



History and Geography Curriculum Progression Document

Curriculum rationale

Our curriculums for history and geography are highly ambitious. The content exceeds the scope of the national curriculum ensuring pupils can develop a rich knowledge of the subjects. We offer a highly rigorous curriculum which places significant emphasis on disciplinary, as well as substantive content. The content of the curriculum is extremely carefully sequenced, within and across the subjects, so that pupils use their knowledge gained from earlier material to enable them to access content later in their journey. This helps pupils see connections within and across the two subjects.

In studying history as a discipline, pupils will:

- use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

In studying geography as a discipline, pupils will:

- think about geographical questions using concepts of place, scale, diversity and variation over space, change, interaction and relationships; pupils tackle questions in which they solve problems concerning place, pattern, position and processes;
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that develop their geographical skills and deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital technologies;
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

How does our study of history and geography support literacy?

As with all subjects in the curriculum, the humanities provide the powerful knowledge that builds the wide and secure vocabulary acquisition that underpins literacy and all successful communication. The texts we use in our humanities curriculums give pupils continuous, focused practice in reading and writing, both fiction and non-fiction. Every history and geography lesson is therefore a lesson playing a central part in improving reading. Pupils' extended speaking and writing is likewise transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned vocabulary acquisition.

How does our study of history and geography directly foster moral values, attitudes and the disposition to challenge and improve our world?

Our curriculum and teaching in these subjects foster the knowledge, skills and dispositions for pupils to:

- thrive through informed curiosity about the world;
- view human challenges, quests and achievements through the lens of the long traditions that have shaped them;
- think critically about how to change the world for the common good;
- gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises;
- understand and value the diverse experiences and contributions of others who may be very different from themselves;
- enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves;
- understand the power of learned communities working collaboratively to seek truth in their claims about the world;
- gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world;
- build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales;
- appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied, properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.

All Saints' Catholic Primary School

Humanities Intent

1	Autumn1	<p>Queen Elizabeth II</p> <p>Stories about Queen Elizabeth II’s childhood Queen Elizabeth’s experience during war – undertaking service. First encounter with the idea of the Second World War The coronation of Queen Elizabeth II The coronation on television, understanding that the coronation was a special event and that people celebrated it Queen Elizabeth II’s family: introduction to the concept of a royal family. The Queen’s death and accession of King Charles II</p> <p><i>Disciplinary focus: significance and interpretation</i></p> <p><i>Why was Queen Elizabeth II important to our country?</i></p>	<p>Living in cities</p> <p>Case study of our nearest city: Durham Locating our nearest city on a map of the UK: knowing the countries of the UK; England, Scotland, Wales and Northern Ireland Describing what our nearest city is like by studying ground photographs Exploring the types of land use in our nearest city Getting around our local city and exploring types of transport The differences between our nearest city’s riverside and the riverside of another local city The differences between our city and a local town and how towns are different to cities.</p> <p><i>Disciplinary focus: Understanding places and connections/the UK and local area.</i></p> <p><i>How do the features of a city affect life within it?</i></p>
	Autumn2	<p>Our Recent Past</p> <p>Understanding who grandparents and great-grandparents are, making links to the family of Queen Elizabeth II What was life like for grandparents and great-grandparents compared with life today? What toys did grandparents and great-grandparents play with? What was school like for grandparents and great-grandparents? What were methods of travel/transport like when our grandparents and great-grandparents were younger? Evacuation and evacuees’ experiences in WW2</p> <p><i>Disciplinary focus: change and development</i></p> <p><i>What has changed from when our grandparents/great-grandparents were younger in comparison to how we live now?</i></p>	<p>Living in the countryside</p> <p>Case study of a village in the countryside: Rookhope Locating the village of Rookhope on a map of the UK, revisiting the countries of the UK: England, Scotland, Wales and Northern Ireland Describing what Rookhope is like by studying ground photographs Using locational and directional language to describe the types of land use in the countryside Using location and directional language to describe natural aspects of the countryside Exploring how to stay safe in the countryside and how to look after it. Comparing Rookhope to Assisi, Italy. (Assisi is in the Italian countryside in the mountains whereas Rookhope is in the Pennine Hills)</p> <p><i>Disciplinary focus: Understanding places and connections/the UK and local area</i></p> <p><i>How is living in the countryside different to living in a city?</i></p>

