



Himbleton CE Primary School and Nursery

Whole School Long-Term Curriculum Unit of Enquiry Overview for History and Geography with Core Knowledge (Key Questions) and Vocabulary

CYCLE A EYFS		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Unit of Enquiry:	Family Fortunes	The Spirit of Christmas	Knights and Castles	Helping Hands Marcus Rashford	Ticket to Ride	What A Wonderful World Louis Armstrong
	Focus Concepts for History/Geography:	CONTINUITY AND CHANGE Talk about members of their immediate family and community – our family.	PLACE KNOWLEDGE Understand that some places are special to members of their community-	HISTORICAL ENQUIRY AND TERMS, CHRONOLOGY AND INTERPRETING HISTORY Compare and contrast characters from stories, including figures from the past.	SIGNIFICANCE Name and describe people who are familiar to them- people who help us.	MAP SKILLS Drawing information from a simple map-travel and journeys.	HUMAN AND PHYSICAL GEOGRAPHY Explore the natural world around them -Growth and Nature.
	Vehicle for learning	Create a family tree.	A visit to Himbleton Church and our nativity.	A visit to Warwick Castle. St George and the Dragon.	A visit from school nurse.	A visit to Perrygrove Railway.	Planting seeds, growing plants and tending to our reflection garden.

	History/Geography Knowledge (key questions):	Who is in your family? What is a family tree? What is a community? Who is in our community?	What is the Christmas story? Why is it important? How do people celebrate Christmas? Why do people give gifts at Christmas? What is a place of worship?	Who lives in a castle? Who is the Queen and where does she live? Who were knights and why did we have them?	Who are the people who help us? Who are the people who help in our community? What does it mean to be a good friend? Who is Marcus Rashford?	How do you travel to school? How can you cross a road safely? How can you travel to go on holiday? What transport helps us?	How do we encourage bees and butterflies to the garden? What do seeds need to grow?
	History/ Geography Focus Vocabulary:	Parent, carer, family, mother, father, grandad, nanny, brother, sister, step sister, step brother, cousin, aunt, uncle, son, daughter, niece, nephew, community.	Christmas, Jesus, baby, special, star, Bethlehem, Mary, Joseph, carols, gifts.	Queen, King, guards, Royal Family, castle, knight, dragon, battle, Prince, Princess, cook, servant.	Vet, teacher, nurse, doctor, lollipop person, road worker, taxi driver, bus driver, lifeguard, mechanic, refuse collector, paramedic, fire fighter, police officer.	Ticket, travel, train, journey, travel, car, taxi, ferry, bus, plane, transport, seaside, view.	Seeds, plants, grow, dig, soil, water, sunshine, rain, Forest School, nature, outdoors, explore.
CYCLE B EYFS		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Unit of Enquiry:	Fantastic Food	Come and Join the Celebration	Superheroes Mary Seacole	Over the Rainbow	Animal Crackers	If You Go Down to The Woods Today...
	Focus Concepts for History/Geography:	LOCATIONAL KNOWLEDGE Recognise some similarities and differences between life in this country and life in other countries.	SIMILARITIES AND DIFFERENCES Recognise that people have different beliefs and celebrate special times in different ways.	SIGNIFICANCE, CAUSES AND CONSEQUENCES AND CHRONOLOGY Compare and contrast characters from stories, including figures from the past.	HUMAN AND PHYSICAL GEOGRAPHY MAP SKILLS Describe what they see, hear and feel whilst outside.	PLACE KNOWLEDGE Recognise some environments that are different from the one in which they live- animals around the world.	GEOGRAPHICAL SKILLS AND FIELDWORK Understand the effect of changing seasons on the natural world around them.
	Vehicle for learning	Foods from around the world.	Harvest/ Bonfire Night/ Diwali.	Visit from the Police.	Senses walk.	Visit from the Animal Man	Visit to Bishops Wood for a teddy bears picnic.

	History/Geography core Knowledge (key questions):	Where does my favourite food come from? What do people eat in different places around the world?	Why is Harvest/ Diwali/ Bonfire night celebrated? How are these events celebrated?	Who was Mary Seacole? Why do we remember her? Who are real life superheroes?	What are our five senses?	What do animals need to survive?	What are the four seasons? What can we do to look after our environment?
	History/Geography Focus Vocabulary:	The same, different, the world, planet Earth, travel, globe	Celebrate, party, celebration,	Mary Seacole, nurse, hospital, now, then, nurse, doctor, police officer, fire fighter, vet	Listen, look, feel, touch, describe,	Animals and their babies, habitats, the world, planet Earth	Summer, autumn, winter, spring, changes, weather, days of the week and months of the year.

