Vocabulary
Cold War, U.S.A, U.S.S.R, Apollo, Lunar, orbit, shuttle, astronaut, cosmonaut, galaxy, universe, zero gravity, vacuum, infinite, solar system, NASA, Buzz Aldrin, Neil Armstrong, Mae Jemison, Tim Peake, Helen Sharman, Yuri Gagarin Hunter Gatherer, Flint, Tool, Cave Painting, Nomadic, Palaeolithic, Neolithic, Shelter, Tribe	Rainforest - ecosystem, habitat, camouflage, climate, carbon dioxide, oxygen, biome, temperate, tropical, humid, equatorial, indigenous, extinct, vegetation, liana, deforestation, palm oil, emergent, canopy, understory, forest floor Mountains - crust, mantle, core, plates, lithosphere, converge, diverge, magnitude, solidified, magma, lava, seismograph, igneous, sedimentary, metamorphic

Year 5 History: Autumn

The Space Race: How did the Cold War and the race to reach Space first, impact the world?

Key Knowledge & Cultural Capital	
• Know what the 'cold war' was and that it lasted between 1947 and 1991 • Know that this period of history marked the beginning of rapid technological progress • Know there was a race between The USSR and USA to get to space first during this time • Know that animals were sent to space first including Laika the dog and Ham the Monkey • Know that Sputnik in 1957 was the first successful space launch and that in 1961 Yuri Gagarin was the first person in space which were both Russian • Know that in 1969 Neil Armstrong first man on the moon, who was American • Know the Apollo 11 mission was the first successful moon landing • Know who Mae Jemison and Helen Sharma are • Know the hidden figures story and understand the inequality faced by women and black people at this time • Know Katherine Johnson's role in the Apollo 11 mission • Know how major shifts in attitudes towards equality happened during this period of history • Know that computer and medical advances were directly impacted by the Space Race • Know about the recent developments of space travel – Space X and Space tourism	
Coherence with the wider curriculum	
• Links to invasions such as WW2, Romans and Vikings – the human race invading space, growing number of satellites and cooperation through the ISS • Stereotypes in summer term, female astronauts, engineers and scientists (hidden figures) • Materials required for space travel links to previous learning on materials from EYFS onwards • Forces – propulsion, uplift, aerodynamics. Link to Viking ships and how they were designed. • WW2 – modern history and understanding how the world has changed in the last 100 years – globalization following the end of the war	
Christian Distinctiveness & Spirituality	Global and Ethical links
• God as the creator Vs The Big Bang theory • look at Bryan Cox's big question – what came before the big bang? • The story of creation • What does the bible say about the universe? • Fellowship and respect – looking after the planet as there is no viable other planet • Joy – the moment the moon landing happened worldwide event united in joy • Be Brave and Curious – the scientists that made space travel possible, never giving up to make the impossible possible.	• Power & Governance • Ability to manage complexity and uncertainty • Respect for other people and the earth Understanding the fragility of our planet • Is it morally right for billionaires to spend their fortunes going to space while people live in poverty? • Should we be looking after this planet rather than looking for new ones? • How has the pursuit of space travel helped normal society – invention, research – understanding climate.
Community Links and Enrichment	
• VR Rocket launch • Visit to the Space Centre	

Year 5 Geography: Spring

Fragile Earth: What can we learn from the Mountains and Rainforests?