<p>1</p>	<p>Spring 1</p>	<p>Our distant past Stories about 6 individuals from the distant past: 5 based in and around the United Kingdom and one from a non-European country.</p> <p>Alfred the Great (improved living conditions) (England) Aethelflaed Lady of Mercia (worked together with Kings) (England) Robert the Bruce (never gave up on what he believed in) (Scotland) Owen Glyndr (believed in freedom) (Wales) St Patrick (brought Christianity to Ireland) (Ireland) Wu Zeitan (first female Empress of China) (China)</p> <p><i>Disciplinary focus: significance and interpretation</i> <i>What is it about the qualities of these leaders that makes us still tell their stories today?</i></p>	<p>The seasons change The weather during the different seasons How do the seasons affect nature? How do the seasons affect trees? Comparing the four seasons in the UK to Townsville, Australia, which only has two seasons</p> <p><i>Disciplinary focus: physical themes</i> <i>How do the seasons affect our lives?</i></p>
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	<p>Spring 2</p>	<p>Ships and seafarers through time The earliest experiments of humans floating Development of the first boats Stories about trade and exploration at sea in the 2nd century Developments in seafaring in the 3rd century Seafaring in classical poetry and their historical settings The enduring legacy of seafaring and the language that is still used today</p> <p><i>Disciplinary focus: change and development</i> <i>How and why have ships and seafaring changed throughout history?</i></p>	<p>Where are we? Identifying where we are on the UK map Know the capital cities of the UK and the seas and oceans that surround the UK To identify and apply the four-points of a compass Locating the areas studied so far: Rookhope, our local cities using compass directions and describe them in more detail Locating places that we know about in the UK Looking at aerial photographs of our school, locating places in our school and drawing a sketch map of our route to school (fieldwork opportunity) Know the names of the seven continents and five oceans and where they are on a map Locating the places from our case studies-Townsville, Assisi <i>Disciplinary focus: map and atlas work/the world and continents</i> <i>How do maps help us in our lives?</i></p>
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<p>1</p>	<p>Summer 1</p>	<p>Stories of six famous rulers Looking at the concept of ruling (over land) through stories about six varied rulers from around the world and throughout history. Focusing on the changes (and consequences of these) brought about by these rulers:</p> <ul style="list-style-type: none"> • Ramses II • Boudicca • Charlemagne • Mansa Musa • King Henry VIII • Queen Elizabeth I <p><i>Disciplinary focus: change and development</i> <i>What makes a good ruler?</i></p>	<p>Continents and Oceans What is a continent and what is an ocean? Location of the seven continents Location of the 5 oceans What are the features of the different continents? Comparing the different continents</p> <p><i>Disciplinary focus: locational knowledge</i> <i>How and why are the continents and oceans different?</i></p>
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	<p>Summer 2</p>	<p>Changes in our coast Knowing the changes that have taken place in our local seaside by exploring photographs from the past The development of photography and cameras including black and white photographs Study of our local seaside using photographs to see the changes to houses, streets and other areas of interest Looking at aspects of our local area from the past that have disappeared and exploring why and what difference it has made to our lives</p> <p><i>Disciplinary focus: change and development</i> <i>What has changed in the North East coastline over time and why?</i></p>	<p>Living by the sea Understanding that Great Britain is an island and includes other small islands Locating the coast in a UK map (revision of seas and oceans near the UK) Exploring the features of the coast; e.g. beach, cliffs. What is a village like near the coast? E.g. ports, harbour, fishing, tourism and leisure Case study of Alnmouth/Amble comparing the two coastal communities How we stay safe at the coast</p> <p><i>Disciplinary focus: Understanding places and connections/the UK and local area</i> <i>How is life on the coast different to life in a town or city?</i></p>
<p>2</p>	<p>Autumn 1</p>	<p>The Great Fire of London What was life like in London before 1666? What started the fire? What caused the fire to spread? The diary of Samuel Pepys Monument which commemorates the great fire of London.</p> <p>Looking at how London has developed from 1666.</p> <p><i>Disciplinary focus: cause and effect</i> <i>What were the causes of the Great Fire of London and what changes did it bring about?</i></p>	<p>Living in the Mountains Case study of Keswick Where is Keswick on a UK map? Looking at photographs to see what Keswick is like What jobs are there in Keswick? How do we stay safe in the mountains? How is Keswick similar and different to where we live? How is Mount Skiddaw in the Lake District different to Mount Everest?</p> <p><i>Disciplinary focus: understanding places and connections</i> <i>How does the location of Keswick affect the town?</i></p> <p>Fieldwork Opportunities – Keswick</p>