CYCLE A YEAR 1/2		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Unit of Enquiry:	Awesome Artists	Fire, Fire!	Around the World in 30 Days...	Innovative Inventors	Wonderful Worcester	Near and Far: Awesome Africa
	Building Upon:	EYFS – C2 Spring B Over the rainbow	EYFS C2 Spring A Superheroes	EYFS C2 Autumn 1 Fantastic Food	EYFS C1 Spring B Helping Hands	EYFS C1 Spring A Knights and Castles and Summer A Ticket to Ride	EYFS C2 Autumn A Fantastic Food
	Focus Concepts for History/Geography:	INTERPRETING HISTORY HISTORICAL TERMS To find out about changes within living memory.	CAUSES AND CONSEQUENCES INTERPRETING HISTORY CHRONOLOGY To find out about events beyond living memory that are significant nationally or globally.	LOCATIONAL KNOWLEDGE To name and locate the world's 7 continents and 5 oceans. GEOGRAPHICAL SKILLS AND FIELDWORK To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	SIGNIFICANCE HISTORICAL ENQUIRY CHRONOLOGY To find out about the lives of significant individuals.	SIGNIFICANCE HISTORICAL ENQUIRY To find out about significant historical events, people and places in their own locality. GEOGRAPHICAL SKILLS AND FIELDWORK MAP SKILLS To use simple compass directions (North, South, East and West) and	PLACE KNOWLEDGE To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a non-European country. HUMAN AND PHYSICAL GEOGRAPHY To use basic geographical vocabulary to refer to: key physical features, including: beach,

						locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Vehicle for learning	Visit to Birmingham Art Gallery.	Recreating the great fire at Forest School.	International Day food fayre for children, parents and carers.	Find out about an inventor.	Visit to The Commandery Museum.	Write to a Tanzanian school.	
History/Geography Core Knowledge (key questions):	Who were L.S.Lowry and Pieter Bruegel? What would you like to ask the artists? Why did L.S.Lowry and Pieter Bruegel become famous? Why is their work important? What are the key features of our local area?	Where is London? How did the fire begin? Why did the fire spread? How are houses different from in 1666? What impact did the fire have on London?	What is a continent? What are the seven continents of the world?	What do inventors do? Who were the Wright brothers? Why did the Wright brothers succeed where others had failed? How should the Wright brothers be remembered?	Where is Worcester on a map? What is Worcester famous for? How many people live in Worcester?	Where is Tanzania? What continent is Tanzania on? Where is Kilimanjaro and why is it famous? What are the human and physical features of Tanzania? What are the similarities and differences between Tanzania and the UK?	
History/Geography Focus Vocabulary:	Compass, map, route, follow, directions, North, South, East, West, human, physical features, aerial photographs, landscape, area, symbols, key, landmarks, perspectives, compare, past, present, similar, people, time, years, Bruegel the Elder, L.S.Lowry, famous, where, when, who, community, photograph, evidence, artefacts, remember.	Map, atlas, United Kingdom, England, Wales, Scotland, Ireland, London, capital city, compare, past, present, similar, people, time, years, Pudding Lane, London, Thomas Farriner, Samuel Pepys, bakery, gunpowder, explode, plot, fire, spread, Tudor times.	Map, atlas, World, globe, travel, explore, seas, oceans, continents, weather, seasons, months of the year, design, make, plan, test, predict, materials, change, landscape, climate, temperature.	Flight, travel, transport, The Wright Brothers, significant, first, change, adapt, success, successful	Local area, explore, travel, transport, weather, town, village, town centre, Worcester Sauce, population, human and physical features, map, compass, directions.	Map, atlas, Africa, Tanzania, Mount Kilimanjaro, continent, country, City, town, human features, physical features, vegetation, economy.	