Key Knowledge & Cultural Capital	
• Know where key mountain ranges are, including; Alps, Andes, Himalayas. • Know that mountains are formed in different ways (fold, fault, block, dome) • Know that plate tectonics move in different ways • Know how a volcano is formed and 80% located in the 'ring of fire' • Know how an earthquake is caused • Know what a 'biome' is and that there are 5 types: Desert, Grassland, Aquatic, Forest, Tundra. • Know the 5 layers of a rainforest • Know what deforestation is and the main causes: logging, agriculture, farming & mining • Know what palm oil is and everyday products it is used in. Understand that the production of palm oil is a significant cause of deforestation. • Know what longitude and latitude mean • Know where in the world Tropical climates are and describe the features • Know the Amazon Rainforest is the largest at six million square km and is located in Brazil • Know that Rainforests are home to millions of species of animal and plant	
Coherence with the wider curriculum	
• Understanding the world; seasons and weather. Culture and communities protecting the rainforest. • Global citizenship – looking after the environment. • Habitats (Bees affected by climate change) • Impact of humans on the earth – endangered animals affected • Great Fire of London (natural vs manmade) • Sustainability, how are food supplies affected by climate • Rivers and the water cycle • Refugees and displaced people • Oceans and seas	
Christian Distinctiveness & Spirituality	Global and Ethical links
• How does religion encourage people to help bring about positive change? • How have religious organisations helped places/people affected by natural disasters? • Love & Fellowship helping people affected • Respect for the earth; how is human activity affecting some natural disasters? • Noah's Ark – Mount Sinai • Famine, flood, Plague in the bible • Moses and the Israelites	• Social justice and equity • Identity and diversity • Human rights, power and governance • Empathy • Communication • Informed and reflective action • Commitment to social justice and equity • Respect for people and human rights • Value diversity • Commitment to participation and inclusion
Community Links and Enrichment	
• Hike up Mam Tor in Derbyshire • AR Rainforest expedition • Field Work -	

Year 5 History: Summer

Back to the Stone Age: How has life changed since the Stone Age?

Key Knowledge & Cultural Capital	
• Know The Stone Age is split into the Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age). • Know It began around 2.5 million years ago and ended around 3000 BCE • Know that early humans made tools from flint and other stones for hunting, cutting, and building. • Know that people were Hunter-Gatherers In the Paleolithic period, humans survived by hunting animals and gathering wild plants. • Know that fire was a major discovery and allowed early humans to cook food, stay warm, and protect themselves. • Know that cave art was created and can still be seen today • Know that People moved frequently in search of food and shelter, especially during the Paleolithic period. • Know that in the Neolithic period, humans began to domesticate animals like sheep, goats, and dogs. • Know that in the Neolithic period saw the rise of farming and agriculture, leading to permanent settlements. • Know that Stonehenge Was Built • Know that clothing was made from Animal Skins • Know that Stone Age people buried their dead, sometimes with tools or ornaments, suggesting early spiritual beliefs.	
Coherence with the wider curriculum	
• Understanding the world; seasons and weather • How did the earth look? Continental shifts • Impact of humans on the earth – Humans and animals co-existing • Making fire - Great Fire of London • Sustainability, how Stone Age people only had what they needed to survive • Rivers and the importance to sustain life – early farming • Refugees and displaced people – Stone age nomads • Oceans and seas – Stone Age settlements near water	
Christian Distinctiveness & Spirituality	Global and Ethical links
• How did spirituality start to emerge during the Stone Age? • What evidence is there of Faith? • Were Stone Age people better at looking after the earth than us?	• Identity • Basic human rights • Empathy • Communication • Informed and reflective action • Respect for people and human rights • Commitment to participation and inclusion
Community Links and Enrichment	
• Digital Timeline – stone age to space age • Outdoor learning – cave painting, fire making, shelter building • Make tools from Wood and Stone	



History & Geography: Year 4

Autumn	Spring	Summer
Cities at War WW2	Story of a River Rivers including the Trent	Here come the Romans The Romans in Britain

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Year 4 History: Autumn

Cities at War: Was WW2 the most significant moment in modern history?

