

## HISTORY & GEOGRAPHY Themes



Our curriculum is intended to be contemporary and dynamic. We aim to be highly reactive to local and global events and in response to potential educational opportunities, we will actively amend our curriculum during the year accordingly. This will ensure our children gain the very best educational outcomes and are able to be fully immersed in the wealth of **current cultural capital** available both locally and globally.

Statutory NC coverage is listed below- Topics highlighted in **bold** are only **proposed** themes- teachers can change these if they wish.

HISTORY 2 year rolling programme	2018-19	2019-2020	2020-2021	2021-2022
Year 1 and 2	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ☐ events beyond living memory that are significant nationally or globally [for example, <b>the Great Fire of London</b>, the first aeroplane flight or events commemorated through festivals or anniversaries] ☐</p> <p>Significant historical events, people and places in their own locality</p>	<p>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 [for example, Elizabeth I and <b>Queen Victoria</b>, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ☐</p> <p>Significant historical events, people and places in their own locality</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ☐ events beyond living memory that are significant nationally or globally [for example, <b>the Great Fire of London</b>, the first aeroplane flight or events commemorated through festivals or anniversaries] ☐</p> <p>Significant historical events, people and places in their own locality</p>	<p>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 [for example, Elizabeth I and <b>Queen Victoria</b>, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ☐</p> <p>Significant historical events, people and places in their own locality</p>
Year 3 and 4	<p>Britain's settlement by Anglo-Saxons and Scots-<b>Anglo Saxons</b></p> <p>A local history study <b>Liverpool</b></p>	<p>A study of an aspect or theme in British History that extend knowledge beyond 1066- <b>Tudors</b></p> <p>The Roman Empire and its impact on Britain-<b>Romans</b></p>	<p>Britain's settlement by Anglo-Saxons and Scots- <b>Anglo Saxons</b></p> <p>A local history study- <b>Liverpool</b></p> <p>The achievements of the earliest civilizations- an overview of where</p>	<p>A study of an aspect or theme in British History that extend knowledge beyond 1066- <b>Tudors</b></p> <p>The Roman Empire and its impact on Britain-<b>Romans</b></p>

	The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt; The Shang Dynasty- <b>Ancient Egypt</b>		and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt; The Shang Dynasty- <b>Ancient Egypt</b>	
Years 5 and 6	<p>A study of Greek life and achievements and their influences on the western world- <b>Ancient Greeks</b></p> <p>A non European society that provides contrast with British history- one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan Civilization, c.AD 900; Benin (West Africa) c. AD 900-1300 <b>Mayans</b></p>	<p>Changes in Britain from the Stone Age to the Iron Age- <b>Stone Age/Iron Age</b></p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England at the time of Edward the confessors- <b>Vikings</b></p> <p>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066: <b>WW2</b></p>	<p>A study of Greek life and achievements and their influences on the western world- <b>Ancient Greeks</b></p> <p>A non European society that provides contrast with British history- one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan Civilization, c.AD 900; Benin (West Africa) c. AD 900-1300 <b>Mayans</b></p>	<p>Changes in Britain from the Stone Age to the Iron Age- <b>Stone Age/Iron Age</b></p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England at the time of Edward the confessors- <b>Vikings</b></p> <p>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066: <b>WW2</b></p>

<b>GEOGRAPHY 2 year rolling programme</b>	<b>2018-19</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Year 1 and 2	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles- <b>Food and Farming</b>	Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom and a small area in a	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the	Understand geographical similarities and difference through studying the human and physical

