

*Christine Counsell and Steve Mastin*

History & Geography at St. Ignatius

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| **Year** | **Term** | **History** | **Geography** |
| 3 | Aut 1 | **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 writingDisciplinary focus: change/continuity***How much did Ancient Egypt change over time?*** | **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 SevernFishing, local agriculture, pollution problems.*Geographical skills: Using photographs****How do rivers, people and land affect each other?*** |
|  | Aut 2 | **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**Disciplinary focus: similarity and difference*****How similar and how different were Ancient Egypt and Ancient Sumer?*** | **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 farmingDepth focus: Snowdonia (in preparation for Wales…see Cardiff in Spring 1)Sustained geographical theme:Relationship between mountains and weather Relationship between mountains and people*Geographical skills: Describing location using 4-point compass****How do mountains interact with what is around them?*** |
|  | Spr 1 | **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 | **Settlements & cities**Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.Major cities in the UK – locational overviewLondon as a conurbation and London boroughs |

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|  |  | Mohenjo Daro, Harappa, LothalSimilarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments)Craftsmanship, trade, barterPuzzles for historians, including rulers and religion Disciplinary focus: evidential thinking***How do we know about the Indus Valley civilisation?*** | 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.***How are settlements similar and different?*** |
|  | Spr 2 | **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 IliadGreco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek languagePeloponnese WarGreek religion – gods and goddesses Disciplinary focus: similarity and difference***What did Greek city-states have in common?*** | **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: SussexGeographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.*Geographical skills: Optional local fieldwork investigating local shops**- their sourcing, economic and ethical considerations.****How are we connected to farmers?*** |
|  | Sum 1 | **Ancient Greece**Athenian democracy and empireArt, culture & learning in Ancient Greece Greek architecture, inc. ParthenonGreek 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 theatrePhilosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.Disciplinary focus: evidential thinking***What can historians learn from the sources from Ancient Greece?*** | **Volcanoes**Structure and composition of the earth How and why volcanoes eruptTypes of volcanoes Formation of volcanoesActive, dormant and extinct volcanoesLink to settlements with section on why people still live near volcanoesDeepen Mediterranean place focus via Mount Etna and human settlements around it.Why people visit volcanoes (work, tourism, farming, science)*Geographical skills: Using diagrams, describing distribution****How do volcanoes affect a place?*** |
|  | Sum 2 | **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) | **Climate and biomes**(situated, through its examples, in Europe, so that European place focus is launched simultaneously)Continent of EuropeClimate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.Climate and relationship with oceans. Climate and biomes within climates |

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|  |  | 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?Disciplinary focus: causation***How did Alexander the Great conquer so much land?*** | Depth focus 1) Mediterranean climateDepth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison*Geographical skills: World map and key lines of latitude****How does the climate affect the way people live?*** |

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| **Year** | **Term** | **History** | **Geography** |
| Year 4 | Aut 1 | **The Roman Republic**Foundation myth of Romulus and Remus River Tiber civilisationThe early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman armyRoman religion, Roman myths & legends Roman roadsRoman politics and government during the Republic Disciplinary focus: causation***How did Rome become so powerful?*** | **Rhine and Mediterranean**Cologne and cities on the Rhine Rotterdam and the mouth of the RhineHow the course of the river has been changed by human activity including canalsMediterranean Sea Suez CanalThis 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).*Geographical skills: Extending use of maps and photographs****How are different parts of the Rhine and the Mediterranean used by people?*** |
|  | Aut 2 | **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)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)Disciplinary focus: evidential thinking***What can sources reveal about Roman ways of life?*** | **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*Geographical skills: Thematic maps and using census data****How and why does population distribution vary across Great Britain?*** |
|  | Spr 1 | **Roman Britain**The ancient Britons – a land of diversity, a land of migrants (eg Celts). | **Coastal processes and landforms** |

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|  |  | Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae SulisLife on the frontier: Hadrian’s Wall Black Romans in BritainDisciplinary focus: change/continuity***What changed in Roman Britain?*** | 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 OceanDepth focus: West Wales coast***How does the location of west Wales affect its coast?*** |
|  | Spr 2 | **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:1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire.
2. Constantine and founding of Constantinople.
3. Fall of Rome in 5th century.
4. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture.
5. The Port of Adulis on the Red Sea. Kingdom of Aksum. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity.
6. Ethiopian Christianity - its practices, cultural artefacts and ongoing importance in world Christianity.