Key Knowledge & Cultural Capital	
• Know that WW2 began in 1939 and ended in 1945 • Know that 6 million Jews were killed by Nazi party and this was known as the holocaust • Know that Hitler bombed Britain during 1940-1941 and this was known as the Blitz • Know how the people of London during adapted to life during the Blitz. • Know the different types of Air-raid shelter: Anderson, Morrison and Public shelters including the Underground stations • Know how Nottingham was affected during WW2 including the de-coding done at Beaumanor • Know what an Evacuee is and what happened to them • Know what is propaganda and how it was used by both sides • Know the role of women during WW2 and how life changed for Women after the war ended • Know who the Allied forces were and that this also included: India, Australia and Russia • Know who the Axis was and that this included: Germany, Japan and Italy • Know what rationing was and what people did to survive: The land Army	
Coherence with the wider curriculum	
• Development of medicine and healthcare – how has war helped develop medicine - Florence Nightingale and the Space Race • Castles and defenses. A place to call home. How belonging somewhere matters • The Jews being forced out of their homes • Evacuee and the similarities to Refugees and displaced people today • The invasion of Britain by the Vikings and Romans • Human rights, how were human rights affected by WW2?	
Christian Distinctiveness & Spirituality	Global and Ethical links
• Treatment of Jews – Why did Hitler hate the Jews? • The holocaust • How does war sit within a Christian belief system? • Is war ever justified? • Fellowship of the people of London during the Blitz • How did religion and faith help soldiers and civilians through the war? • Joy at the end of the war? How was this shown? • Families torn apart by war, evacuees finding Love with new families	• Empathy with people from the past. • Understand social justice • Peace and conflict – was it ethically right to go to war with Germany? • Importance of communication and cooperation • Ability to manage and avoid conflict • Respect for other people • Understanding that England has always been made up of different cultures and 'tribes' and that its population is culturally mixed. • Understanding multiple points of view. • Understanding migration from the perspective of invasion and assimilation.
Community Links and Enrichment	
• Visit to Beaumanor • Artefacts in school • Local visit to the War Memorial	

Year 4 Geography: Spring

Story of a River: How do rivers shape our lives?

Key Knowledge & Cultural Capital	
• Know where the river Trent starts and ends • Know how rivers are formed • Know how the water cycle functions and how rivers feature • Know the features of a river and explain them • Know how and why rivers flood • Know how human activity has affected flooding (around the world) • Know how floods can be protected against • Know that the Ganges is in India • Know the religious symbolism of the River Ganges • Know the similarities and differences between the River Trent and The Ganges • Know why humans live near rivers • Know how rivers have been used to aid industry • Know how pollution is affecting rivers	
Coherence with the wider curriculum	
• Understanding the world; seasons and weather. Oceans and rivers. Global citizenship – looking after the environment. • Maps and local community • Animal habitats • Impact of humans on the earth • Great Fire of London -The Thames • Sustainability, how are food supplies affected by climate • Refugees and displaced people • Oceans and seas	
Christian Distinctiveness & Spirituality	Global and Ethical links
• What spiritual meaning does the river have in some faiths (Ganges) • How have rivers been used for worship (baptism) • How do rivers and fish appear in the Bible • The holy significance of water • Respect for the natural world – pollution and damage to the water cycle • Our responsibility as humans to care for the environment • Fellowship/joy – using rivers for pleasure and enjoyment	• Sustainable development • Empathy • Communication • Informed and reflective action • Concern for the environment and commitment to sustainable development • Belief that people can bring about change • Ability to manage complexity and uncertainty
Community Links and Enrichment	
• River walk – River Trent • Severn Trent visit • Field Work -	

Year 4 History: Summer

Here come the Romans: What did the Romans ever do for us?

Key Knowledge & Cultural Capital	
• Know that the Roman Empire began in 27BC and ended in 476AD • Know that the Romans first invaded Britain in 55BC – Julius Caesar • Know that the Romans ruled Britain for 400 years - Claudius • Know The Roman Empire also stretched across Europe, Africa, and Asia • Know that Rome is a city in Italy • Know the meaning of an Empire and an Emperor • Know that the Romans built roads in Britain and some are still used today (A46) • Know that the Romans built cities like London, York and Bath • Know that the Romans introduced new farming techniques • Know that the Romans spoke Latin and this influenced our language today • Know that later on during Roman time, Christianity started to spread • Know that The Romans worshipped many gods, like Jupiter and Mars (god of war). • Know that Roman numerals are still used today—like I, V, X, L, and C. • Know The Romans invented many things that are used today, including: concrete, toilets, aqueducts and heating • Know that the Roman empire came to an end around 400AD • Know that after the Romans came the dark ages followed by the Anglo-Saxons	
Coherence with the wider curriculum	
• Global citizenship • Maps and local community • Migration and expansion • Impact of humans on the earth • The end of Ancient Egypt • The Romans and Jesus • Homes and houses in Britain	
Christian Distinctiveness & Spirituality	Global and Ethical links
• The Romans in the Bible • The crucifixion of Jesus • Why did the Romans dislike Jesus? • Emperor Constantine spreading Christianity	• Empathy • The Rule of Law • Democracy and Government • Informed and reflective action • Slavery and oppression • Belief that people can bring about change • Ability to manage complexity and uncertainty
Community Links and Enrichment	
• VR museum tour • Interactive retelling of the crucifixion with the Church	



