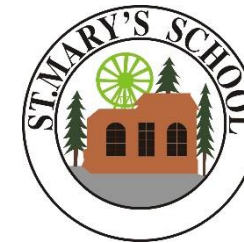




St. Mary's Church of England Primary School

History and Geography Overview



	Term 1	Term 2	Term 3 Book Term	Term 4	Term 5	Term 6
Class One	The Great Fire of London - London's Burning	The Artic		What's Under My feet?	A Street Through Time	Journeys
Class Two	Africa - Sensational Safari	Childhood Now and Then	Chocolate - Brazil	Intrepid Explorers	Out and About	Commotion in the Ocean
Class Three	The Rotten Romans	Natural Disasters	Marvelous Maps	Stone Age - The Iron Age	Anglo-Saxons	South America
Class Four	WW2	Proud to be British	Antarctica	The Egyptians	India	Coasts
Class Five	The Vicious Vikings	Amazing Americas	Maps - Stargazers	Crime and Punishment	Mountains and Rivers	British Hall of Fame
Class Six	Ancient Greece	Spain		The Victorians	The Mayans	Kensuke's Kingdom

Autumn Term 1 and 2						
EYFS	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
	London's Burning	Childhood Now and Then	The Rotten Romans	The Egyptians	The Vikings	Ancient Greece
Our Learning Journey						
	<ul style="list-style-type: none"> -When and where did the fire start? -Why did the fire spread? -How did they fight the fire? -How did the fire stop? -How many people died? -What happened after the fire? -What new laws were made? -How did London change after the fire? -Who was Samuel Pepys? -What sources tell us about the Great Fire? -How has firefighting changed throughout time? -How is life in London at the time of the Great Fire different to life in London now? <p>Suggested changes:</p> <ul style="list-style-type: none"> -What was the Great Fire of London? -What damage did the Great Fire of London cause? -How did London change after the Great Fire of London? - What do sources tell us about the Great Fire of London? - What is life like in London now compared to 1666? 	<ul style="list-style-type: none"> -Which toys were played with in the past? -How have children's crazes changed over time? -How have schools changed over time? -Can I compare what children wore at different times? -Can I find out about children's entertainment and how it has changed over time? <p>Suggested changes:</p> <ul style="list-style-type: none"> -How has children's entertainment changed over time? -How has children's clothing changed over time? 	<ul style="list-style-type: none"> -Where did the Romans exist in history? - How did the Roman Empire emerge and expand? - How did the power of the Roman Army help the Roman Empire? - How did Britain become part of the Roman Empire? - Who was Boudica? - What did the Romans build after they settled in Britain? - What were houses like in Roman Britain? - What was the hierarchy of Roman society? 	<ul style="list-style-type: none"> - Can I find out about ancient Egyptian life by looking at artefacts? - Who Were the Ancient Egyptians? - Can I understand what was important to people during ancient Egyptian times? - What Was Life Like in Ancient Egypt? - Can I understand and explain the ancient Egyptian ritual of mummification? - Can I understand how evidence can give us different answers about the past? - Can I compare and contrast the Egyptian writing with my own? - Can I compare and contrast the powers of different Egyptian gods? <p>Suggested changes:</p> <ul style="list-style-type: none"> -Where did the Ancient Egyptians exist in history? - What was life in Ancient Egypt like? - What was important to people during Ancient Egyptian times? - What is mummification? - Can I evaluate different Ancient Egyptian sources? - How do Egyptian Gods powers differ? 	<ul style="list-style-type: none"> -Where did the Vikings exist in history? - What was Britain like before the first Viking invasion? - What was the first Viking invasion like? - Why did the Vikings decide to settle in Britain? - Why was King Alfred so 'great'? - What was life like for Vikings living in Britain? - How did England become a unified country? - What happened at the end of the Viking Era? 	<ul style="list-style-type: none"> - Can I build on prior knowledge of the Ancient Greeks? - Can I use atlas skills to locate Greece on a map? - Can I identify Ancient Greece on the timeline? - Do I understand what a city state was in ancient Greek - times? - Can I infer information about Greek wars and warfare from illustrations and maps? - Can I make inferences and deductions about Greek life using a range of Greek Pottery? <p>Suggested changes:</p> <ul style="list-style-type: none"> -What do I already know about the Ancient Greeks? - Can I locate Greece on a map? - Where does Ancient Greece fit in history? - What was a city state in Ancient Greek times? -What was Greek war and warfare like? -What was Greek life like?

