Old Park Primary School - Geography and History Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1 Trip:	**My Family History** *What was life like when our grandparents were children?*	**Our Local Area** *What is it like where we live?*	**Our Local Heroes** *Who are our local heroes and why should we remember them?*	**People and Their Communities** *What is it like where other people live?*	**Holidays** *How have holidays changed over time?*	**Animals around the world** *Why do animals have different habitats?*	**Year 1**
Year 2 Trip: Edgmond Hall (Science link)	**Seasons** *Which is the best season?*	**Great Inventions: Trains and Planes** *How did these inventions change the world? Why were the Rainhill Trials important?*	**The Greatest Explorers** *Who were the greatest explorers and what did they do?*	**Our Wonderful World** *What makes our world wonderful?*	**Great Fire of London** *Did the Great Fire make London a better or worse place?*	**Coasts** *What is special about a coast?*	**Year 2**
Year 3 Trip: Botanical Gardens	**South America: The Amazon** *How is the Amazon rainforest changing?*	***The Mayan Civilisations** *What is the Mayan Civilisation best known for?*	**The Ancient Greeks** *What did the Greeks do for us?*	**Climate and Weather** *Why is climate important?*	**Stone Age** *What was new about the Stone Age?*	**Our World** *Where in the world are we?*	**Year 3**
Year 4 Trip: Science or art linked	**Bronze Age to Iron Age** *Which period accomplished the most?* *Visit to Fort*	**Earthquakes and Volcanoes** *What impact do they have on the world?*	**Ancient Egyptians** *What were their greatest achievements?*	**Journeys - Food** *Where does our food come from?*	**Rivers and the Water Cycle** *Could we survive without rivers?*	**Romans** *Did the Romans impact our lives?*	**Year 4**

Year 5 Trip:	**Changes in Our Local Environment** *How is our country changing?*	**Anglo Saxons and The Vikings** Who would you rather be - an Anglo Saxon or a Viking?	**Europe** How and why is the Alpine region different to the UK?	**Changes in the British Monarchy** Who was the greatest British Leader?	**The Americas** *Why is America a popular travel destination?*	**Victorians** What was Wednesbury like in the Victorian era?	**Year 5**
Year 6 Trip: National Justice Museum in Nottingham	**Crime and Punishment** *How has crime and punishment changed over time?*	**Journeys - Clothes** *Where do our clothes come from?*	**The Impact of War** *What was the effect of WW2 on the lives of children?*	**Global Warming and Climate Change** *Are we damaging our world?*	**Our World in the Future** *How will our world look in the future?*	**Aspirations and Destinations** *What next?*	**Year 6**

What do we want our children to learn and remember?	
History	**Geography**
• Chronology • Significant events, significant people, significant changes • Sources of information (primary and secondary) • Causes and consequences • Organise and communicate information • Interpret information	• Develop contextual knowledge of the location of globally significant places - Locality, UK, Europe, World. • Physical and human characteristics • Cultural understanding and diversity • Collect, analyse and communicate data • Interpret a range of geographical sources - maps, diagrams, globes, aerial photographs, geographical information systems (GIS) • Communicate geographical data through maps, numerical and quantitative skills and writing at length. • Use subject specific vocabulary

Subject related general knowledge - What knowledge do you want children to retain overtime

Y1	Family History	To compare their childhood to a grandparents' childhood. Identify similarities and differences between my home and a home in the 1950s. To identify similarities and differences of toys from now and then. To identify similarities and differences between shops today and then. To identify similarities and differences of schools now and then.
	Our Local Heroes	Name local heroes - Cyrille Regis and Sister Dora; place on a timeline - 1958(Cyrille Regis), 1832 (Sister Dora); say why they are heroes; understand the impact these heroes have had on society; understand how to use sources as evidence;
	Holidays	To know what holidays were like in the 1950s; compare to the holidays we have now; discuss souvenirs collected and why they are valuable; look at the different sources used to get information about holidays; explained how and why they are different.
	Our Local Area	To know which places they visit often and rarely. To know what they see on the way to school. To understand what is near and far. To use and understand and use a local area map. To recall a journey and the stages in order.
	People and Communities	Locate UK on a world map; name the countries in the UK; locate Wednesbury/ Birmingham on UK map; Know where a rainforest is; explain what it's like in a rainforest; explain how building differ in Africa; know what a city is; be able to name cities.
	Animals Around the World	Locate and name continents and oceans on a world map; identify a specific animal from selected continents; identify the equator on a globe/map and know what live near this means (heat); learn facts about the chosen animals; say why animals live in their continent and how their habitat suits them; learning about migration and why animals might migrate.