History & Geography: Year 3

Autumn	Spring	Summer
Place Invaders The Vikings and Anglo Saxons	The Great Food Debate Where does our food come from?	The Mayans An Ancient Civilisation

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Year 3 History: Autumn

Place Invaders: Who were the Vikings and why did they come to Britain?

Key Knowledge & Cultural Capital	
• Know that Vikings came from Scandinavia • Know that the Anglo Saxons were living in Britain at this time • Know that the Anglo Saxons (Germans and Dutch) were the settlers left after the Romans left Britain • Know that Britain had milder weather and more fertile land for growing crops • Know the first recorded Viking raid was in 793AD in Lindisfarne • Know the Viking age ended in 1066 when the battle of Hastings saw the Normans take control • Know that some Vikings came to steal and plunder, others to settle down and make homes • Know many Vikings made Britain their home – Danelaw and controlled large parts of Britain • Know that Vikings were not Christian so did not mind attacking churches and Monasteries • Know the Vikings worshipped many Gods, including: Thor, Odin and Freya • Know that their ships were built to cross the sea and to travel down shallow rivers • Know that Viking Kings ruled Britain including King Canute • Know that the Vikings were in Nottingham and the roads with 'Gate' in the name derive from Gata – Houndsgate, Castlegate etc	
Coherence with the wider curriculum	
• Other successful invasions of Britain – The Romans • Unsuccessful invasions of Britain – WW2 Battle of Britain. Why could Hitler not achieve what others did? • Materials – How did the Vikings build their ships. • Flammable materials and Materials that sink and float • Rivers – use of rivers • Greek Gods & Myths similarities to Viking Gods • Similarities and differences between Viking Raiders and Blitz bombing raids • What is the effect on the population/country being invaded – links with refugees and displaced people	
Christian Distinctiveness & Spirituality	Global and Ethical links
• Vikings were not Christian – what did they believe and how did this affect their actions? • Lindisfarne Monastery – morality of attacking places of worship • What effect did the Viking settlers have on Religion in Britain? • Fellowship of the Viking raiders – on a boat for long periods of time (brotherhood) fighting alongside each other • Forgiveness – once the Vikings had settled did people forgive over time • Respect – an invading party with no Christianity. How did they learn to live alongside each other.	• What was happening in other parts of the world when the Vikings were invading Britain? • Peace and conflict, • human rights • power and governance • globalisation and interdependence • Sense of Identity, Social justice and equity • Cooperation and conflict resolution
Community Links and Enrichment	
• Build the Viking Ship for a ceremonial burning • Viking Artefacts	

Year 3 Geography: Spring

The Great Food Debate: Do we really know where our food comes from?

Key Knowledge & Cultural Capital	
• Know that different foods come from different parts of the world • Know that weather and climate affect where food can grow • Know that there are many foods such as bananas and coconuts that do not grow in Britain • Know what climate is and that the climate in Britain is Temperate • Know the different types of climate: Temperate, Tropical, Dry, Polar, Highland and Continental • Know that the UK imports half of the food we eat from other countries • Know where the UK is on a world map and identify the continents • Know where Nottingham is located on a map • Know that we can have most food all year but that this may have a negative impact on the environment • Know that many countries do not have enough food • Know how food consumption affects the planet through over fishing, mass farming, deforestation, • Know that some people choose to be vegetarian or vegan	
Coherence with the wider curriculum	
• The natural world and keeping healthy • Where does my food come from/should we grow our own? • Seasonal foods • Hunting, poaching and farming • Why people become vegetarian? • People leaving homes due to a lack of food • WW2 rationing • Space food/eating for survival • Polluting the rivers/seas	
Christian Distinctiveness & Spirituality	Global and Ethical links
• The significance of food in religions • Bread in Christianity, Halal, Kosher • What are the moral implications of some countries having so much and others having so little? • Foodbanks – what does this say about our society? • Sikh food distribution in Nottingham • Church led food for the homeless • Harvest Festival • Lent/Ramadan	• Globalisation and interdependence • Sustainable development • Power and governance • Communication • Informed and reflective action • Concern for the environment • Commitment to sustainable development • Belief that people can bring about change
Community Links and Enrichment	
• Field Work • Cooking • Visit food making facility	