	<p>Autumn 2</p>	<p>Great change makers The changes made by six people from diverse backgrounds: Louis Braille (Invention of braille) Louis Pasteur (Invention of pasteurisation) Emmeline Pankhurst (Women’s votes) The Wright Brothers (Invention of the aeroplane) Rosa Parks (Protest against segregation) Malala Yousafzai (Women’s rights)</p> <p><i>Disciplinary focus: change and development</i> <i>What changes have these people made to our lives today?</i></p>	<p>Visiting New Places How can we travel to different places. Underpinned by six case studies of journeys to different places using different methods of transportation: A journey to Keswick by car A journey to Edinburgh by bus A journey to London by aeroplane A journey to Belfast by ferry A journey to Cardiff by train A journey to the North Pole All journeys include how to get there, what to wear and how to stay safe</p> <p><i>Disciplinary focus: Understanding places and connections/the world and continents.</i> <i>How can we move between places near and far?</i></p>
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<p>2</p>	<p>Spring 1</p>	<p>The Victorian Era Who was Queen Victoria. The Great Exhibition, including Brunel’s achievements and impact The improvements to towns and cities during the Victorian Era The transformation of transport in the Victorian Era How did the Victorians change Newcastle Growing diversity during the Victorian Era</p> <p><i>Disciplinary focus: change and development</i> <i>How did the Victorians become more connected during the Victorian era?</i></p>	<p>Weather all around us Different climates around the world-deserts, snowy and cold mountains, rainforests, North and South Poles Weather at the equator Tropics, temperate and polar regions Wet and dry climates Challenges that weather brings-flooding, blizzards, gusts, thunderstorms. Comparing Iqaluit, Canada and our local city. (Iqaluit has a polar climate)</p> <p><i>Disciplinary focus: physical themes</i> <i>How does the climate differ across the world?</i></p>
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	<p>Spring 2</p>	<p>Children's lives in Victorian times</p> <p>Expectations that many children worked during Victorian times – class diversity Victorian children working in factories Victorian children working in mines Victorian children working on farms Victorian children's experiences in schools (regional and class diversity) Victorian children's experiences at home</p> <p><i>Disciplinary focus:</i> <i>How are our lives different from the lives of Victorian children?</i></p>	<p>Nature all around us</p> <p>What plants and animals thrive/live in our local area? What plants and animals thrive/live in the countryside, on the coast and on mountains. (revisit of UK landscapes) Adaptation-different plants and animals have adapted to different environments Food chains Plants and animals need food and water to live Contrasting what lives in our area with what lives in Townsville, Australia (already studied, diverse setting)</p> <p><i>Disciplinary focus: Fieldwork and investigation/The UK and local area</i> <i>Why do different living things thrive in different places?</i></p>
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<p>2</p>	<p>Summer 1</p>	<p>Year 2 The Stone Age</p> <p>When was the Stone Age? Stone Age in Britain: Doggerland and different sea levels How Britain was connected with the rest of Europe The Landbridge that has now disappeared Hunters and gatherers Stone Age tools What does pre-historic mean? Stone Age sites in Africa (e.g. Isimila Stone Age site in Tanzania) Stonehenge Skara Brae</p> <p><i>Disciplinary focus: Constructing the past.</i> <i>What have historians learnt from the Stone Age sources?</i></p>	<p>Looking after our world</p> <p>Looking after our school and how do we keep it clean and tidy? What can go wrong? (vandalism, graffiti, littering, pollution) Looking after our local area and how we can play our part? (case study of a local issue) How can we look after nature in our local area e.g. the country code, growing flowers for bees How can we look after our world and what issues are there e.g. food waste, landfill, plastic in the sea)</p> <p><i>Disciplinary focus: Fieldwork and investigation</i> <i>How can we look after our world?</i></p>
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	<p>Summer 2</p>	<p>Year 2 Bronze and Iron Age</p> <p>Introduction to the Neolithic Age (New Stone Age) The emergence of farming in the later Stone Age Britain in the Neolithic Age Transition to the Bronze Age (c 3500 to 150) The Iron Age (c1500 BCE to c100BCE)</p> <p><i>Disciplinary focus: Sequencing the past</i> <i>What changes took place during the Bronze Age and Iron Age?</i></p>	<p>Changing our world</p> <p>An enquiry-based unit on a geographical issue in our school or local area Identifying the geographical issue and asking questions about it Researching geographical issues Looking at the views of others about how the issue can be improved Evaluation of the choices to improve the issue Coming to a decision about what choice is best and why</p> <p><i>Disciplinary focus: Fieldwork and investigation</i> <i>How can we use geographical skills to solve geographical issues?</i></p>
<p>3</p>	<p>Autumn1</p>	<p>Ancient Egypt</p> <p>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 writing</p> <p><i>Disciplinary focus: change/continuity How much did Ancient Egypt change overtime?</i></p>	<p>Rivers</p> <p>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 Severn Fishing, local agriculture, pollution problems.</p> <p><i>Geographical skills: Using photographs</i></p> <p><i>How do rivers, people and land affect each other?</i></p>