Disciplinary focus: similarity/difference***How did rulers change Christianity*** | **Tourism**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. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.*Geographical skills: Interpreting climate data****How do tourists interact with a place?*** |
|  | Sum 1 | **Islamic civilisations (1) Arabia and early Islam**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.An oral culture and a land of poetry.Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.Disciplinary focus: causation***Why did Islam spread so far and so fast?*** | **Earthquakes**Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault linesDepth focus: California & the San Andreas fault, Indian Ocean tsunamiEffects of earthquakesHow humans live in earthquake zones and adapt their settlements (e.g. Japan)Revisits knowledge on volcanoes from Year 4 Spring 1.*Geographical skills: Thematic maps****What are the pros and cons of living near a tectonic fault line?*** |
|  | Sum 2 | **Islamic civilisations (2) The Rise of Islam** | **Deserts**Distribution and climate of deserts |

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|  |  | 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.How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.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.Disciplinary focus: similarity and difference***How did worlds come together in Cordoba?*** | Depth focus: The Sahara DesertHow deserts are formed, variety of landscapes. Plants and animals in desertsHow humans live and adapt in deserts Depth focus: The Patagonian DesertGeographical skills: Interpreting thematic maps and satellite photographs***Why are deserts located where they are?*** |

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| **Year** | **Term** | **History** | **Geography** |
| Year 5 | Aut 1 | **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 understand medieval Islam.The House of Wisdom, books and paper, translation of the ancient texts from GreekThe contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine.How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.***How was Baghdad connected with the rest of the world?*** | **Why is California so thirsty?**Water as a resourceDepth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in CaliforniaFarming - intensive farming, growing almondsCalifornia aqueduct – providing water. The future of water supply in California.*Geographical skills: Interpreting a range of thematic maps****How have the actions of people affected the drought in California?*** |
|  | Aut 2 | **Anglo-Saxon Britain** Reasons for migration Anglo-Saxon kingdomsChristianity 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): the mission to the Angles (Pope Gregory: ‘not Angles but angels’).Early monasteries in British Isles; Bede. Offa and Cwynethrith of MerciaHow archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo*Disciplinary focus: change****How did Angles, Saxons and Jutes change Britain?*** | **Oceans**Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents.Oceans and the land masses we’ve studied in depth – the Atlantic and West Wales. The Pacific and South America.Oceans and climate change, the human impact on oceans. Geographical skills: Interpreting world and thematic maps***How do oceans affect human behaviour and settlements?*** |

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|  | Spr 1 | **Vikings in Britain (1)**Different ‘English’ kingdomsKing Alfred of the Kingdom of Wessex – forerunners of English identityViking navigation Scandinavian settlementsViking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures.Disciplinary focus: change/continuity***How did the Vikings change England****?* | **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 in new contexts.Refugees, persecution, asylum, asylum seekers; challenges for refugeesHow does migration change places? London, Shetland Islands, CambridgeshireMigration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale.*Geographical skills: Asking questions, eight-point compass****Why do people migrate?*** |
|  | Spr 2 | **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)Disciplinary focus: similarities***What connections\* and similarities did the Norse peoples have with other peoples?****\*(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)* | **North and South America**Human and physical characteristics of North and South America, including population distribution and climate.Megacities including Lima and depth focus on Brazil’s megacities.Urban-rural migration in Brazil, including informal settlements, like*favelas.*Challenge stereotypes often held of the *favelas. Geographical skills:4-figure references, thematic maps****What are the pros and cons of living in a megacity?*** |
|  | Sum 1 | **Vikings in Britain (2)** Vikings and Christianity GuthrithSecond Viking AgeDisciplinary focus: change/continuity***How did Christianity change as it travelled?*** | **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.*Geographical skills: Flow diagrams, interpreting satellite photos.****In what ways does the geography of South America affect life in the Amazon?*** |
|  | Sum 2 | **Early civilisations in the Americas**Depth 1: Ancient tribes in the Amazon basin.At end of topic, link with geo: how do these ancient human disturbances still affect the forests today, altering patterns of growth | **Interconnected Amazon**Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). |