Year 3 History: Summer

The Maya: Who were the mysterious Mayans?

Key Knowledge & Cultural Capital	
• Know that the Mayans lived in what we now call Southern Mexico, Guatemala, Belize, Honduras and El Salvador • Know that the Mayan civilization began in 2000BC • Know that the Mayans had an advanced Writing System: Maya hieroglyphics • Know that they were known for their mathematical understanding • Know that they developed complex calendar systems • Know that they lived in City-States like the Greeks and often engaged in warfare and alliances. • Know that they built Pyramids and Architecture: They built impressive stepped pyramids, like El Castillo at Chichén Itzá, • Know that they developed agricultural Innovation and terracing which can still be seen today • Know that millions of Maya people still live today in Mexico, Guatemala, Belize, and Honduras,	
Coherence with the wider curriculum	
• Similarities to the Greeks – City states • The building of pyramids in Ancient Egypt • Farming and agriculture development – the Romans • Ways that people worship in different cultures • Development of maths and use of calendars	
Christian Distinctiveness & Spirituality	Global and Ethical links
• Building places of worship • Rituals • The afterlife • Sacrifice • Tracking of religious events over 1000s of years • How did this part of the world find Catholicism?	• Sustainable development • Power and governance • Communication • Informed and reflective action • Ethical tourism • Commitment to sustainable development • Belief that people can bring about change
Community Links and Enrichment	
• Visit to Cadburys World • Create Mayan temples	



History & Geography: Cycle A

Autumn	Spring	Summer
Fire and Fever The Great Fire of London	Humans Vs Animals The Arctic and The Rainforest	The Victorians How life in Britain has changed

KS1 Historical Knowledge and Skills:

Use words and phrases relating to the passing of time - Describe things that happened to themselves and others in the past and present their findings - Develop an understanding of the term 'chronological' when discussing timelines Understand how to put people events and objects in order of when they happened - using a timeline - Identify similarities and differences between periods - Use information given to describe events and people beyond living memory - Compare and contrast the differences within a locality, over time · Give reasons why a significant person in the past may have made a decision in order to bring about change · Begin to identify similarities and differences between social classes and gender · Give example of how their lives are different to the lives of others in the past · Recall different ways in which the past is represented · Ask question and find out answers about the past · Use a wide range of sources, including trips and eyewitness accounts to build a picture about the past · Identify the difference between primary and secondary sources · Describe objects, people or events in history, building on others' ideas and discussions · Communicate ideas about people, objects or events from the past in speaking, writing, drawing and using technology

KS1 Geographical Knowledge and Skills:

· Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas such as flags, cultural customs, traditions, Symbols and capital cities· Name and locate the world's seven continents and five oceans · Understand the geographical similarities and differences through studying human and physical geography of Nottingham in the United Kingdom - · Identify the position and significance of the Arctic and Antarctic circle · Record and compare seasonal weather patterns in the United Kingdom · Identify and understand the significance of the equator on the world climate, including North and South Pole · Compare and contrast key physical features of two contrasting areas · Use simple compass directions, such as north, south, east to describe the location of the United Kingdom and the wider world · Use simple compass directions to describe the location of features and routes on a map · Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of a local area · Label a diagram or photograph using some geographical vocabulary · Describe a locality and identify key features by using a map · Identify that localities may have similar and different characteristics · Make comparisons between people and places and explain their reasons · Show empathy towards a geographical event or issue and explain the impact on people or place