<p>Autumn2</p>	<p>Cradles of civilisation</p> <p>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.</p> <p>Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations.</p> <p>Ziggurats</p> <p><i>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</i></p>	<p>Mountains</p> <p>Highest mountain in each of the four countries of the UK.</p> <p>Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales.</p> <p>Why do people live on mountains? Depth focus: Andes and terraced farming</p> <p>Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</p> <p>Sustained geographical theme:</p> <p>Relationship between mountains and weather Relationship between mountains and people</p> <p><i>Geographical skills: Describing location using 4-point compass</i></p> <p><i>How do mountains interact with what is around them?</i></p>
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	<p>Spring1</p>	<p>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 Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion</p> <p><i>Disciplinary focus: evidential thinking</i> <i>How do we know about the Indus Valley civilisation?</i></p>	<p>Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs 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.</p> <p><i>How are settlements similar and different?</i></p>
	<p>Spring2</p>	<p>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 Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses</p> <p><i>Disciplinary focus: similarity and difference</i> <i>What did Greek city-states have in common?</i></p>	<p>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: Sussex</p> <p>Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</p> <p><i>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</i></p>

			<i>How are we connected to farmers?</i>
Summer1	<p>Ancient Greece Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek 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 theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p><i>Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?</i></p>	<p>Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)</p> <p><i>Geographical skills: Using diagrams, describing distribution</i></p> <p><i>How do volcanoes affect a place?</i></p>	
Summer2	<p>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)</p> <p>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</p>	<p>Climate and biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison</p>	

		<p>time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation</i> <i>How did Alexander the Great conquer so much land?</i></p>	<p><i>Geographical skills: World map and key lines of latitude</i></p> <p><i>How does the climate affect the way people live?</i></p>
4	Autumn 1	<p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p><i>Disciplinary focus: similarity and difference</i> <i>How much power did the senate have in the Roman Republic?</i></p>	<p>Rhine and Mediterranean Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal</p> <p>This 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).</p> <p><i>Geographical skills: Extending use of maps and photographs</i></p> <p><i>How are different parts of the Rhine and the Mediterranean used by people?</i></p>

	<p>Autumn2</p>	<p>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) Amphitheatres and games 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)</p> <p><i>Disciplinary focus: evidential thinking</i> <i>What can sources reveal about Roman ways of life?</i></p>	<p>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</p> <p><i>Geographical skills: Thematic maps and using census data</i></p> <p><i>How and why does population distribution vary across Great Britain?</i></p>
	<p>Spring 1</p>	<p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian’s Wall Black Romans in Britain</p> <p><i>Disciplinary focus: evidential thinking</i> <i>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p>	<p>Coastal processes and landforms 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 Ocean Depth focus: West Wales coast</p> <p><i>How does the location of west Wales affect its coast?</i></p>