NC Objectives / Skill Progression

Events beyond living memory that are significant nationally or globally	Changes within living memory used to reveal aspects of change in national life	<p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p>	<p>The Viking struggle for the kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasions</p> <p>Resistance by Alfred the Great</p> <p>Edward the Confessor and his death in 1066</p>	<p>A wide ranging knowledge about historical events, from local history to world history</p> <p>A deep understanding of how our knowledge of history is developed, identifying how a range of sources build our knowledge and understanding</p> <p>Organize information purposefully when responding or asking questions</p> <p>Secure knowledge of chronology</p>
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Vocabulary

<p>Bakery</p> <p>London</p> <p>River Thames</p> <p>Diary</p> <p>Eye-witness</p> <p>Embers</p> <p>Fire hooks</p> <p>Fire break</p> <p>Flammable</p> <p>St Paul's Cathedral</p> <p>Thomas Farriner</p> <p>King Charles 11</p> <p>Samuel Pepys</p>	<p>Past</p> <p>Present</p> <p>Victorian</p> <p>20th Century</p> <p>21st Centry</p> <p>Chronological</p> <p>Craze</p> <p>Era</p> <p>Modern</p> <p>Leisure</p>	<p>AD</p> <p>BC</p> <p>Conquer</p> <p>Emperor</p> <p>Gladiator</p> <p>Villa</p> <p>Legacy</p> <p>Legion</p> <p>Manumission</p> <p>Mosaic</p> <p>Slave</p> <p>Invasion</p> <p>Empire</p> <p>Julius Ceasar</p> <p>Boudica</p>	<p>Sarcophagus</p> <p>Pyramid</p> <p>Mummification</p> <p>The Rosetta Stone</p>	<p>Alfred the Great</p> <p>Battlefield</p> <p>Brutality</p> <p>Conquest</p> <p>Empire</p> <p>Helmet</p> <p>Invader</p> <p>Pillage</p> <p>Plunder</p> <p>Raids</p> <p>Settler</p> <p>Succession</p> <p>Voyage</p> <p>Warfare</p> <p>Raids</p> <p>Invasion</p> <p>Danegeld</p> <p>Danelaw</p> <p>Norse</p>	<p>Acropolis</p> <p>Assembly</p> <p>Brutality</p> <p>Democracy</p> <p>Empire</p> <p>Olympics</p> <p>Titans</p> <p>Mount Olympus</p> <p>Mythology</p> <p>Deities</p> <p>Marathon</p> <p>Democracy</p> <p>Olympics</p> <p>Architecture</p> <p>Culture</p>
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Spring Term 1 and 2