Historical Vocabulary	Geographical Vocabulary
Plague, London, King Charles, Water pump, St Paul's Cathedral, River Thames, fire, smoke, flammable, cramped, crowded, rats, infection, timber, fuel, oxygen Queen Victoria, rich, poor, wealthy, poverty, leisure, industry, factory, lace work, government, education, gender, abbey, technology, railways, conflict, war, adversity, medicine.	Climate change, conservation, north, south, east, west, continent, country, capital city, endangered, threat, Ocean, Sea, landscape, habitat, jungle, rainforest, deforestation

Year 1/2 History: Autumn

Fire and Fever: What happened to London in 1666?

Key Knowledge & Cultural Capital	
• Know that the fire started in 1666 • Know that houses were built close together due to a rising population • Know that houses were made from timber with thatched roofs • Know that the fire started in a bakery at Pudding Lane • Know some tools used to fight fire in 1600s: fire hook, leather buckets of water from the River Thames • Know how fire prevention in the 1600s has changed • Know that the River Thames was an important means of escape • Know that first-hand accounts tell us about the fire e.g., Diary of Samuel Pepys • Know that houses began to be made out of brick after the fire • Know that London was a lot smaller at this time • Know that Charles II was king • Know what the black plague was and that it killed millions of people • Know that the Great Fire helped to stop the spread of the plague in London	
Coherence with the wider curriculum	
• Homes and their importance. How would losing your home in the fire affect you • Understanding materials in EYFS and how some materials are flammable • Placing the Stuart Period 1666 in a time line of British history • How did the Vikings use fire as a weapon and for survival? • The Blitz (why didn't fires spread as fast)	
Christian Distinctiveness & Spirituality	Global and Ethical links
• St Paul's Cathedral: The present Cathedral, the masterpiece of Britain's most famous architect Sir Christopher Wren, is at least the fourth to have stood on the site. It was built between 1675 and 1710, after its predecessor was destroyed in the Great Fire of London, and services began in 1697 • 87 parish churches destroyed • How did people's faith help them at this time? • Fellowship – how did people come together to fight the fire? • Prayers for the people that died and lost their homes	• What lessons were learned from this period? Crowded living, poor sanitation, managing a disease – links to Covid • Developing empathy with people from the past. • Understand social justice – poor people affected worse - Grenfell • Ability to manage complexity and uncertainty • Respect for other people • Understanding that England has a wealth divide • Understanding others points of view • Understanding mass migration to a city, why do people move to big cities?
Community Links and Enrichment	
• Artefacts from the fire • AR visit to London in 1666	

Year 1/2 Geography: Spring

Humans Vs Animals: How are we impacting on the Arctic and the Rainforests of Borneo?

Key Knowledge & Cultural Capital	
• Know the names of the seven continents • Know there are five oceans • Know the four countries that make up the UK • Know the capital cities of the UK • Know how the climate in Nottingham is different to the rainforests of Borneo and the Arctic • Know the 8 points of the compass • Know how weather/climate patterns are different in the Arctic & Borneo • Know how human activity is affecting animal habitats for polar bears and Orangutangs • Know that 30% of the Rainforests of Borneo have been destroyed • Know that the Arctic sea-ice is shrinking each year • Know where Borneo and the Arctic are on a world map • Know what some people are doing to protect these animals	
Coherence with the wider curriculum	
• Natural world keeping healthy, caring for our world • How we care for living things • Where does my food come from/why should we grow our own • Seasonal foods • Should people become vegetarian, fair trade and over farming • People leaving homes due to a lack of food • WW2 rationing • Fragile earth – The Amazon Rainforest • Palm Oil production	
Christian Distinctiveness & Spirituality	Global and Ethical links
• Religion and food- which animals are sacred and why? • What is kosher and Halal? • Story of creation • What does the bible say about looking after God's creations? • How has religion affected the spread of humans around the globe? • Fellowship – humans and animals together in harmony • Noah's Ark • Feeding the 5000	• Sustainable development • Empathy • Communication • Informed and reflective action • Concern for the environment and commitment to sustainable development • Belief that people can bring about change • Ability to manage complexity and uncertainty
Community Links and Enrichment	
• Adopt a Polar Bear/Orangutang • Visit Twycross Zoo – endangered animals • Field Work -	

Year 1/2 History: Summer

The Victorians: What was life like in Victorian times?

