

|                |   |         |
|----------------|---|---------|
| Term 1: Travel | 1st Half Term   |         |
|                | Geography   | History |
| Year 1         | <p><b>Place Knowledge</b> - Understand the geographical similarities and differences through studying human and physical geography of small area of UK and contrasting non-European country</p> <p><b>Locational Knowledge</b> - name and locate the United Kingdom</p> <p>Forests-</p> <p>Human and Physical Geography- basic vocab: forest, hill, mountain, river, soil, valley, vegetation, season, weather (human) house, shop</p> <p>Geographical skills and fieldwork- devise a simple map and use symbols in a key- observation skills.</p> <p>Trip to the forest.</p>   |         |
| Year 2         | <p><b>Place Knowledge</b> - Understand the geographical similarities and differences through studying human and physical geography of small area of UK and contrasting non-European country;</p> <p><b>Locational Knowledge</b> - name and locate the Continents and Oceans</p> <p>Seaside-</p> <p>Name and locate the worlds 7 continents and 5 oceans</p> <p>Geographical similarities and differences between human/physical geography of a small area of UK/ non-european country.</p> <p>Human and Physical Geography- basic vocab: (physical) beach, cliff, coast, sea, ocean, season, weather (human) city, town, village, factory, farm, house, office, port, harbour</p> |         |
| Year 3         | <p><b>Locational Knowledge</b> - Counties,cities in the UK</p> <p>Human and Physical Geography- Climate zones/deserts</p> <p>Geographical skills and fieldwork - using maps, digital tools, compasses (4 figure grid references)</p>  |         |
| Year 4         | <p><b>Locational Knowledge</b> - Countries in Europe</p> <p><b>Human and Physical Geography</b> - Climate zones- rainforest</p>   |         |

|        |  |  |
|--------|--|--|
|        | /Geographical skills and fieldwork - using maps, digital tools, compasses (4 figure grid references)   |  |
| Year 5 | <p><b>Human and physical geography</b></p> <p>Earthquakes and volcanoes. How do they happen and why do they happen in certain places? Study examples from across the world. Kobe, Vesuvius/Etna, Haiti and St Helens. 4 weeks on each?</p> <p>3 weeks on each part.</p> <ul style="list-style-type: none"> <li>- What are they and why do they happen? What do the children know?</li> <li>- How can the children demonstrate knowledge?</li> <li>- Spotting locations through finding out about earthquakes and volcanoes</li> </ul> <p>Argument opportunity - Should people live by volcanoes or in earthquake zones? Locations through examples in all events</p> |  |
| Year 6 | <p><b>Locational Knowledge -</b></p> <p>using maps to track route of Peggy Sue, locate Japan and surrounding islands, major cities, latitude, longitude, equator</p> <p>Human and Physical Geography</p> <p>Study of Japan looking at climate, rivers: Tone River, Isikari River, Sinano River, Kitakami River<br/>mountains: Mount Fuji, Mount Haku and Mount Tate , volcanoes and earthquakes .</p> <p>Land use and settlement, economic activity, distribution of natural resources</p>   |  |

|                |  |         |
|----------------|--|---------|
| Term 1: Travel | 2nd Half Term  |         |
|                | Geography  | History |
| Year 1         | Local walk study their school grounds and local area.<br>Use simple compass directions (N, S, W, E) and locational and directional language (near and far, left and right). Describe the location of features and routes on a map.   |         |
| Year 2         | Geographical skills and fieldwork-<br>Use world maps, atlases/ globes identify UK, countries, continents, oceans<br>Compass directions (N, S, E, W) and locational/ directional language to describe routes on a map.<br>Aerial photographs/ plan perspectives and recognise landmarks and basic human/ physical features. |         |
| Year 3         | <b>Place Knowledge- Study of Wales (links to dragon text)</b>  |         |
| Year 4         | <b>Place knowledge: Iceland - links to The Ice Palace</b><br><b>Where in the world - location</b><br><b>Weather</b><br><b>Landscape - comparisons to UK</b><br><b>Rivers and mountains</b><br><b>Settlements - locations</b>   |         |
| Year 5         | <b>Place Knowledge</b><br><br>Rivers, oceans and seas. Place knowledge and map work through these features using bordering countries and cities within them.<br>Edging towards water cycle for two weeks. Explanation?<br><br>- Oceans through Drake?  |         |

|        |   |  |
|--------|---|--|
|        | <ul style="list-style-type: none"><li>- Rivers - Local - Severn</li><li>- Foreign - Danube, Nile, Amazon</li><br/><li>- Seas and lakes - Where are the biggest? Closest? etc</li></ul> <p>Links to the Giant's Necklace (Story about seaside death through tides)</p> |  |
| Year 6 | <b>Place Knowledge:</b>   |  |

|                |               |   |
|----------------|---------------|---|
| Term 2: Heroes | 1st Half Term |   |
|                | Geography     | History   |
| Year 1         |               | <b>Lives of Significant Individuals</b><br><b>People Who Help Us</b><br><b>Emergency services, etc. including Florence Nightingale, Mary Seacole, Sister Dora</b>   |
| Year 2         |               | <b>Lives of Significant Individuals</b><br><b>Elizabeth I and Queen Victoria- (links to princess and the pea- royalty)</b>  |
| Year 3         |               | <b>Romans</b>   |
| Year 4         |               | <b>Anglo Saxons -</b><br><b>Sutton Hoo</b><br><b>Staffordshire hoard - visit Birmingham Museum</b><br><b>A visit from the Anglo Saxons.</b><br><b>Anglo Saxon Chronical</b><br><b>Danelaw and Danegeld</b><br><b>The Witan</b><br><b>Rulers - Alfred the Great</b><br><b>Canute</b><br><b>British landscape division of (Mercia, Wessex etc)</b><br><b>Farming =</b><br><b>Religious beliefs</b><br><b>Language - place names</b> |
| Year 5         |               | <b>Greeks</b><br><br>Greek gods - Who were they and why were they so important and numerous in Greece?<br>Greek culture - Why is it so important to people? What still lingers from Greece? Language especially.<br>The lives of Greek people - Soldiers, the upper class and slaves.   |