EYFS	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
	What's under my feet?	Intrepid Explorers	Stone Age to Iron Age	WW2	Crime and Punishment	The Victorians
Our Learning Journey						
	<ul style="list-style-type: none"> - Who was Queen Victoria? - What significant changes occurred during the Victorian era? - How did this impact on our lives today? - What could you see in Radstock 150 years ago? - What jobs would you do in Radstock in the past? - Why was mining so important to Radstock people? - What did a coalminer do? - What questions can we ask about the past? - What did Miners eat? - Can I talk and write about what Writhlington and Radstock were like in the past? <p><i>Suggested changes:</i></p> <ul style="list-style-type: none"> - What was life like for a miner in Radstock? - What was life like in Writhlington and Radstock in the past? 	<ul style="list-style-type: none"> - When did Christopher Columbus live and what was he trying to achieve? - What was Christopher Columbus's journey like and what did he discover? - What was the impact of Columbus's voyages and what did he bring back to Europe? - Who is Neil Armstrong and why is he remembered today? - What can I find out about Neil Armstrong's landing on the moon and the impact this had on the world? - Can I compare the lives and achievements of Columbus and Armstrong? <p><i>Suggested changes:</i></p> <ul style="list-style-type: none"> - Who was Christopher Columbus? - What did Columbus discover? - What did Columbus bring to Europe on his voyage? - Who is Neil Armstrong? - What impact did Neil Armstrong have on the world? 	<ul style="list-style-type: none"> - Can I place the Stone Age on a timeline of world history? - How did people in the Stone Age live? - <i>What was Skara Brae?</i> - How does the Bronze Age differ from the Stone Age? - How does the Iron Age differ from the Bronze Age? 	<ul style="list-style-type: none"> - Can I tell you what Britain was like in the 1930's? - Can you order the historical events of WW2? - What was it like to be an evacuee? - What precautions were put in place to keep people safe during WW2? - What happened during an air raid? - What would persuade you to fight for your country? <p><i>Suggested changes:</i></p> <ul style="list-style-type: none"> - What was Britain like in the 1930s? - How were people kept safe in WW2? - What was an air raid? - Would you fight for your country? 	<ul style="list-style-type: none"> - Do I understand that crime and punishment has changed from the Romans to the 21st century? - Can I describe crime and punishment in the Roman period? - Can I describe punishment in the Anglo-Saxon and Viking period? - Can I describe crime and punishment in the medieval and Tudor periods? - Can I describe crime and punishment in the early modern period? - Can I describe crime and punishment in the Victorian period? - Can I compare and contrast all I have learnt this term? <p><i>Suggested changes:</i></p> <ul style="list-style-type: none"> - How has crime and punishment changed from Roman times? - 'What was punishment like in the ... period?' 	<ul style="list-style-type: none"> - Can I place the Victorians correctly on a timeline? - Can I explain the jobs of Victorian children? - Can I explain what life was like in a workhouse? - Can I compare modern and Victorian schooling? - Can I explain the importance of the industrial revolution? - Can I explain how Victorian inventions have affected our lives? <p><i>Suggested changes:</i></p> <ul style="list-style-type: none"> - Where do the Victorians fit in history? - What was life like as a Victorian child? - What was life like in a workhouse? - What was the importance of the industrial revolution? - How have Victorian inventions affected our lives?
NC Objectives / Skill Progression						
	<p>Events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>Develop an awareness of the lives of significant individuals in the past who</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>This could include: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p>	<p>Use dates and vocabulary relating to the passing of time, including modern, century and decade</p> <p>Develop a chronologically secure knowledge and</p>	<p>Study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p>	<p>A wide ranging knowledge about historical events, from local history to world history</p> <p>A deep understanding of how our knowledge of history is developed, identifying how a</p>

		have contributed to national and international achievements - comparing aspects of life in different periods	Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	understanding of British and world history Address historically valid questions about change, cause, similarity, difference and significance		range of sources build our knowledge and understanding Organize information purposefully when responding or asking questions Secure knowledge of chronology
Vocabulary						
	Queen Victoria Victorian Industry Radstock Writhlington Mine Mining Miner Child labour Coal Colliery	Commemorate Explorer Exploration Significant Compass Voyage Native Continent Astronaut Engineer	Stone Age Bronze Age Iron Age Palaeolithic Mesolithic Neolithic Hunter gatherer Neanderthals Tools Skara Brae	Gas mask Evacuee Ration book Allies. Timeline Shillings Invade Concentration camp D-Day Fuhrer Holocaust Luftwaffe Nazi RAF V-E Day Wehrmacht	Capital punishment Corporal punishment Court Crime Criminal Heresy Jury Justice Law Lawyer Prejudice Retribution Theft Treason Wergild Execution Parliament Heresy Torture Traitor	Queen Victoria Industrial revolution Invention Migrate Reign Workhouse Revolution

