



# **Our Lady's RC Primary School**

## **History and Geography Curriculum Overviews**

**YR-Y6**



# Our Lady's RC Primary School

## YR

**Autumn-** Difference- How are things different?

**Spring-** Weather and Growing- How can things grow?

**Summer-** Mini-beasts and Under The Sea- Where do living things live?

# Difference

Big question: How are things different?

## Skills:

Understanding the World:

I can tell you about similarities and differences between myself and others.

I can talk about similarities and differences between myself and my friends.

I can talk about things that are similar and different around me.

I can observe and find out about the place in which I live.

I can talk about features of my environment that I like and dislike.

I can use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', to help make distinctions in my observations.

## Knowledge:

Understanding the World:

I am learning to describe the lives of my own family

I am learning about my own life story and what has happened in my own family

I am learning to talk about how things have changed for me and my family

I am learning to explore and talk about my immediate environment

I am learning to talk about the world around me using vocabulary linked to the environment

I am learning the key vocabulary to describe features of my environment

## Vocabulary

Family

Self-portrait

Different

Similar

## Enrichment Opportunity

A visit from a builder.

Phil Livesey visit to talk about houses around the world.



# Weather and Growing

Big question: How can things grow?

## Skills:

Understanding the World:

I can notice patterns around me, e.g. rubbings from grates, covers, or bricks.

I can identify seasonal patterns - focusing on plants and animals.

I can discuss my local environment and the changes I see.

## Knowledge:

Understanding the World:

I am learning to understand what something needs to grow.

I am learning to recognise some similarities and differences between life in this country and life in other countries.

I am learning to understand how seasons change my world.

## Vocabulary

Growing

Bigger

Smaller

Seasons

Weather

## Enrichment Opportunity

Farm Visit

# Mini-beasts and Under the Sea

Big question: Where do living things live?

## Skills:

Understanding the World:

To name and describe some animals that I am likely to see.

## Knowledge:

Understanding the World:

I am learning to recognise that some environments are different to the one in which I live.

## Vocabulary

Habitat

living

Change

Transform

## Enrichment Opportunity

Sea Life Centre



# Our Lady's RC Primary School

## Y1

Autumn – Are you the same as when you were born?

Has there always been a Co-op in Aspull?

Spring – What has changed since the 1920's?

Why do people choose to live in Blackpool?

Summer- What did my Grandparents do on holiday?

# Growing

*Big question: Are you the same as when you were born?*

## Skills:

- **History**
- To use words and phrases such as: now, yesterday, last week, when I was younger
- Sequence events in their life.

## Knowledge:

- Recognise the difference between past and present in their own and others' lives
- To know about things that happened to them in the past and to know some things that happened to other people in the past.



## Vocabulary

when I was little  
past  
since I was born  
photograph

## Enrichment opportunity

- sharing photographs from when the children were younger.
- write a sentence to share with reception about something they enjoyed when they were in reception.

# Fieldwork

*Big question: Has there always been a CO-OP in Aspull?*

## Skills:

- Begin to spatially match places – recognise UK on a small scale and large scale map.
- Locate and name on UK map major features e.g. London, River Thames, home location, seas.
- Ask simple geographical questions e.g. what is it like to live in this place?

## Knowledge:

- To know about present changes in the local environment.
- To name, describe and compare local familiar places.
- To identify links between home and other places in the local community e.g. routes, location.
- To listen to an adult talking about familiar environments or activities e.g. home or holiday.
- To draw simple features observed in familiar environment-school

## **Vocabulary**

- To use locational language.
- Years
- difference
- a long time ago
- Building
- Church
- local area
- Map
- shop
- Street
- Village
- Aspull
- United Kingdom



## **Enrichment Opportunity**

**Teddy Bears Picnic**



# Our Past

*Big question: What has changed since the 1920's?*

## Historical Knowledge and skills:

- Know and recount episodes from stories about the past
- To be able to find out some facts about events that happened long ago.
- Use stories to encourage children to distinguish between fact and fiction and to find out about the past
- Compare adults talking about the past - how reliable are memories
- Find answers to simple questions about the past from sources of information e.g artefacts.
- To look at pictures and ask: Which things are old and new? What were the people doing? To look at objects and ask and try to answer: 'What were they used for?'
- Sequence 3 or 4 artefacts from distinctly different periods of time.
- They know and recount episodes from stories about the past
- Find answers to simple questions about the past from sources of information e.g. artefacts

## Vocabulary

Past

1920

100

object

artefact

picture

different



**Enrichment Opportunity**

**Victorian games day**

# Blackpool

Big question: Why do people choose to live in Blackpool?