Y2	Great Fire of London	Identify landmarks (past and present) in London, Date of The Great Fire; order of events; reasons why the fire spread; the impact of the Great Fire - then and now; know what a variety of sources are; understand why some sources can be reliable; state differences between London then and now.
	Greatest Explorers	To know and understand the term explorers, to recognise the role of Captain Cook and Edmund Hilary, to know some of the places that Captain Cook and Edmund Hilary explored/discovered, to recall characteristics of a 'great' explorer.
	Great Inventions	To understand the difference between how people travel today compared to in the past, to understand how planes/trains today are different to those in the past, to understand why planes/trains are important to us today, to recall the year of the first flight, to recall who the Wright brothers are, to recall key information

		about the Rainhill trials, including the year they took place, to know how we can find out information about the past.
	Coasts	• locate a coastal environment in the UK and abroad • describe coastal features • talk about how coasts change . classify coastal features into physical and human • identify human coastal activities.
	Seasons	Locate countries in the UK and capital cities for each; know and understand the compass directions; understand why different parts of the UK are warmer or colder; describe how seasons differ - & know the types of weather usually found in each season; describe how seasons affect energy use, food, clothing, plants & animals. Identify the locations of hot and cold areas around the world
	Our Wonderful World	Use world maps, atlases and globes Understand geographical similarities and differences when studying both human and physical geography Use basic vocabulary to refer to physical and human features Develop knowledge about the world. To know that the river Severn is the longest river in the UK. To know the features of deserts and rivers. To understand what makes something wondrous (key rivers and deserts around the world.)

Y3	South America - The Amazon	• know some of the countries of South America and where the Amazon region can be found • know about the climate and wildlife of the Amazon • make comparisons about life in the Amazon to life in our local area • know how life is changing for people who live in the Amazon • know why the Amazon is an important region and what we can do to protect it.
	Climate and Weather	• Know the difference between weather and climate • know four different climate zones - tropical, subtropical (arid/desert biome), temperate, polar • locate the four different climate zones on a map • explain how climate impacts our world.
	Our World	• L1 - lines of equator, tropics and arctic/antarctic circles, • L2 - locate countries and continents on maps and globes - begin to understand longitude and latitude and use this to find coordinates. • L3 Know the how time zones are used and divided • L4 know the know why we have day and night • L5 understand how addresses work
	The Mayan Civilisations	Know who the Mayans were, where they were located and their place in history; use a variety of primary and secondary sources to research life in Mayan times; recall key facts about - religion, technology, cities and culture; explain why the Mayan civilization disappeared; justify and explain ideas using historical information.
	The Ancient Greeks	Know where the Ancient Greeks fit into history; understand the differences between Ancient Sparta and Ancient Athens; understand the origins of the olympics and why it is still important; understand how Ancient Greek culture influenced our way of life today; understand the difference between primary and secondary sources; state what a reliable source of information is; interpret information provided by different sources.
	Stone Age	• know the different periods within the stone age • know how technology & society progressed within these • know how we reconstruct the past through archeology • know what life would have been like for individuals in these different time periods • understand the importance of Skara Brae for historians and archeologists • know why monuments were built in prehistory.

Y4	Earthquakes and Volcanoes	Know what an earthquake is; describe how an earthquake occurs; Know what a volcano is; describe how a volcano occurs; identify the 'Pacific Ring of Fire'; identify impact of volcanoes and earthquakes; know advantages and disadvantages of living near volcanoes or earthquake regions.
	Journeys - Food	Know that food bought in supermarkets comes from all over the world, understand the terms imported and seasonal, identify advantages and disadvantages of importing food, identify the advantages of buying food locally.
	Rivers and the Water Cycle	Recall the stages of the water cycle and define them, understand key vocabulary and parts of a river- source, tributary, meander, estuary, identify some of the world rivers and mountains on a map, identify how the landscape around rivers changes over time, understand the effect rivers/water have on mountains.
	Bronze Age to Iron Age	Know the different periods within the bronze to iron age and how technology & society progressed within these, know how we reconstruct the past through archeology, know what life would have been like for individuals in these different time periods
	Romans	To understand the reasons why the Romans wanted to invade and settle in Britain, understand why the Romans were able to defeat the Celts, conclude whether Roman roads were a positive development for our civilisation, conclude whether Roman villas have influenced the style of our homes today, to use evidence to identify the greatest achievements of the Romans, understand how sources of information help us to better understand Roman times.
	Ancient Egyptians	Know that the ancient Egyptian civilisation existed 3100BC-30BC; know where the ancient Egyptian civilisation existed; Know how artefacts inform us about the past; identify some roles within ancient Egyptian society and explain how they contributed to being successful; understand the role of the pyramids; understand how the pyramids were built; know what a primary and secondary source of information is; explain what makes a source reliable.