CYCLE B YEAR 1/2		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Unit of Enquiry:	Down on the Farm	Our Place in the World	Poles Apart	Explorers	Wonder Women	Terrific Toys
	Building Upon:	EYFS C2 Spring B Over the Rainbow	EYFS C1 Autumn A Family Fortunes and Summer A Ticket to Ride	EYFS C2 Summer A Animal Crackers	EYFS C1 Spring B Helping hands and C2 Spring A Superheroes	EYFS C2 Spring A Super Heroes	EYFS C1 Spring A Knights and Castles
	Focus Concepts for History/Geography:	HUMAN AND PHYSICAL GEOGRAPHY To use basic geographical vocabulary to refer to key human features.	LOCATIONAL KNOWLEDGE To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding areas. GEOGRAPHICAL SKILLS AND FIELDWORK To use simple fieldwork and observational skills to study the geography of their school and surrounding area. MAP SKILLS To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	HUMAN AND PHYSICAL GEOGRAPHY To know that the equator is the invisible line that runs around the centre of the Earth halfway between the North and South poles. GEOGRAPHICAL SKILLS AND FIELDWORK To use simple compass directions.	CAUSES AND CONSEQUENCES SIGNIFICANCE To find out about the lives of significant individuals who have contributed to national and international achievements.	SIMILARITIES AND DIFFERENCES CONTINUITY AND CHANGE SIGNIFICANCE To explore changes within living memory.	CHRONOLOGY SIMILARITIES AND DIFFERENCES HISTORICAL TERMS To develop an awareness of the past, ask and answer questions and know where the toys they study fit within a chronological framework.
	Vehicle for learning	Bomford's visitor to judge	Himbleton village walk	Explorers Day	Visit to All Things Wild	A workshop visit from Discover History.	To create a class toy museum. Visit to Tudor House Museum

	History/Geography Core Knowledge (key questions):	<p>What are the geographical features of a farm?</p> <p>What do crops need to grow?</p> <p>How are farms set out?</p> <p>How many farms are in Worcester?</p>	<p>What is our local area like?</p> <p>What are the features of our local area?</p> <p>What are the four countries and capital cities that make up the UK?</p> <p>Where is HImbleton on a map?</p>	<p>Where are the hot and cold places in school?</p> <p>Where do penguins live?</p> <p>How does an animal become adapted to its habitat? What are the seven continents of the world and which is the largest? Is polar exploration safer now or in the past? Who was Scott?</p>	<p>What is an explorer? Why are some people in history considered significant? Who was Neil Armstrong, and what did he do? Who was Ernest Shackleton, and what did he do? How are significant explorers remembered?</p>	<p>What does it mean to be inspirational? What made Mary and Florence so special? What were Mary/ Florence's greatest achievements and how do we know?</p>	<p>What were toys like in the past?</p> <p>How long have toys existed?</p> <p>How do toys work? What materials are toys made from? How are modern toys different?</p>
	History/Geography Focus Vocabulary:	Human features, physical features, farm, local area, locality,	Human features, physical features, map, directions, compass, city, town, village, office, house, school, road, river.	Community, geography, country, continent, ocean, Polar Regions, map, key, data, clothes, communication, equipment.	Explorers, voyage, navigator, NASA, astronaut, orbit, pilot, commander, expedition, journey, engineer, research, Apollo, aviator, orbit, equator, continent, ocean, Antarctica.	Inspirational, wonder, timeline, sequence, significant, locally, nationally, first world war, allies, nurse, important, emotion, achievement, brave, battlefield, equality, change, impact, memorial, remembrance, statue, plaque.	Ancient, modern, past, present, new, old, material, metal, plastic, wood, timeline, similar, different, recent, design, decade/ decades, century/ centuries, artefacts, change.

CYCLE A YEAR 3/4		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Unit of Enquiry:	A Tiny Island	Through the Ages	Impactful Invaders		The Force of Nature	Living My Best Life

	Building Upon:	KS1 C1 Autumn A Down on the Farm and C2 Autumn B Our Place in the World	KS1 C1 Autumn B Fire, fire!	KS1 C1 Autumn B Fire, fire!	KS1 C1 Summer A Wonderful Worcester	KS1 C1 Spring A Around the world in 30 days
	Focus Concepts for History/Geography:	LOCATIONAL KNOWLEDGE To 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.	CAUSES AND CONSEQUENCES CHRONOLOGY HISTORICAL TERMS Changes in Britain from the Stone Age to the Iron Age.	CAUSES AND CONSEQUENCES, CHRONOLOGY, HISTORICAL TERMS, HISTORICAL ENQUIRY, SIGNIFICANCE The Roman Empire and its impact on Britain. To explore Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	HUMAN AND PHYSICAL GEOGRAPHY To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	SIGNIFICANCE CONTINUITY AND CHANGE To understand how key events and individuals in sport have shaped the world.
	Vehicle for learning	Visit to Birmingham- Back to Backs. An animated Chromebook presentation of UK knowledge.	Creating a Minecraft replica of an Iron Age Fort.	Visit to Chedworth Roman Villa.	Disaster Assistance Team.	Presentation about a sports person who inspires them.
	History/Geography Core Knowledge (key questions):	What makes the United Kingdom? Where is the United Kingdom in	When was the Stone Age? How did people survive in the Stone and Iron Ages? What	Who were the Anglo-Saxons? What was life like in Anglo-Saxon times? What jobs and roles did people have in a typical Anglo-Saxon village?	What is beneath our feet? How are volcanoes formed? How do volcanoes	What qualities do sports professionals have? How have