## Geography Knowledge and skills

### • Geography (Fieldwork)

- Learn names of some places around the UK. E.g. Wigan, Aspull, Blackpool.
- Begin to understand that both a globe and a picture map can be used to locate different places.
- Use basic geographical vocabulary to refer to key human features including; town, house, port, harbour, shop, seaside, Blackpool Tower.
- Name, describe and compare local familiar places,
- Identify links between home and other places within the local community. (Pleasure Beach, Blackpool Tower)
- Listen to an adult asking another child or adult about familiar environments or activities. (home or holidays)

## Vocabulary

town  
house  
port  
harbour  
seaside  
Blackpool Tower  
Church  
coast  
shop  
local area  
city  
place  
people  
weather



**Enrichment opportunity**

**Trip to the beach**

# Comparison

*Big question: What did my Grandparents do on holiday?*

## History and Geography Knowledge and skills:

To understand the difference between events that happened now and in the past.

To know about things that happened to them in the past and to know some things that happened to other people in the past.

To use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young

To be able to put some facts about people long ago. (Before living memory.)

To say why people may have acted as they did

Find answers to simple questions about the past from sources of information e.g artefacts

Match objects to people of different ages

Compare adults talking about the past – how reliable are their memories?

To look at pictures and ask: Which things are old and new? What were the people doing? To look at objects and ask and try to answer: 'What were they used for?'

## Vocabulary

Seaside

Train

Swimming costumes

Kites

Punch and Judy

Swim

Donkey

Crowds



## Enrichment opportunity

Children write questions for the elderly to answer, invite elderly person in to answer questions



# Our Lady's RC Primary School

Y2

Autumn – Has Pudding Lane always looked the same?

How long would it take to travel to London on holiday?

Spring – How did Florence Nightingale change nursing?

Summer- Can you travel to the Caribbean by boat?

# The Great Fire of London

Big question: Has Pudding Lane always looked the same?

## Skills:

- Sequence artefacts closer together in time - check with reference book
- Identify differences between ways of life at different times
- Compare 2 versions of a past event
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/stories



## Knowledge:

- To understand and use the words past and present when telling others about an event Recount changes in my own life over time.
- To understand how to put people, events and objects in order of when they happened, using a scale provided by the teacher.
- Sequence artefacts closer together in time order.
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- Recount the main events from a significant event in history.
- Compare 2 versions of a past event compare pictures or photographs of people or events in the past discuss reliability of photos/accounts/ stories
- Ask, "What happened in the past?" and use information to help answer the question. Ask, "How long ago did an event happen?" and try to work it out estimating the ages of people.

## Timeline of key events:

**Sunday 2<sup>nd</sup> September 1666**- The fire started in Thomas Farriner's bakery on Pudding lane. Samuel Pepys started to record this in his diary. By Sunday evening houses were being pulled down to stop the fire spreading.

**Monday 3<sup>rd</sup> September 1666**- People carry their belongings to safety in boats in the River Thames. The fire has now spread very close to the Tower of London.

**Tuesday 4<sup>th</sup> September 1666**- St Pauls Cathedral was destroyed by the fire the lead roof melted.

**Wednesday 5<sup>th</sup> September 1666**- The fire starts to burn more slowly and the strong East wind changed direction.

**Thursday 6<sup>th</sup> September 1666**- The fire is finally under control and put out.



## Enrichment opportunity

Trip to Rochdale Fire Ground

## Vocabulary

blazing	inferno
roaring	flames
capital	escape
River Thames	thatched roof

# Florence Nightingale

Big question: How did Florence Nightingale change nursing?