Key Knowledge & Cultural Capital	
• Know that Queen Victoria was queen during the Victorian times 1837-1901 • Know that Great Britain ruled over many other countries including India and Australia – The British Empire • Know that many children from poorer families were expected to work • Know that few children had access to education • Know that South Wilford originally started to give an education to children from poor families • Know that boys and girls had different experiences of childhood through education and work • Know how the lives of Victorian children compare with their lives today • Know that Queen Victoria became queen in 1832 when she was 18 years old • Know key features of life in Victorian times: clothing (lace), education, work, pastimes, foods etc. • Know that life was different for rich and poor Victorians • Know that electric lightbulbs, railways, photography and flushing toilets were all invented. • Know who Charles Dickens was and use Oliver or Christmas Carol to help visualise Victorian England	
Coherence with the wider curriculum	
• London, the capital and significant landmarks • Women fought for the law to be changed so that they had the right to Vote - Suffragettes • London is where laws are made and changed. • The industrial revolution changed Britain from an agricultural society to larger scale manufacturing • How crime and punishment changed during the industrial revolution • The causes of the British Empire and its impact around the world – Windrush • Timeline construction – what was happening elsewhere in the world	
Christian Distinctiveness & Spirituality	Global and Ethical links
• Christianity a significant part of most people's lives during Victorian times • Idea of monarchs being chosen by God • How life was influenced by the church • The Victorian Christmas that we know now • The British Empire and the spread of Christianity	• Empathy • Communication • Informed and reflective action • Sustainable development • Belief that people can bring about change • Ability to manage complexity and uncertainty
Community Links and Enrichment	
• Victorian Artefacts • Local walk to see Victorian Architecture/Old School House	

History & Geography: Cycle B



Autumn		Spring		Summer	
This Old House History in Living Memory	People Who Help Us People from the past that help us	Where did the dinosaurs go?	All Creatures Great and Small	Happy Ever After	Can I Make a Difference?

KS1 Historical Knowledge and Skills:

Use words and phrases relating to the passing of time - Describe things that happened to themselves and others in the past and present their findings - Develop an understanding of the term 'chronological' when discussing timelines Understand how to put people events and objects in order of when they happened - using a timeline - Identify similarities and differences between periods - Use information given to describe events and people beyond living memory - Compare and contrast the differences within a locality, over time · Give reasons why a significant person in the past may have made a decision in order to bring about change · Begin to identify similarities and differences between social classes and gender · Give example of how their lives are different to the lives of others in the past · Recall different ways in which the past is represented · Ask question and find out answers about the past · Use a wide range of sources, including trips and eyewitness accounts to build a picture about the past · Identify the difference between primary and secondary sources · Describe objects, people or events in history, building on others' ideas and discussions · Communicate ideas about people, objects or events from the past in speaking, writing, drawing and using technology

KS1 Geographical Knowledge and Skills:

Y1: Use simple compass directions to describe the location of features and routes on a map Understand the geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European Country. Record and compare seasonal weather patterns in the United Kingdom Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of a local area

Y2: Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas such as flags, cultural customs, traditions, Symbols and capital cities · Name and locate the world's seven continents and five oceans · - Identify the position and significance of the Arctic and Antarctic circle · Identify and understand the significance of the equator on the world climate, including North and South Pole · Use simple compass directions, such as north, south, east to describe the location of the United Kingdom and the wider world · · Label a diagram or photograph using some geographical vocabulary · Describe a locality and identify key features by using a map · Identify that localities may have similar and different characteristics · Make comparisons between people and places and explain their reasons ·

Historical Vocabulary	Geographical Vocabulary
Past, present, old, new, earliest, latest, future, oldest, modern, before, after, timeline, Artefacts, bedpan, telephone, mangle. House, flat, cottage, home, chronological, memory, Mary Seacole, Florence Nightingale	Coast, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, UK, England, Scotland, Wales, Northern Ireland, North Sea, Nottingham, North, East, South, West, Map