		the world/ in relation to Europe? - What are the key human and physical features of the UK? - Why is Birmingham the city it is today? - How has the UK changed over time?	kind of sources tell us about the Stone and Iron Ages? How did bronze replace stone in the Bronze Age?	Why did the Anglo-Saxons invade Britain?		affect people's lives? What causes earthquakes and how are they measured?	famous people in sport changed the world we live in today?
	History/Geography Focus Vocabulary:	Countries, county, city, human, physical, population, compass point, ordnance survey, region	Prehistory, chronological, evidence, deductions, huntergatherers, forts, Neolithic, mammoth, sources, Stone Age, Bronze Age, archaeology.	Invasion, invaders, settler, Anglo-Saxon.		Physical geography, crust, mantle, outer core, inner core, tectonic plates, volcanoes, magma, eruption, earthquakes, Richter scale, seismograph.	Nutrition, diet, professional, profession, competitive, resilient, determined, driven, growth, mentality, positive, repair, health, energy.
CYCLE B YEAR 3/4		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Unit of Enquiry:	Remarkable Rainforests	Dynamic Dynasties	Where in the World?	European Expedition	Enterprising Entrepreneurs	American Adventure
	Building Upon:	KS1 C1 Near and Far Summer B	KS1 C2 Summer B Terrific Toys DT- design and make a Toy- using joining techniques	KS1 C1 Autumn A Down on the Farm, Summer A Wonderful Worcester and C2 Autumn B Our Place in the World	KS1 C2 Summer B Near and Far and KS2 Remarkable Rainforests and Where in the World?	KS1 C2 Explorers Spring B and Summer A Wonder Women	KS1 C2 Spring A Poles Apart and C2 Summer B Near and Far
	Focus Concepts for History/Geography:	PLACE KNOWLEDGE To understand	HISTORICAL TERMS, CHRONOLOGY, INTERPRETING	GEOGRAPHICAL SKILLS AND FIELDWORK Use fieldwork to observe,	PLACE KNOWLEDGE To understand	SIGNIFICANCE, CONTINUITY AND	LOCATIONAL KNOWLEDGE To locate the

		geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	HISTORY, SIMILARITIES AND DIFFERENCES 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 of Ancient China.	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. To 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. HISTORICAL ENQUIRY, CONTINUITY AND CHANGE, CAUSES AND CONSEQUENCES A local History Study of Himbleton and how it has changed over time.	geographical similarities and differences through the study of human and physical geography of a region in a European country. The achievements of the earliest civilisations.	CHANGE To understand how key events and individuals in design and technology have shaped the world. Margaret Busby/ John Edmonstone/ Oprah Winfrey.	world's countries, using maps to focus on North and South America, concentrating on specific area.
	Vehicle for learning	Rainforest Roadshow visit from Dave and Sue Shaw/ wwf 'Amazing Amazon' school workshop.	Imagining History virtual workshop 'The Shang Dynasty.'	Himbleton village study. Visit to Bishopswood environmental centre.	Create a travel agents for parents.	Young Leaders' Award and Himbleton Apprentices (creating a product for the Summer Fete).	Visit to the American Museum in Bath. Google Earth for a virtual trip.
	History/ Geography Core Knowledge (key questions):	Where in the world can rainforests be found? What is the climate like in the rainforest? What are the negative/ positive impacts of deforestation?	What was life like in the Shang dynasty? How did the Shang army win battles? Who was Fu Hao? What are oracle bones?	Can you identify the human and physical features in Himbleton village? What is the difference between physical and human geographical features? How will you conduct a reliable field work study to show the physical features of Himbleton?	What is the difference between exploration and colonisation? What is the age of Exploration, and when did it begin?	What is an entrepreneur? What qualities does an entrepreneur have? How have famous entrepreneurs changed the world we live in today?	What are the capitals of countries of North and South America? What is the population of North and South America?