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|  |  | and the mix of tree species? That in turn can make it difficult for climate scientists to judge how much carbon from greenhouse emissions can be absorbed by the Amazon rainforest every year. Depth 2: Ancient civilisations in central America: the Maya.For both: use geography learned so far: how land and climate shape cultures; how cultures shape the land)Disciplinary focus: evidential thinking***How do we know about the ancient civilisations of central America?*** | 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.*Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire****How does agriculture in the Amazon interact with other parts of the world?*** |

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| **Year** | **Term** | **History** | **Geography** |
| Year 6 | Aut 1 | Theme: London and migration through time1**. Medieval London** (Saxons to fifteenth century) rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture.Emphasis on trade and migration, as London became more important. Multi-cultural and multi-ethnic roots of London already being sewn. Languages spoken in London. Connections, through trade, language, material culture and learning, with diverse places in various societies that pupils have already encountered.Disciplinary focus: change/continuity***How much did London change between the Saxons and the fifteenth century?*** | **Energy and climate change**How people use energyTypes of energy (reviewing those covered and extending) Renewable and non-renewable energy sourcesThe greenhouse effectEnhanced greenhouse effect – causes (including energy use and farming)Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UKHow can we respond? Local and global *Geographical skills focus: Interpreting line graphs Disciplinary focus: Interaction****How do local actions in the UK affect global climate?*** |
|  | Aut 2 | Theme: London and migration through time2**. Tudor London**: rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture.Black Tudors - How did a historian uncover the silent hidden voices of Britain’s black Tudors? past. Miranda Kauffman’s work on Black Tudors.Disciplinary focus: similarity/difference***Who were the Tudor Londoners?*** | **Ethiopia**An in-depth place focus to complement knowledge gained in History and RE.Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3)What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural lifeSustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project *Geographical skills focus: Population pyramids, longitude and time zones**Disciplinary focus: Interaction****How do global changes affect local places in Ethiopia?*** |
|  | Spr 1 | **The kingdom of Benin**Early history and 11th century origins ArchitectureRituals and lawsDivinity and sacredness of the Oba | **Changing Birmingham**This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes.Where is Birmingham? |

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|  |  | Oral and visual culture.Thriving city-state in 15th century. European contact19th century conflict and destruction.Ethics of archaeology - why have people argued about the Benin bronzes? Archaeology now - diversity in archaeologists and historians.Disciplinary focus: evidential thinking**How do historians *continue to* build knowledge about Benin?***(direct connections with disciplinary work on Indus Valley in Year 3**and Anglo-Saxons in Year 5)* | How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate changeWhat might Birmingham be like in the future? Possible, probable, and preferable futures*Geographical skills: Interpretation and presentation of data Disciplinary focus: Change****How much did Birmingham change between 1750 and the present day?*** |
|  | Spr 2 | Theme: London and migration through time1. Seventeenth century London
	1. Samuel Pepys on plague and fire. How did these change the experiences and actions of different groups in society? How did Londoners collaborate to rebuild London? Who was involved and who was left out?
	2. How was London connected with Africa and Asia in the 17th century?
	3. Early colonialism in this period. How were powerful people in England involved in trade, colonialism and empire? How were places and people in London connected with this?

Disciplinary focus: change/continuity***How did London change during the 17th century?*** | **Jamaica**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 Disciplinary focus: Change****What is a preferable future for Jamaica’s tourist industry?*** |
|  | Sum 1 | Theme: London and migration through time4. **Eighteenth and nineteenth century London & the world**:How has London been linked with civilisations throughout the world? (trade, culture, migration, language, religion). How were powerful people in England involved in trade, colonialism, empire and the slave trade in these centuries? How were places and people in London connected with this? Links with other cities that benefited from the slave trade - Bristol and Liverpool.***What connected London with the rest of the world in the 18th and******19th centuries?*** | **Local area enquiry (double unit)**How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure 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)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).*Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork**Disciplinary focus: How geographers investigate a place**Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)* |
|  | Sum 2 | Theme: Migration through time:**Two cities - Liverpool and London**5) Twentieth-century migrations, including effects of global wars, decolonisation, Windrush, late twentieth century migrations.Diverse communities involved in war. Evacuation. Families of African, Asian and Europeans caught up in WW2. Refugees.The kindertransport – links with Spring 2 Judaism – in London. Judith Kerr, *When Hitler stole Pink Rabbit.*Disciplinary focus: similarity/difference |

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|  |  | ***How did migration change Liverpool and London in the twentieth******century?*** |  |