Summer Term 1 and 2						
EYFS	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
	A Street Through Time		Anglo Saxons		British Hall of Fame	The Mayans
Our Learning Journey						
	<ul style="list-style-type: none"> -Can I compare Stone Age with life today? -Can I compare life of the first farmers to the start of the Iron Age? -What can I learn about the ways the Romans improved the way they lives through building stone houses and using drainage? -Can I identify and explain the features of a castle? -Can I explain how the Black Death affected farmers and other people iin Britain? -What do I understand about how life was different for rich and poor people hundreds of years ago? -Can I understand the major changes that have occurred from the Stone Age till now regarding staying full, warm and clean? 		<ul style="list-style-type: none"> - What was it like to be an Anglo-Saxon invader? - Can I explain the terms invaders and settlers? - How is Anglo-Saxon life different from Britain today? - Can I explain the impact of Anglo-Saxons on Britain through my understanding of place names? - Can I explore the significance of Sutton Hoo? - Can I compare and contrast everyday meals in Anglo-Saxon times with today? <p><i>Suggested additions:</i></p> <p><i>How have the Anglo-Saxons impacted on our lives today?</i></p>		<p>Waiting for knowledge organiser</p>	<ul style="list-style-type: none"> - Can I organise facts about the Mayan civilization? - What was daily life for the Mayan civilization like? - Can I explain the different aspects of Mayan religion? - How does the Mayan number system work? - What did the Mayans invent? - Can I identify and use a range of evidence sources to help me understand more about the Maya civilization? - What did the Mayan people eat? <p><i>Suggested additions:</i></p> <p><i>How does Mayan civilisation compare and contrast to British history at the same time (Vikings and Anglo-Saxons)?</i></p> <p><i>What were the major achievements of Mayan civilisation?</i></p> <p><i>How have the achievements of Mayan civilisation impacted on our lives today?</i></p>
NC Objectives / Skill Progression						
	Events beyond living memory that are significant nationally or globally		Britain's settlement by Anglo-Saxons and Scots; Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots			Knowledge regarding the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared

			<p>invasions from Ireland to north Britain, Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066</p>			<p>Knowledge about non-European society that provides contrasts with British society - Mayan civilization AD 900</p>
Vocabulary						
	<p>Stone Age Iron Age Hunter gatherer Nomad Catapult Farmers Romans Castle Black Death</p>		<p>Anglo Saxon Invader Settler Succession Runes Alfred the Great Paganism Sutton Hoo</p> <p>Edward the Confessor Kingdom Settlement Resistance</p>			<p>Mayans Civilisation Chichen Itza Glyph Maize Stelae Mesoamerica Pok-a-tok Tikal</p> <p>Mayans Sacrifice Pyramid Hieroglyphic Priest Civilisation Society</p>

TEACHING SEQUENCE

Big picture: Placing of the History being studied in the chronological context of previous learning, using the class timeline

Daily review: Brief review of learning covered in previous lesson/s

Specify key vocabulary to be used and its meaning - (assess growth in vocabulary from start to end of topic)

Conduct Historical enquiry using a variety of sources and / or artefacts

Interpret their findings

Communicate their historical knowledge and understanding

Evaluate their learning and compare with other historical periods

PROGRESSION OF SUBJECT SPECIFIC VOCABULARY

EYFS	YEAR 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Historian - history - long ago - past - present - future - now - then - remember - timeline - order 	Same as EYFS, plus: <ul style="list-style-type: none"> - artefact - century - chronological order - living memory - memories - opinion - fact - source - interpret - enquire/enquiry 	Same as EYFS & Year 1, plus: <ul style="list-style-type: none"> - impact - research - evidence - experts - significant - recent - lifetime 	Same as EYFS & KS1, plus: <ul style="list-style-type: none"> - era/period - BCE (Before Common Era) - CE (Common Era) - BC (Before Christ) - AD (Anno Domini) - archaeologists - /archaeology - museum - pre-history - bias - excavate 	Same as previous year groups, plus: <ul style="list-style-type: none"> - impact - effects - consequences - change - continuity - cause / causation - infer - suggest - conclusion 	Same as previous year groups, plus: <ul style="list-style-type: none"> - primary source/evidence - secondary source/evidence - reliable - extent of change - extent of continuity - evaluate - reliable - eye-witness - Monarchy 	Same as previous year groups, plus: <ul style="list-style-type: none"> - legacy - ambiguous - consequences - omits - decade

