Roose Primary School History and Geography overview. 2022-23

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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| YR | **All about me**Where we liveOur houseFamily | **Festivals**Where festivals take placeGuy Fawkes | **Traditional Stories**Stories that have been retold for many yearsTraditional stories from around the world.  | **Growth /** **Let’s get cooking**Patterns and changes in the environmentDescribe and draw changes over time | **Heroes and People who Help us**Changes in transport over time | **Animals and Minibeasts**Dinosaurs / FossilsWhere in the world do we find certain animals? Is it hot or cold? |
| Year 1 | **Roose Village**Walk around the village looking at what buildings there are and how they are used. **Journey to school**Draw their journey to school and what they see as they travel | **Celebrations**Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Toy timeline, matching toys to a time period, DT design a toy. The history of Christmas and gift giving.  | **Great Fire of London**events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) |  **England’s Queens- Elizabeth 1 and Queen Victoria**the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria) **London**Name and locate capital cities and 4 countries of the UK | **The Seaside**Use basic vocabulary to refer to;Beach, cliff, coast, sea, ocean, vegetation, harbour, port |
| Year 2 | **The Arctic and Antarctic** Introduced through stories. What we would wear. How have people interacted with them. Globe and world maps | **Travel through the Ages- Christopher Columbus, Neil Armstrong, Amelia Earhart**the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Christopher Columbus and Neil Armstrong) |  **Leaders of Social Change- Florence Nightingale, Mary Seacole, James Rasmden** the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)  | **Africa**Study and compare to local area and Arctic and Antarctic topic. Look at safari as well as cities and industry in Africa  | **Local Study- Furness Abbey** significant historical events, people and places in their own locality. Henry VIII and the dissolution of the monasteries.  | **England, Wales, Scotland and Northern Ireland. 7 Continents and 5 oceans.** Capital cities and postcards- locate where a letter has come from. Locations of USA and Florida?  |
| Year 3 | **Roman Empire and its impact on Britain** This will cover Julius Caesar’s attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army The successful invasion by Claudius and conquest,including Hadrian’s Wall.British resistance, e.g.Boudica. The “Romanisation” ofBritain: sites such asCaerwent and the impact oftechnology, culture andbeliefs, including earlyChristianity. | **Europe**What is it and which places are in Europe? Locate on a map.**South America**Locate countries on map. Discuss climateCompare the lives of children to those in Furness.  |  **Water Cycle**How we use water. Field study of Mill Back  | **Local Environmental Issues**Plastic in our oceans. How does it get there? What damage does it do? How can we change things? | **British History- Titanic** A study which extends chronological knowledge beyond 1066. Leisure and entertainment in the 20th Century **Local History- How our town was built (Shipbuilding, iron works etc)**a local history study For example: a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |
| Year 4 |  **Ancient Greece**Ancient Greece – a study of Greek life and achievements and their influence on the western world. Legacy ofculture on British History.**Greece-** done in EnglishLocate Greece on a globe and map. What would you see in Greece? Make a Greece box. Look at specificlocations and link to Greek mythology | **Ancient Egypt**Ancient Egypt- the achievements of the earliest civilisations. An overview of where and when the first civilisations appeared and a depth study.  | **Regions of the UK**South Lakeland and Glasgow. Look at differences between city and town. Pros and cons to both. Do a leaflet for both to attract tourists.  | **Crime and Punishment (theme past 1066) and Social Change topic**a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 For example: The changing power of monarchs using case studies such as John, Anne and Victoria  | **Rainforests**What is a rainforest? Climate zones, biomes, vegetation belts. Environmental issues. |
| Year 5 | **Stone Age to Iron Age**changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture  | **Coasts and rivers**Cumbrian Coasts. Coastal erosion and solutions. How coasts are used for industry- done in English What is a river? Locate rivers in the Lake District. Make river systems. Flooding during Storm Desmond. Use of flood gates. | **Ancient Shang Dynasty**An overview of where and when the first civilizations appeared and a depth study of the Shang Dynasty. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  |  **Asia/China** Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and Asia concentrating on their environmental regions, key physical and humancharacteristics, countries, and major citiesUse maps, atlases, globes and digital/computer mapping to locate countries and describe featuresstudied.Locate world countries,focusing on the Asia’skey physical and humanfeatures. | **British settlement by Anglo Saxons****and the Scots**The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.The Scots invasions from Ireland to north Britain (now Scotland)Anglo-Saxon invasions,settlements and kingdoms this will cover place names and Village life.Anglo-Saxon art and culture.Christian conversion – Canterbury, Iona andLindisfarne.Anglo Saxon law and justice. |  Mountains and VolcanoesLakeland mountains- walk to Coppermines. Look at Coniston and Coniston Water. Grid references 4 and 6 pointsStudy on Volcanoes, how they are formed. Case Study of Pompeii |
| Year 6 | **Mayan Civilisation** A non-European society that provides contrasts with British history describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  |  AustraliaStudy a chosen place and create a tourist guide leaflet.Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of physical geography, including:biomes and vegetation belts.A non European society that provides contrasts with British history The Aboriginals.  | **Viking and Anglo -Saxons** This will include Viking raids and invasion. The resistance by Alfred the Great and Athelstan, first king of England.Further Viking invasions and DanegeldThe Anglo-Saxon laws and justice.Finally Edward the Confessor and his death in 1066. |  Counties and cities. Compare and contrast Cumbria and Yorkshire. Food local to these areas. Manchester- what is a city like compared to a town or village?York before Residential |  Trade LinksExplain and investigate issues about buying local and importing. Look at food miles and environmental impacts. |

Vocabulary is vitally important in foundation subjects. Please can each class have a board or display with vocabulary for each topic.

Monitoring of subject coverage will be sent out termly to highlight what you have covered.

Please refer to national curriculum for more in depth objectives.

Each topic should begin and end with a mind map in humanities book to show progression and learning.