	History/ Geography Focus Vocabulary:	Climate, deforestation, equator, humid, native tribes, species, weather, The Amazon rainforest, forest floor, emergent layer, canopy layer, understorey layer, fairtrade.	Emperor Cheng Tang, bronze hu, Fu Hao, soldier, Ancient China, oracle bones.	Map, scale, longitude, latitude, compass, atlas, north, south, east, west, coordinates, fieldwork, variable, research, human geography, physical geography, survey, analyse, evaluate, data, graph, tally, table, pie chart, percentage, conclusion, study, GPS, bearing, aerial photo, direction, distance, ordnance survey, symbol. Village, centre, period, centuries, adapted, timeline, site, locality, impact.	Explorers, expedition, voyage, exploration, colonisation, European, nations, The Age of Discovery.	Entrepreneur, business, money, income, profit, employers, invention, capitalism, enterprise, initiative, innovation, investor, marketing, networking, commercial, industrial.	The Americas, map, globe, continents of the world, population, human and physical features.
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CYCLE A YEAR 5/6		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Unit of Enquiry:	Inspire me	Fun at the Fair -	The Home Front- WW1 and 2-	Reduce, reuse, recycle-	Groovy Greeks-	
	Building Upon:	LKS2 C1 Spring A Where in the World and C2 Autumn A A Tiny Island	KS1 C2 Summer A Wonder Women LKS2 C2 Summer A Enterprising Entrepreneurs	LKS2 C1 Autumn B Through the Ages and Spring A Impactful Invaders	KS2 C2 Autumn A Remarkable rainforests	KS1 C2 Summer B Near and Far LKS2 C2 Summer B American Adventure	

	Focus Concepts for History/Geography :	HISTORICAL ENQUIRY, CHRONOLOGY, HISTORICAL TERMS, INTERPRETING HISTORY, SIGNIFICANCE A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	PLACE KNOWLEDGE Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	CHRONOLOGY, HISTORICAL TERMS, INTERPRETING HISTORY, CAUSES AND CONSEQUENCES, SIMILARITIES AND DIFFERENCES SIGNIFICANCE A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	HUMAN AND PHYSICAL GEOGRAPHY 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. GEOGRAPHICAL SKILLS AND FIELDWORK 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.	CHRONOLOGY, HISTORICAL ENQUIRY, SIMILARITIES AND DIFFERENCES HISTORICAL TERMS A study of Greek life and achievements and their influence on the western world. Describe key aspects of physical and human geography of Alexander's empire. PLACE KNOWLEDGE To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
	Vehicle for learning	'Victorian Worcester' workshop at The Hive and a visit to The Infirmary, the medical museum in association with The Hive.	Visit to/ perform at Worcester Victorian Fayre. Design and make a KS2 fun fair for EYFS to add to their small world play.	Visit to the Imperial War Museum in London.	Start an Eco Schools proposal and whole school club. Visit to EnviroSort at Severn Waste Services. Visit The Hive for a sustainability workshop.	Plan and run a Himbleton Olympics themed Sports event. Visit to Honeybourne Pottery (WR11 7PQ) to make Greek inspired theatre masks.
	History/Geography Knowledge (key questions):	What was it like to live in Victorian Worcester? When was the Victorian era? Who was Charles Hastings and what impact did he have on Worcester? What is an Almshouse?	What does a seaside town do to survive? Where in the world are the biggest funfairs?	What is propaganda? What was its purpose? Why was there a war? What were the causes of WW1? What happened during WW1 and 2? How were soldiers recruited? What was life like in a trench? How was propaganda used?	Who is Greta Thunberg? Why is recycling important? What is the best way to sort waste? Which of the three R's do you think is the most important and why?	When was ancient Greece? How old is Greek history? What did the Greeks invent? What was life like in Ancient Greece?