HISTORICAL INTERPRETATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children know about similarities and differences between themselves and others	<p>Make simple observations about different people, events, beliefs and communities.</p> <p>Uses stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past - how reliable are their memories?</p>	<p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photographs / accounts / stories</p> <p>Recognise some basic reasons why people in the past acted as they did</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources - compare different versions of the same story</p> <p>Look at representations of the period - museum, cartoons etc.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Recognise that different versions of past events may exist.</p> <p>Describe some of the ways the past can be represented</p>	<p>Look at the evidence available</p> <p>Recognise how sources of evidence are used to make historical claims.</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources - fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Evaluate sources and make simple inferences.</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p>

HISTORICAL ENQUIRY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children talk about past and present events in their own lives and in the lives of family members	<ul style="list-style-type: none"> - Find answers to simple questions about the past from sources of information e.g. artefacts - Use sources to answer simple questions about the past - Choose parts of stories and other sources to show what they know about the past - Identify some of the basic ways in which the past can be represented 	<ul style="list-style-type: none"> - Use a source - observe or handle sources to answer questions about the past on the basis of simple observations - Ask and answer simple questions about the past through observing and handling a range of sources - Consider why things may change over time. - Choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> - Use a range of sources to find out about a period - Observe small details - artefacts, pictures - Select and record information relevant to the study - Begin to use books and the internet for research - Use sources to answer historically valid questions 	<ul style="list-style-type: none"> - Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use books and the internet for research - Use sources to Address historically valid questions and hypotheses - Recognise why some events happened and what happened as a result - Identify Historically significant people and events in different situations 	<ul style="list-style-type: none"> - Begin to identify primary and secondary sources - Use evidence to build up a picture of a past event - Select relevant sections of information - Use books and the internet for research with increasing confidence - Use a wider range of sources as a basis for research to answer questions and to test hypotheses - Recognise how our knowledge of the past is constructed from a range of sources - Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> - Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together to form contrasting arguments - Confidently use books and the internet for research - Regularly address and sometimes devise historically valid questions and hypotheses - Describe the impact of historical events and changes.

ORGANISATION AND COMMUNICATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Children talk about past and present events in their own lives and in the lives of family members.	<ul style="list-style-type: none"> - Describe special or significant events - Retell simple stories or events from the past - Use simple historical terms - Communicate their knowledge through: <ul style="list-style-type: none"> o Discussion o Drawing pictures o Drama / roleplay o Making models o Writing o Using computing 	<ul style="list-style-type: none"> - Talk about what /who was significant in simple historical accounts. - Demonstrate simple historical concepts and events through roleplay, drawing and writing - Use a variety of historical terms and concepts. - Communicate their knowledge through: <ul style="list-style-type: none"> o Discussion o Drawing pictures o Drama / roleplay o Making models o Writing o Using computing 	<ul style="list-style-type: none"> - Discuss some historical events, issues connections and changes - Select and organise historical information to present in a range of ways - Use relevant historical terms and vocabulary linked to chronology - Communicate their knowledge through: <ul style="list-style-type: none"> o Discussion o Drawing pictures o Drama / roleplay o Making models o Writing o Using computing 	<ul style="list-style-type: none"> - Discuss significant aspects of, and connections between, different historical events. - Select and organise relevant historical information to present in a range of ways. - Use relevant and appropriate historical term and vocabulary linked to chronology - Recall, select and organise historical information - Communicate their knowledge and understanding through: <ul style="list-style-type: none"> o Discussion o Drawing pictures o Drama / roleplay o Making models o Writing o Using computing 	<ul style="list-style-type: none"> - Discuss and debate historical issues. - Use appropriate vocabulary when discussing and describing historical events. - Construct responses to Historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. - Choose relevant ways to communicate historical findings. - Recall, select and organise historical information - Communicate their knowledge and understanding through: <ul style="list-style-type: none"> o Discussion o Drawing pictures o Drama / roleplay o Making models o Writing o Using computing 	<ul style="list-style-type: none"> Acknowledge contrasting evidence and opinions when discussing and debating historical issues - Use appropriate vocabulary when discussing, describing and explaining historical events - Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms - Choose the most appropriate way of communicating different historical findings - Select and organise information to produce structured work, making appropriate use of dates and terms - Communicate their knowledge and understanding through: <ul style="list-style-type: none"> o Discussion o Drawing pictures o Drama / roleplay o Making models

						<ul style="list-style-type: none">o Writingo Using computing
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