	<p>Spring 2</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2. Constantine founding of Constantinople. 3. Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4. Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5. Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. 6. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum. <p><i>Disciplinary focus: similarity/difference</i> <i>How did rulers change Christianity</i></p>	<p>Tourism</p> <p>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.</p> <p>Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.</p> <p><i>Geographical skills: Interpreting climate data</i> <i>How do tourists interact with a place?</i></p>
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	<p>Summer1</p>	<p>Islamic civilisations (1) Arabia and early Islam</p> <p>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.</p> <p>An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p><i>Disciplinary focus: causation</i> <i>Why did Islam spread so far and so fast?</i></p>	<p>Earthquakes</p> <p>Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines</p> <p>Depth focus: California & the San Andreas fault, Indian Ocean tsunami</p> <p>Effects of earthquakes</p> <p>How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p><i>Geographical skills: Thematic maps</i></p> <p><i>What are the pros and cons of living near a tectonic fault line?</i></p>
	<p>Summer 2</p>	<p>Islamic civilisations (2) The Rise of Islam 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.</p> <p>How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</p> <p>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.</p> <p><i>Disciplinary focus: similarity and difference</i> <i>How did worlds come together in Cordoba?</i></p>	<p>Deserts</p> <p>Distribution and climate of deserts</p> <p>Depth focus: The Sahara Desert</p> <p>How deserts are formed, variety of landscapes. Plants and animals in deserts</p> <p>How humans live and adapt in deserts</p> <p>Depth focus: The Patagonian Desert</p> <p>Geographical skills: Interpreting thematic maps and satellite photographs</p> <p><i>Why are deserts located where they are?</i></p>

5	Autumn1	<p>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 understanding medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The 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.</p> <p><i>Disciplinary focus: causation</i> <i>Why were there so many restless minds in Cordoba and in Baghdad?</i></p>	<p>Why is California so thirsty? Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California. <i>Geographical skills: Interpreting a range of thematic maps</i></p> <p><i>How have the actions of people affected the drought in California?</i></p>
	Autumn2	<p>Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity 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 Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo <i>Disciplinary focus: evidence</i> <i>How have historians learned about Anglo-Saxon Britain?</i></p>	<p>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</p> <p><i>How do oceans affect human behaviour and settlements?</i></p>

	<p>Spring 1</p>	<p>Vikings in Britain (1) Aethelflaed, Lady of the Mercians The first Viking raids and invasions King Alfred of the Kingdom of WessexThe ‘Great Heathen Army’ Alfred in Athelney Alfred’s victory over Guthrun, Guthrun’s baptism Danelaw Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikingschanged as they settled in other parts of theworld and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia Aethelflaed & Aethelred take on the VikingsAethelflaed & Edward build burhs and pressinto the Danelaw.</p> <p><i>Disciplinary focus: change/continuity</i> <i>How did the Vikings change England?</i></p>	<p>Migration</p> <p>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 innew contexts. Refugees, persecution, asylum, asylum seekers;challenges for refugees How does migration change places? London,Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relationto scale.</p> <p><i>Geographical skills: Asking questions, eight-pointcompass</i></p> <p><i>Why do people migrate?</i></p>
	<p>Spring 2</p>	<p>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)</p> <p><i>Disciplinary focus: similarities</i> <i>What connections* and similarities did theNorse peoples have with other peoples?</i></p> <p><i>*(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</i></p>	<p>North and South America</p> <p>Human and physical characteristics of North andSouth America, including population distributionand climate. Megacities including Lima and depth focus on Brazil’s megacities. Urban-rural migration in Brazil, includinginformal settlements, like <i>favelas</i>. Challenge stereotypes often held of the <i>favelas</i>.</p> <p><i>Geographical skills:4-figure references, thematicmaps</i></p> <p><i>What are the pros and cons of living in amegacity?</i></p>