	History/Geography Focus Vocabulary:	Victorian era, British Medical Association, Charles Hasting, The Infirmary, Public Health, Charles Darwin, Isambard Kingdom Brunel, Pablo Fanque, Queen Victoria, archaeology, Almshouses, archives.	Human geography, physical geography, economy, decline, trade, profit.	Home front, air raid, trench, Zeppelin, trenches, grenade, bayonet, Spitfire, field hospital, gas mask, evacuees, bomber	Landfill, recycling process, alternatives, disposable, plastic pollution, reduce, reuse, recycle. Waste audit.	Ancient Greece, Greek empire, Pyxis, Homer, Alexander the Great, tunic, slave, Parthenon, nobleman, Olympics, Doric column, Hippocrates, Hellenistic bowl, fibulas, Pythagoras Sir Mo Farah/ Colin Jackson/ Jessica Ennis-Hill/ Dina Asher-Smith	
CYCLE B YEAR 5/6		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Unit of Enquiry:	Out of this World	Take a picture	Ancient Egypt		Water World-	Mayan Mayhem-
	Building Upon:	KS1 C2 Spring B Explorers UKS2 C1 Spring A The Home Front	KS1 C1 Autumn A Awesome Artists and Summer A Wonderful Worcester LKS2 C1 Autumn B Through the ages and C2 Spring A Where in the World? UKS2 C1 Autumn A Inspire Me	LKS2 C1 Spring A Impactful Invaders and C2 Autumn B Dynamic Dynasties		LKS2 C1 Summer A The Force of Nature UKS2 C1 Reduce, reuse, recycle	LKS2 C2 Autumn B Dynamic Dynasties
	Focus Concepts for History/Geography:	LOCATIONAL KNOWLEDGE Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	GEOGRAPHICAL SKILLS AND FIELDWORK Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key to build knowledge of UK and wider world. CHRONOLOGY, ENQUIRY, SIGNIFICANCE, CONTINUITY AND CHANGE, SIMILARITIES AND DIFFERENCES English	HUMAN AND PHYSICAL GEOGRAPHY To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use,		HUMAN AND PHYSICAL GEOGRAPHY To explore rivers, and the water cycle, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals	LOCATIONAL KNOWLEDGE To 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

		<p>Prime/Greenwich Meridian and time zones (including day and night).</p> <p>SIGNIFICANCE, HISTORICAL TERMS, ENQUIRY, CONTINUITY AND CHANGE, CHRONOLOGY A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. To explore and find out about The Space Race, 1960s.</p>	<p>Monarchy. Build upon pupils' chronological knowledge beyond 1066-the changing of power of monarchs using case studies such as John (1199-1216), Anne (1702-1714) and Victoria (1837-1901).</p>	<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>HISTORICAL ENQUIRY, TERMS, INTERPRETING HISTORY, SIMILARITIES AND DIFFERENCES, CAUSES AND CONSEQUENCES An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>and water, name and locate key topographical features, including coasts and rivers.</p>	<p>characteristics, countries, and major cities.</p> <p>PLACE KNOWLEDGE To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p>MAP SKILLS To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>HISTORICAL ENQUIRY, TERMS, INTERPRETING HISTORY, CHRONOLOGY, CONTINUITY AND CHANGE A non-European society that provides contrasts with British history.</p>
	Vehicle for learning	<p>Visit to The Think Tank Planetarium.</p>	<p>Plan a royal banquet.</p>	<p>Visit to Birmingham Museum and Art Gallery/ Ancient Egypt travelling workshop – 'Portals to the past.'</p>	<p>River study day to the Knapp and Papermill.</p>	<p>Design and make a chocolate product to sell at the Summer Fete for school fundraising.</p>
	History/ Geography Core Knowledge (key questions):	<p>What is the Space Race, when did it occur and who won? Who were Mae Jemison and Maggie Aderin-Pocock?</p>	<p>What is a Monarchy and why is it important?</p>	<p>What was Ancient Egypt like? Who was Tutankhamun? What were Egyptian hieroglyphs?</p>	<p>What steps are involved in the water treatment process? How does the water cycle work? Who uses rivers as roads?</p>	<p>What was life like for the ancient Mayas? What remains of the ancient Maya? What happened to the Mayas?</p>

	History/Geography Focus Vocabulary:	Solar system, planets, celestial body, sphere, spherical, astronomy, rotate, orbit, axis, gravity, force, effect, Mae Jemison. Yuri Gagarin, President Kennedy, Moon Landing.	Monarchs, monarchy, power, hierarchy, timeline, reign, rule.	Egypt, Egyptian, pyramid, mummy, tomb, pharaoh, Sphinx, desert, coffin, plough, mattock, flatbread, Nile, sickle, mummification, Tutankhamun	Water cycle, straits, gulfs, channel, recycle, sustainable future, hydropower, renewable energy, purpose, biological, habitats, precipitation	Priest, King, God, maize, hieroglyphic, pyramid, warrior, calendar, squash, Pakal the Great, temple, monument, astronomy.
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