

History and Geography KS2 Overview (all planning is subject to change with regard to significant events in the national or school calendar)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Young Historians	WE ARE GEOGRAPHERS
5	<b>Ancient Egypt</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world	<b>Ancient Egypt</b> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study	<b>Vikings and Alfred</b> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<b>Vikings and Alfred</b> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld the Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Anglo-Saxon laws and justice ♣ Edward the Confessor his death in 1066	Short Study Unit <b>Meet the Junots!</b> European Study	<b>Living on the Edge</b> European Study	Mudlarks	How can we save the high street?
6	Beyond 1066 <b>The Battle of Britain</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Beyond 1066 <b>The Battle of Britain</b> a significant turning point in British history, for example, the first railways or the Battle of Britain	<b>Anglo Saxons</b> art and culture Anglo-Saxon invasions, settlements and kingdoms: place names and village life	<b>Is conservation a luxury or a necessity?</b> <b>(pollution/effects of increase human population/ current global issues)</b>		<b>Golden Age of the Maya</b> a non-European society that provides contrasts with British history – Mayan civilization c. AD 900	Black History <b>Slavery Sarah Forbes Bonnetta</b>	Where in the world do we come from?
<b>Geography Across the Key</b>	Locational knowledge <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</li> </ul>							

<p>Stage</p>	<p>topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>• 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) Place knowledge</li> <li>• 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 Human and physical geography</li> <li>• describe and understand key aspects of:</li> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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 Geography – key stages 1 and 2 4 Geographical skills and fieldwork</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• use fieldwork 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.</li> </ul>
<p>History</p>	<p>History in Lower Key stage will ensure:</p> <p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>