Y5	Changes in our Local Environment	Name and locate the capital cities in each country of the UK; know which region our school is located in; know the difference between human and physical features; state the impact of change of the local community;
	Europe	Know the seven continents of the world and the countries of Europe. Know how the Alps were formed and to understand that fold mountains occur when two tectonic plates meet. State the climate of the Alp region and explain the advantages and disadvantages of tourism in the Alps. State what causes avalanches. To know how to use maps to locate places and regions. State why the Alpine region is so different to the rest of Europe.
	Anglo Saxons and Vikings	Know when the Anglo-Saxon and Viking period started and ended. State reasons why the Anglo-Saxons and Vikings settled in Britain. Know what a primary source of information is; know what a secondary source of information is; state what a reliable source looks like. State why the staffordshire hoard and Vale of York Viking Hoard (Wealth and treasures of both groups) was so significant. Know about the events at Lindisfarne on 8th June 793 AD and why there are more significant raids by the Vikings recorded. Name some great leaders from both Anglo Saxons and Vikings- examples: King Alfred the

		Great, Athelstan, Ragnar Lothbrok, Cnut the Great. Talk about how armies compare to each other and from Roman times. What significant things did both groups accomplish? Who would you prefer to be - an Anglo Saxon or a Viking? Why?
	The Americas	Know that America is separated into North and South America, that each continent has a number of states and each state has its own city. Names of some (five) South American countries. Know some similarities and differences between the countries/states in North and South America.
	Changes in the British Monarchy	Name some significant leaders from 1066-Victorian times; what their greatest accomplishments were and how they impacted British society. Significant leaders to include Edward the Confessor, Harrold II, William the Conqueror, King John of England (who signed the Magna Carta), Henry VI, Edward IV, King Henry VI, Edward IV, King Henry VIII, King James I, King James VI (of Scotland). Who was the greatest British leader and why?
	Victorians	Where the Victorians fit into the general historical timeline and position the time in history on a chronology, How mines, child labour and Industry have had an impact on the commmunity. What implications these factors still have in Wednesbury and the consequences for it. Know the kinds of jobs people would have in Victorian Wednesbury and what life was like in Wednesbury in the Victorian era.

Y6	Journey - Clothes	To know that our clothes are sourced from all over the world. List countries where clothes are from and to know if a variety of materials are man-made or natural. To know that a piece of clothing is made from a range of materials produced from all around the world. To name three outcomes for an item of clothing that is no longer wanted. Explain how cotton is produced. Understand the impact of cotton on the environment.
	Global Warming and Climate Change	List three environmental threats to our planet. Explain two ways in which we can sustain these minerals. List five energy sources available to us. List two ways in which we can protect the ocean. Suggest two ways in which we can improve the sustainability of school.
	Our World in the Future	List one fundamental human need (from Max Neef model) that Old Park Primary provides and one geographical area for improvement. When designing houses for the future list three key aspects to consider. Provide the children with the four types of job category (primary, secondary, tertiary and quaternary) and ask them to provide an example of a job from within each sector. List three local amenities that are likely to change in the future?
	The Impact of War	Recall the date that WW2 began and who was prime minister. Understand that children were evacuated (where from and to). Know that food was rationed, be able to name some ration items and to know when rationing began and ended. Dates for the Battle of Britain, how long it lasted for. Recall the name of a shelter and suggest steps of what to do in an air raid. To know who was persecuted by the Nazis and what happened to Jewish children. VE day date and what VE stands for.
	Crime and Punishment	Name two laws that have changed; know that Robert Peel created the police force in 1829; know Emmeline Pankhurst led the suffragettes to get women the vote in 1918; know why the death penalty was removed;know what makes a source reliable and accurate.
	Aspirations and Destinations	

Timeline of events

	Impact of the War? Y6
	Crime & Punishment Y6
1705 AD	• C & P Dick Turpin
1788 AD	• C & P Robert Peel
1858 AD	• C & P Emmeline Pankhurst
1884 AD	• C & P Alexander Paterson
1837 AD - 1901 AD	Victorian Period Y5
	Inventors Y2 (which?)
	•
	•
3000 BC - 1200 BC	Bronze Age Y4
1200 - 600 BC	Iron Age Y4

	Explorers Y2 (which?)
	•
	•
753 BC - 480 AD	Roman Empire
1666 AD	Great Fire of London
	Local Heroes Y1
1832 AD	Local heroes - Sister Dora Y1
1958 AD	Local Heroes - Cyrille Regis Y1
	Holidays (Over time - list any key events)
	•
1914 AD	• First commercial flight
	•
	Stone Age Y3
30000 BC - 10000 BC	• Paleolithic Stone Age
10000 BC - 8000 BC	• Mesolithic Stone Age
8000 BC - 3000 BC	• Neolithic Stone Age
1800 BC - 250 AD	Mayan Civilisation (Olmec) Y3
480 BC - 30 AD	Ancient Greeks (Archaic/Classical/Hellenistic periods) Y3
2700 BC - 300 AD	Ancient Egyptians (Old/Middle/New Kingdoms) Y4
410 - 1066 AD	Anglo Saxons Y4
790 - 1066 AD	Vikings Y4