	<p>Key human features including; city, town, village, factory, farm, house, office, port, harbor and shop- <b>Food and Farming</b></p> <p>Use aerial photos and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map and use and construct basic symbols on a key- <b>Food and Farming</b></p> <p>Use simple compass directions(North,South,East, West) and locational and directional language(for example, near and far; left and right) to describe the location of features and routes on a map- <b>Transport</b></p> <p>Use simple field work and observational skills to study geography of their school and its grounds and the key humans and physical features of its surrounding environment- <b>Food and Farming</b></p>	<p>contrasting non-European country-<b>Africa</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studies at this key stage- <b>The UK</b></p> <p>Name and locate and identify characteristics of four countries and capital cities of the united kingdom and its surrounding seas-<b>The UK</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>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.</p>	<p>North and South Poles. <b>Food and Farming</b></p> <p>Key human features including; city, town, village, factory, farm, house, office, port, harbor and shop-<b>Food and Farming</b></p> <p>Use aerial photos and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map and use and construct basic symbols on a key <b>Food and Farming</b></p> <p>Use simple compass directions(North,South,East, West) and locational and directional language(for example, near and far; left and right) to describe the location of features and routes on a map <b>Transport</b></p> <p>Use simple field work and observational skills to study geography of their school and its grounds and the key humans and physical features of its surrounding environment <b>Food and Farming</b></p>	<p>geography of a small area of the United Kingdom and a small area in a contrasting non-European country. <b>Africa</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studies at this key stage <b>The UK</b></p> <p>Name and locate and identify characteristics of four countries and capital cities of the united kingdom and its surrounding seas <b>The UK</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>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.</p>
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<p>Year 3 and 4</p>	<p><b>Liverpool</b> Describe and understand key aspects of human geography, including economic activity including trade links.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>Describe and understand key aspects of physical geography including rivers.</p>	<p><b>Volcanoes and Earthquakes (Linked to Pompei-Romans)</b> Describe and understand key aspects of physical geography including volcanoes and earthquakes</p> <p>Using maps, atlases globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Rainforest</b> Locate the world's countries, (including using maps to focus on <b>South America</b>, concentrating on the environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics and Cancer and Capricorn.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of and a region within North or South America- <b>South America</b></p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p>	<p><b>Liverpool</b> Describe and understand key aspects of human geography, including economic activity including trade links.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>Describe and understand key aspects of physical geography including rivers.</p>	<p><b>Volcanoes and Earthquakes (Linked to Pompei-Romans)</b> Describe and understand key aspects of physical geography including volcanoes and earthquakes</p> <p>Using maps, atlases globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Rainforest</b> Locate the world's countries, (including using maps to focus on <b>South America</b>, concentrating on the environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics and Cancer and Capricorn.</p> <p>Understand geographical</p>
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		Describe and understand key aspects of physical geography, including the water cycle. <b>(link to science- evaporation and condensation)</b>		<p>similarities and differences through the study of human and physical geography of and a region within North or South America- <b>South America</b></p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of physical geography, including the water cycle. <b>(link to science- evaporation and condensation)</b></p>
Years 5 and 6	<p>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> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water.</p>	<p>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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>	<p>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> <p>Understand geographical similarities and differences through the study of human and</p>	<p>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.</p> <p>Identify the position and significance of latitude, longitude,</p>

	<p><b>Passport around the UK</b></p> <p>☐ Geographical skills and fieldwork ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☐ 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 <b>☐Y6Preparation for Residential</b></p> <p>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 <b>C2C Wirral's Coastline/Passport around the UK</b></p>	<p>Prime/Greenwich Meridian and time zones (including day and night) <b>North America</b></p> <p>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 <b>Germany – Link to WW2</b></p> <p>Geographical skills and fieldwork ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☐ 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 <b>☐Y6Preparation for Residential</b></p> <p>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 <b>C2C Project/WW2</b></p>	<p>physical geography of a region of the UK. Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water. <b>Passport around the UK</b></p> <p>☐ Geographical skills and fieldwork ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☐ 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 <b>☐Y6Preparation for Residential</b></p> <p>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 <b>C2C Project/Passport around the UK</b></p> <p>Describe and understand key aspects of: ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p>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) <b>North America</b></p> <p>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 <b>Germany – Link to WW2</b></p> <p>Geographical skills and fieldwork ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☐ 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</p>
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			<p>earthquakes, and the water cycle</p> <p>☐</p> <p>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</p> <p><b>Extreme Earth/Antarctica</b></p>	<p>knowledge of the United Kingdom and the wider world</p> <p>☐<b>Y6Preparation for Residential</b></p> <p>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 <b>C2C Project/WW2</b></p>
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