



History & Geography

Curriculum Map 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Local Area Industry and transportation Environmental factors		Ancient Egypt Land use Lifestyles		Romans War, conflict and resolutions Empires	
	Enquiry / links other subjects					
3	Educational visits- Gladstone Pottery, Westport lake via the canals, Pooles Cavern. Science- Rocks. Man-made and natural materials. Coal. Clay. Animals including humans. Maths- Coordinates. Drama- Role play. Hot seating. Conscience alley. Art- Sketching, shading. D.T- printing repeated patterns, 3D sculpture- Harry Potter- sorting hat and poppies. History <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest causes and consequences of some of the main events and changes in history. Describe changes that have happened in the locality of the school throughout history. Describe the characteristic features of the past, including idea's, beliefs, 		Educational visits- Liverpool Museum Science- Rocks. Man-made and natural materials. Coal. Clay. Animals including humans. Maths- Coordinates. Drama- Role play. Hot seating. Conscience alley. Art- patterns History <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 		Educational visits- Grosvenor Museum, Science- Plants Maths- Roman numerals Drama- Role play. Hot seating. Conscience alley Art- Mosaics, repeated patterns D.T- food-pottage History <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	

Curriculum Map 2019-2020

attitudes and experiences of men, women and children

- Describe the social, ethnic, cultural or religious diversity of past society.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

Geography

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Name and locate counties and cities of the United Kingdom.

- Suggest causes and consequences of some of the main events and changes in history.
- Describe the characteristic features of the past, including idea's, beliefs, attitudes and experiences of men, women and children
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

Geography

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.

- Suggest causes and consequences of some of the main events and changes in history.



History & Geography

Curriculum Map 2019-2020

		<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • Human geography, including settlements and land use. 	
Vocabulary (tier 3)			
	Location Canal Industry Man-made/ natural features Igneous Sedimentary metamorphic	Pyramid Archaeologist After life AD BC Tomb Shaduf Mummification Farming season	Mosaics AD BC Invasion Empire Citizen Legionary

	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
	<p><u>Extreme Earth</u> Environmental factors</p> <ul style="list-style-type: none"> 	<p><u>World War 1</u> Charity War, conflict and resolutions</p>	<p><u>The Tudors</u> Heirs and the throne (ancestry) Religious persecution and prejudice</p>	<p><u>Greeks</u> Democracy, liberty and freedom Lifestyles</p>	
	Enquiry / links to other subjects				
4	<p>Trip- Blue Planet aquarium English- The Brockenspectre Science- living things, changes in habitats PHSE- environment changes, pollution P4C- pollution, animal cruelty Art- Animal print/patterns</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. • Describe some of the characteristics of these geographical areas. 	<p>English- The Best Christmas Present in the World (letters) PSHE- Remembrance PE- dance (Ballroom dance linked with class assembly) Science- Sound P4C- Gender stereotypes</p> <p><u>History</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<p>Trip- Ford Green Hall English- The Executioner's Daughter Science- electricity PE- Tudor dance Art- Clay Tudor Roses D&T- Tudor house & Designing Tudor games Science-Electricity P4C- Right/Wrong, equality</p> <p><u>History</u></p> <ul style="list-style-type: none"> • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Give a broad overview of life in Britain from ancient times. 	<p>English- Greek mythology Olympics PHSE- democracy PE- different sports of ancient Olympics compared with now P4C- Philosophy, slavery Art- Greek patterns D&T- Clay pottery</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. <p><u>History</u></p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. 	



History & Geography

Curriculum Map 2019-2020

<ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. 	<ul style="list-style-type: none"> • Use dates and terms to describe events. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Suggest suitable sources of evidence for historical enquiries. • Use evidence to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
Key Vocabulary (tier 3)			
<p>Mountain range Summit Tourism</p>	<p>Conflict War Enemy Trench warfare</p>	<p>Heir Monarchy Reign Persecution</p>	<p>Olympics Religion Slavery Democracy</p>



History & Geography

Curriculum Map 2019-2020

Northern/Southern hemisphere Mount Dormant Active Extinct Ascent descent	Massacre Corpse Remembrance	Crime and punishment	
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History & Geography

Curriculum Map 2019-2020

	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
	Anglo-Saxons & Vikings War, conflict and resolutions Religious persecution and prejudice Heirs and the throne (ancestry)		Polar Regions & Space Environmental factors Lifestyles	Rainforest & Mayans Land use Environmental factors	
	Enquiry / Links to other subjects				
5	Texts: How to Train your dragon, Beowulf Trips: Tatton Park – Anglo Saxon Village life, The Potteries Museum – Staffordshire Hoard (Anglo Saxon Artefacts) D & T: weaving, pottery Drama: role play, hot seating, conscience alley Geography: map work, names of kingdoms and position <u>Geography</u> <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Identify and describe how the physical features affect the human activity within a location. Human geography including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. <u>History</u>		Texts: Narnia: The Lion, The Witch and the Wardrobe. Trips: National Space Centre, Young Voices Science: Space, Forces Drama: Hot seating, conscience alley Maths: measure – distance, size, temperature PSHE: climate change <u>Geography</u> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Identify and describe the geographical significance of 		Texts: Kensuke’s Kingdom Trips: Chester Zoo, Science: Life processes and Living Things Maths: Number systems and counting D & T: Food Drama: Role play, hot seating RE: Gods and beliefs <u>Geography</u> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, key topographical features and land-use patterns; and understand

Curriculum Map 2019-2020

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.
- Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.

- latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Describe how locations around the world are changing and explain some of the reasons for change.

History

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity,

how some of these aspects have changed over time.

- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Physical geography including: climate zones, biomes and vegetation belts,

Curriculum Map 2019-2020

- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

change, century, decade, legacy.

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

rivers, mountains, volcanoes and earthquakes and the water cycle.

- Human geography including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use the eight points of a compass four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

History

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Describe the social, ethnic, cultural or religious diversity of past society.

Curriculum Map 2019-2020

- Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

Key Vocabulary (tier 3)

Invaders	Scandinavia	Polar regions	Space	Mayans	Rainforests
Settlers	Brutal	Arctic	Solar system	Worship	Temperature
Kingdoms	Anvil	Antarctic	Galaxy	Sacrifice	Tropical
Monasteries	Medieval	Biomes	Meteorite	Priest	Boreal
Monk	Myth	Tundra	Satellite	Ritual	Deciduous
Pagan	Savage	Desert	Comet	Ancient	Carnivorous
Roman Catholic Church	Barbarian	Penguin	Mercury	Civilisation	Emergent
Ad/BC	Berserker	Arctic fox	Venus	Mesoamerica	Canopy
Century	Conquest	Arctic hare	Earth	Cacao	Understory
Settlement	Heathen	Inuit	Mars	Maize	Species
Religion	Pillage	Igloo	Jupiter	Evidence	Deforestation
Artefact		Sled	Saturn	Primary source	Sustainability
Evidence		Snowmobile	Uranus	Secondary source	Erosion
Raiders		Skis	Neptune	Lithography	extinction
Conversion		Glacier	Moon	Copan	
Society		Ernest Shackleton	Atmosphere	Chichen Itza	
Vortigen		Captain Scott	Astronaut	Palenque	



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Curriculum Map 2019-2020

	St Augustine King Aethlebert Bede King Offa Alfred the Great		Iceberg	Planet Rocket	Hieroglyphs Syllabogram Logogram Codex codices	
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Curriculum Map 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World War 2 War, conflict and resolutions Religious persecution and prejudice		Victorians Heirs and the throne (ancestry) Industry and transportation Empires		North America Democracy, liberty and freedom Prejudice	
	Enquiry / links to other subjects					
6	Educational visits: RAF Museum, National Holocaust Museum Text: The Boy in the Striped Pyjamas ICT: Oskar Schindler biography Science: light and electricity Art: Hitler sketches, Blitz multimedia PHSE: Radicalisation P4C: evacuees, travel Maths: rationing <u>History</u> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the main changes in a period of history.		Educational visits: Quarry Bank Mill Text: The Hound of the Baskervilles Maths: population graphs, compass points/co-ordinates ICT: population graphs Science: Darwin P4C: crime, classes of people <u>History</u> Select suitable sources of evidence, giving reasons for choices. Describe the social, ethnic, cultural or religious diversity of past society. Describe the main changes in a period of history. Use dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate. Use original ways to present information and ideas. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.		Text: Edgar Allan Poe stories Art: Portraits, blackout poetry Science: slavery and disease PSHE: microorganisms and hygiene ICT: State PowerPoint presentations P4C: racism, slavery <u>History</u> Select suitable sources of evidence, giving reasons for choices. Describe the social, ethnic, cultural or religious diversity of past society. Describe the main changes in a period of history. Use dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate. <u>Geography</u> Identify and describe how the physical features affect the human activity within a location.	



History & Geography

Curriculum Map 2019-2020

<p>Use dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate. Use original ways to present information and ideas.</p> <p><u>Geography</u> Name and locate some of the countries and cities of the world.</p>	<p><u>Geography</u> Name and locate some of the countries and cities of the world. Use the eight points of a compass four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Name and locate the countries of North America and identify their main physical and human characteristics. Create maps of locations identifying patterns.</p>
<p>Key Vocabulary (tier 3)</p>		
<p>Ancestry Nazis Jews Radicalisation Propaganda Persecution Axis Allies Concentration camps</p>	<p>Crime and punishment Democracy Industrial revolution Industry Monarchy Charity Workhouse Oakum Reign Slums Orphan</p>	<p>New World Native Americans Slavery Racism Immigrants Liberty States Physical and manmade landmarks Erosion</p>