

Intent:

To deliver and develop a geography and history curriculum which encourages active engagement in learning, equipping pupils with skills to facilitate independence and allows pupils to challenge each other as well as themselves to develop a deeper understanding of the world in which they live.

		Cycle A (2023-2024)	Cycle B (2024-2025)	Cycle C (2025-2026)	Cycle D (2026-2027)	Running throughout each cycle	
Autumn	1	<p>Theme- Maps Geography – Geographical skills and fieldwork <i>National Curriculum coverage to be taught at differentiated</i> <i>Developmental steps.</i></p> <ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<p>Theme- Going Green Geography - Human and Physical Geography <i>National Curriculum coverage to be taught at differentiated</i> <i>Developmental steps.</i></p> <ul style="list-style-type: none"> Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied of the greenest countries in the world. 	<p>Theme- Europe Geography - Human and Physical Geography <i>National Curriculum coverage to be taught at differentiated</i> <i>Developmental steps.</i></p> <ul style="list-style-type: none"> Locate European countries (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 	<p>Theme- Water Geography - Human and Physical Geography <i>National Curriculum coverage to be taught at differentiated</i> <i>Developmental steps.</i></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography: rivers and the water cycle. 	<p>GEOGRAPHY Human and Physical Geography Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop. Geographical skills and fieldwork</p>	
	2	<p>Theme- Victorian Britain History – Chronology/Change and continuity <i>National Curriculum coverage to be taught at differentiated</i> <i>Developmental steps.</i></p> <ul style="list-style-type: none"> A study of an aspect or theme in British History that extends pupils' chronological 	<p>Theme- Stone Age to Iron Age History – Chronology/Change and continuity <i>National Curriculum coverage to be taught at differentiated</i> <i>Developmental steps.</i></p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age (such as Stone Age 	<p>Theme- Our Local History History – Sources and Evidence <i>National Curriculum coverage to be taught at differentiated</i> <i>Developmental steps.</i></p> <ul style="list-style-type: none"> A local history study (such as a study over time tracing how several aspects of national history are reflected in 	<p>Theme- Anglo Saxons History – Cause and Consequence/ Similarity and Difference <i>National Curriculum coverage to be taught at differentiated</i> <i>Developmental steps.</i></p> <ul style="list-style-type: none"> Britain's settlement by Anglo – Saxons and Scots (such as Anglo-Saxon invasions, 		

		knowledge beyond 1066 – the changing power of Monarchs using case studies such as John, Anne, and Victoria.	- late Neolithic hunter – gatherers and early farmers, Skara Brae; Bronze Age – Stonehenge; Iron Age – tribal kingdoms, farming).	the locality (this can go beyond 1066).	settlements, and kingdoms: place names and village life).		
Spring	1	<p>Theme- Volcanoes and Earthquakes Geography – Human and physical Geography <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, mountains, volcanoes, and earthquakes. 	<p>Theme- The United Kingdom Geography – Locational knowledge <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers), and land use patterns, and understand how some of these aspects have changed over time. 	<p>Theme- Our World Geography – Locational knowledge <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich Meridian and time zones including day and night. 	<p>Theme- North & South America Geography- Locational knowledge <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 		
	2	<p>Theme- Ancient Greece History - Historical Significance <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> A study of Greek life and achievements and the 	<p>Theme- Mayan Civilisation History – Cultural Diversity/Similarity and Difference <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> A non – European society that provides 	<p>Theme- Vikings History – Cause and Consequence <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> The Viking and Anglo – Saxon struggle for the 	<p>Theme- Roman Empire (Britain) History - Historical Significance/Change and Continuity <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p>		

		influence on the western world.	contrast with British History – Mayan civilisation.	Kingdom of England to the time of Edward the Confessor (Viking raids and invasion – who were the Vikings, where did they come from? How/Why did they invade Britain? What did they do? How did the Anglo-Saxons defend? Impact of Viking raids)	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain (such as ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture, and beliefs, including early Christianity.) 		
Summer	1	Theme- Where We Live Geography – Geographical skills and field work National Curriculum coverage to be taught at differentiated Developmental steps. <ul style="list-style-type: none"> Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. 	Theme- What’s the difference? Geography – Place knowledge National Curriculum coverage to be taught at differentiated Developmental steps. <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 	Theme- Land Geography - Human and physical geography National Curriculum coverage to be taught at differentiated Developmental steps. <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including types of land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water. 	Theme- Settlements Geography - Human and physical geography National Curriculum coverage to be taught at differentiated Developmental steps. <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including types of settlement, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water. 		
	2	Theme- Ancient China History – Chronology/Sources and Evidence National Curriculum coverage to be taught at differentiated Developmental steps.	Theme- Ancient Egypt History – Historical Significance/Source and Evidence National Curriculum coverage to be taught at differentiated Developmental steps.	Theme- The Battle of Britain History – Cause and Consequence and Historical Significance National Curriculum coverage to be taught at differentiated Developmental steps.	Theme- Changes in Social History History – Change and Continuity Similarity and Difference National Curriculum coverage to be taught at differentiated Developmental steps.		

		<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilization appeared and a depth study of The Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilization appeared and a depth study of Ancient Egypt. 	<ul style="list-style-type: none"> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history, for example the Battle of Britain (WWII - The home front – (looking at the Battle of Britain), rationing, air raid shelters, underground, evacuation – English text (Goodnight Mr Tom) 	<ul style="list-style-type: none"> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – changes in an aspect of social history such as leisure and entertainment in the 20th Century. 		
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