	<p>Summer1</p>	<p>Vikings in Britain (2) Aethelflaed and Edward press into the Danelaw. Athelstan and the unification of the kingdoms: origins of England The Vikings in Scotland “Edgar the Pacifier” and the assimilation of Vikings Merging Viking and Saxon/Scots culture (e.g. in Christianity – the hogsbacks). Britain’s ‘Second Viking Age’ up to 1066.</p> <p><i>Disciplinary focus: change/continuity How did Christianity change as it travelled?</i></p>	<p>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.</p> <p><i>Geographical skills: Flow diagrams, interpreting satellite photos.</i></p> <p><i>In what ways does the geography of South America affect life in the Amazon?</i></p>
	<p>Summer2</p>	<p>The Maya</p> <p>This will use geography learned so far: how land and climate shape cultures; how cultures shape the land</p> <p>It will also build on evidential thinking developed so far – uses of diverse types of sources, their interpretation and critique.</p> <p><i>Disciplinary focus: evidential thinking How do we know about the ancient civilisations of central America?</i></p>	<p>Interconnected Amazon</p> <p>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). 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.</p> <p><i>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</i></p> <p><i>How does agriculture in the Amazon interact with other parts of the world?</i></p>

6	Autumn1	<p>Theme: London and migration through time</p> <p>1. 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.</p> <p><i>Disciplinary focus: change/continuity</i> <i>How much did London change between the Saxons and the fifteenth century?</i></p>	<p>Energy and climate change</p> <p>How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced 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, UK How can we respond? Local and global</p> <p><i>Geographical skills focus: Interpreting line graphs</i> <i>Disciplinary focus:</i></p> <p><i>Interaction</i> <i>How do local actions in the UK affect global climate?</i></p>
	Autumn 2	<p>Theme: London and migration through time</p> <p>2. 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.</p> <p><i>Disciplinary focus: similarity/difference</i> <i>Who were the Tudor Londoners?</i></p>	<p>Ethiopia</p> <p>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 life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project</p> <p><i>Geographical skills focus: Population pyramids, longitude and time zones</i></p> <p><i>Disciplinary focus: Interaction</i> <i>How do global changes affect local places in Ethiopia?</i></p>

	<p>Spring 1</p>	<p>The kingdom of Benin Early history and 11th century origins Architecture Rituals and laws Divinity and sacredness of the Oba Oral and visual culture. Thriving city-state in 15th century. European contact 19th century conflict and destruction. Ethics of archaeology - why have people argued about the Benin bronzes? Archaeology now - diversity in archaeologists and historians.</p> <p>Disciplinary focus: evidential thinking <i>How do historians continue to build knowledge about Benin?</i></p> <p><i>(direct connections with disciplinary work on Indus Valley in Year 3 and Anglo-Saxons in Year 5)</i></p>	<p>Changing Birmingham This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? 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 change What might Birmingham be like in the future? Possible, probable, and preferable futures</p> <p><i>Geographical skills: Interpretation and presentation of data</i></p> <p><i>Disciplinary focus: Change</i> <i>How much did Birmingham change between 1750 and the present day?</i></p>
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<p>Spring 2</p>	<p>Theme: London and migration through time</p> <p>3. Seventeenth century London</p> <p>a. 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?</p> <p>b. How was London connected with Africa and Asia in the 17th century?</p> <p>c. 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?</p> <p>Disciplinary focus: change/continuity</p>	<p>Jamaica</p> <p>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</p> <p><i>Geographical skills: tbc Disciplinary focus: Change</i></p>
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		<i>How did London change during the 17th century?</i>	<i>What is a preferable future for Jamaica's tourist industry?</i>
Summer1	<p>Theme: London and migration through time</p> <p>4. 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.</p> <p><i>What connected London with the rest of the world in the 18th and 19th centuries?</i></p>		<p>Local area enquiry (double unit)</p> <p>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)</p> <p>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).</p> <p><i>Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork</i></p> <p><i>Disciplinary focus: How geographers investigate a place</i> <i>Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</i></p>
Summer2	<p>Theme: Migration through time: two cities - Liverpool and London</p> <p>5) Twentieth-century migrations, including effects of global wars, decolonisation, Windrush, late twentieth century migrations.</p> <p>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.</p> <p>Judith Kerr, <i>When Hitler stole Pink Rabbit</i>.</p> <p>Disciplinary focus: similarity/difference <i>How did migration change Liverpool and London in the twentieth century?</i></p>		