Year 1/2 History: Autumn

Key Knowledge & Cultural Capital	
• Know that life is different now compared to 100 years ago: transport, technology, medicine, homes • Know what 'modern' means • Know what homes were like in the past • Know how homes within living memory have changed • Know what a timeline is and explain their own • Know that artefacts can give us clues about how people used to live • Know what the class artefacts are and their use in the past, inc: telephone, mangle, bed warmer • Know who Mary Seacole was • Know who Florence Nightingale was • Know how medicine and hospitals have changed over time • Know that the police force was started to uphold the law • Know that we have a fire service and know about the equipment used by modern fire fighters • Know that South Wilford school was started by Benjamin Carter for children that otherwise would not go to school	
Coherence with the wider curriculum	
• What makes a home – links to Viking Settlers • Why people move – links to Evacuees and refugees • Fire of London – fire service • Know about similarities and differences between themselves and other and among families, communities and traditions • Super me, understanding their place in the world • Toys from the past • How soldiers in WW2 • How the space race helped improve medicine • The Greeks and the beginning of the study of medicine – Hippocratic oath, Hippocrates	
Christian Distinctiveness & Spirituality	Global and Ethical links
• Class prayer area, Church visit, Harvest Festival • Be Brave – understand what do I believe and What do others believe? • Be Curious - What is R.E? • Encounter Jesus - When God made the world (creation). • What am I thankful for? • Fellowship – the school community and the wider community	• Identity, Diversity, self-esteem: uniqueness, positive attitude to differences, basic needs for human life. Self-awareness • Power & Governance: How to take part in changing rules in your own class. • Social justice and Equity: Fair & unfair/caring & sharing. Why are there two sides to a story?

History in Living memory: This Old House and People Who Help Us

Community Links and Enrichment
• Artefacts from the past • Local history walk

Year 1/2 Geography: Spring

Where did the Dinosaurs Go? / All Creatures Great and Small

Key Knowledge & Cultural Capital	
• Know that dinosaur fossils have been found in the UK (identify on maps) • Know what the 4 points of the compass are and use them to describe the 4 nations of the UK • Know what fossils are • Know who Mary Anning was • Know how to use a simple map • Know how to create simple maps and use a key • Know the names of the 4 countries that make up the UK • Know that Britain is an island but when dinosaurs existed the world looked very different • Know what physical features they can use to describe the local area: River, riverbank, woods, vegetation, field • Know what human features of geography are in the local area: Canal, homes, roads etc	
Coherence with the wider curriculum	
• The United Kingdom • The Arctic • Rainforests • Rivers and the River Trent • Mountains • Oceans • Effect of climate change/natural disasters on animals • Palm Oil effect on habitats • Pollution and damage to ocean and ocean life	
Christian Distinctiveness & Spirituality	Global and Ethical links
• Visit the local church or virtual • Look at cathedrals in the UK capital cities – add to class map display) • Identify places of worship around world. • Features of the inside and outside of churches • Use Google Earth to look at churches from above (identify they are often built in a cross shape) • Symbols in stain glass windows	• Sustainable development • Empathy • Communication • Informed and reflective action • Concern for the environment and commitment to sustainable development • Belief that people can bring about change • Ability to manage complexity and uncertainty
Community Links and Enrichment	
• Field Work - creating maps of the school • Dinosaur Museum	

History & Geography: Year 1/2



Year 1 & 2 follow a two-year cycle that ensures that children cover all of the KS1 History and Geography objectives by the end of Year 2.

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Cycle A:

Autumn	Spring	Summer
Fire and Fever The Great Fire of London	Humans Vs Animals The Arctic and The Rainforest	The Victorians How life in Britain has changed

Cycle B:

Autumn		Spring		Summer	
This Old House History in Living Memory	People Who Help Us People from the past that help us	Where did the dinosaurs go?	All Creatures Great and Small	Happy Ever After	Can I Make a Difference?