|        |  |   |
|--------|--|---|
|        |  | <p>Make sure secondary and primary information is used and discuss the importance of these sources of information.</p> <p>Arguments based on slavery?</p> |
| Year 6 |  | <b>Beyond 1066</b>  |

|                |   |   |
|----------------|---|---|
| Term 2: Heroes | 2nd Half Term   |   |
|                | Geography   | History   |
| Year 1         |   | <b>Lives of Significant Individuals</b><br><b>Space- Neil Armstrong</b>   |
| Year 2         |   | <b>Lives of Significant Individuals</b><br><b>Real Life Heroes- Tim Berners-Lee, Christopher Columbus</b>   |
| Year 3         | <b>Geographical Skills and Fieldwork</b> -use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods | <b>Romans</b>   |
| Year 4         |   | <b>Vikings</b><br><b>Invaider or settlers.</b><br><b>Jorvik Viking Museum - York.</b><br><b>Trade routes.</b><br><b>Religious beliefs - Gods and Goddesses</b><br><b>Longships</b><br><b>Culture</b><br><b>Language - runes</b> |

|        |  | Local place names (Wednesdfield)<br>Days of the week |
|--------|--|--|
| Year 5 | <p><b>Locational knowledge - Lines of longitude and latitude including tropics, poles and hemispheres.</b></p> <p>Using the above, children to locate countries, cities and physical features in an atlas and on Google Maps.</p> <p>Continent a week?</p>   |  |
| Year 6 | <p><b>Locational Knowledge - Locate the world's countries, develop knowledge of continents, countries, capital cities across the world and their flags</b></p> <p>CONTINENT A WEEK - introduction to the world and its continents then focus on one continent a week - Africa, Asia, America and Europe.</p> |  |

|                    |   |   |
|--------------------|---|---|
| Term 3: Inventions | 1st Half Term   |   |
|                    | Geography   | History   |
| Year 1             |   | <b>Events in living memory</b><br><b>Farm- horse &amp; cart/ tractors, milking methods, etc.</b>  |
| Year 2             |   | <b>Events beyond living memory</b><br><b>Great Fire of London</b>   |
| Year 3             |   | <b>Local Study- Industrial revolution in the Black Country</b>  |
| Year 4             | <b>Locational Knowledge -</b><br>Locate the world's countries | <b>Ancient Civilisations- Ancient Egyptians</b><br><b>Locate Egypt on map - refer back to Africa at start of year.</b><br><b>Importance of the Nile to Egyptians - spiritual and physical (agriculture)</b><br><b>Class heirarchy - (peoples roles)</b><br><b>Gods and Goddesses</b><br><b>Mummies (and the making of DT)</b><br><b>Dynasties</b><br><b>How do we know about the past - Archeology - Carter et al</b><br><b>Fashion - style and jewellery</b> |
| Year 5             |   | <b>Local Study</b><br><br>Walsall through the industrial revolution - Black Country Museum.<br>Also visit Leather Museum<br><br>Walsall through time - Industrial revolution through to WW2<br><br>Industry in the area and preparations through the war. Involve cenotaph visits around the area (Bloxwich is walkable) Ones in Darlaston, Wednesbury, Willenhall etc.   |

|        |  |   |
|--------|--|---|
| Year 6 |  | <b>Non European Society: Benin Empire 900-1300, the <b>Edo people</b>, were initially ruled by the <b>Ogiso</b> (Kings of the Sky) dynasty who called their land <b>Igodomigodo</b></b> |
|--------|--|---|

|                    |   |   |
|--------------------|---|---|
| Term 3: Inventions | 2nd Half Term   |   |
|                    | Geography   | History   |
| Year 1             |   | <b>Events beyond living memory</b><br><b>Toys- how toys have changed</b>                                  |
| Year 2             |   | <b>Events in living memory</b><br><b>Cars- transport link. Reveal aspects of change in national life.</b> |
| Year 3             |   | <b>Stone Age</b>  |
| Year 4             | <b>Geographical Skills and Fieldwork-</b> use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods<br>Find physical features on local maps- compare natural and man-made features  |   |
| Year 5             | <b>Geographical Skills and Fieldwork-</b> use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods<br><br>Surveys of traffic, shoppers outside Asda etc.<br>Speed on road? - Road safety? Can we get hold of a speed gun?<br>Walk towards Walsall and find land use. |   |
| Year 6             | <b>Geographical Skills and Fieldwork-</b> use fieldwork to observe, measure and record  |   |

|  |  |  |
|--|--|--|
|  | <p>the human and physical features in the local area using a range of methods</p> <p>OS maps of the area - eight compass points, working out keys and working with co-ordinates and grid references</p> <p>Street maps to look at local area and routes to Walsall and other places of interest</p> <p>Fieldwork in local area to look at and plot land use.</p> |  |
|--|--|--|