## Skills:

- Sequence photographs etc. from different periods of their life
- Describe memories of key events in their life
- Recognise why people did things, why events happened and what happened as a result
- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

## Knowledge:

- To understand and use the words past and present when telling others about an event Recount changes in my own life over time
- To use words and phrases such as: recently, when my parents/carers were children, decades, and centuries.
- Sequence photographs etc. from different periods of their life
- Describe memories of key events in lives
- Use information to describe the past use information that they have found out about the past to describe the differences between then and now.
- Ask, “What was it like for people in the past?” and use information to help answer the question

## Timeline of key events:

**1820-** Florence Nightingale was born on the 12<sup>th</sup> May 1820.

**1837-** Florence felt God called her to serve him. She campaigned for better care in hospitals.

**1851-** Florence became a nurse.

**1853-** The Crimean war broke out.

**1854-** Florence went to turkey to care for the injured soldiers she ensured hospitals were clean and saved many lives.

**1854-** Florence was named ‘Lady of the Lamp’ as she cared for the soldiers through the night with a lamp.

**1856-** The Crimean war ended and Florence returned to England as a heroine.

**1860-** The Nightingale training school for nurses was opened.

**1883-** Queen Victoria awarded Florence the Royal Red Cross.

**1910-** Florence Nightingale died.



## Enrichment opportunity

Question and Answer session with a nurse.

### Vocabulary

solidier	hygiene
hospital	courageous
lady of the lamp	medicine
charity	
injured	
disease	

# Geographical features of the UK

Big question: What would be the quickest way to get from London to Aspull?

## Skills:

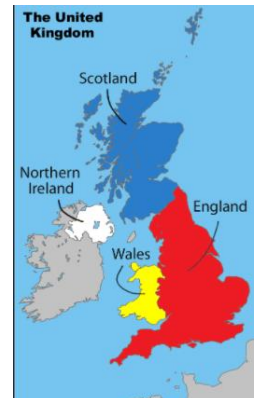
- Begin to spatially match places – recognise UK on a small scale and large scale map.
- Locate and name on UK map major features e.g. London, River Thames, home location, seas.
- Ask simple geographical questions e.g. what is it like to live in this place?

## Knowledge:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
- Name, locate and identify characteristics of the seas surrounding the United Kingdom.
- Name and locate the world's seven continents and five oceans.
- Understand how some places are linked to other places, e.g. roads and trains.

## Interesting facts

- The capital of the UK is London, and London is the UK's largest city
- The United Kingdom is made up of four different countries, England, Northern Ireland, Scotland and Wales
- Great Britain is the name for three nations on the main isle: England, Scotland and Wales
- Population: about 67 million people live in the United Kingdom (2021)



## Vocabulary

location	ocean/sea
seasons	isle/island
equator	medicine
North/South poles	
continent	
disease	

# Pirates

*Big question: Can you travel to the Caribbean by boat?*

## Skills:

- 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
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

## Interesting facts

- The Caribbean region is what's called an archipelago, made up of around 700 islands, islets, reefs and caves
- Only around 2% of the islands in the Caribbean are actually inhabited by people
- The skull and crossbones flag at the top of a pirate ship is called a Jolly Roger
- Blackbeard was the most feared pirate of all. Blackbeard was known as the most terrifying pirate in the world
- The Caribbean is 4,448 miles away from England

## Knowledge:

Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

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.

Identify and suggest how people can improve or damage the environment

Express own views about people, places and their effects on the environment

Make simple comparisons between individual features of different places (i.e. the UK and a contrasting non-European country)

Recognise how specific places are linked to other places (e.g. travel, language, weather)



## Enrichment Opportunity

Trip to coastal England

## Vocabulary

compass	anchor
beach	land ahoy!
telescope	symbols
treasure	direction





# Our Lady's RC Primary School

## Y3

Autumn – Who first lived in Britain?

Spring – Would the River Nile fit in the UK?

Summer- How do you build a pyramid?

Where could you go on holiday in the UK?

# Stone Age

Big question: Who first lived in Britain?

## Skills:

- To suggest why people acted how they did in history and why events happened.
- Use the library and internet for research.
- Record from a range of resources selecting relevant information.
- Identify and give reasons for different ways in which the past is represented.

## Knowledge:

To know what Pre History means and describe things from the past with dates (BC and AD).

To know the food eaten in the Stone Age and how it was found.

To discover what life was like in the Stone Age for the early settlers in terms of communication and travel.

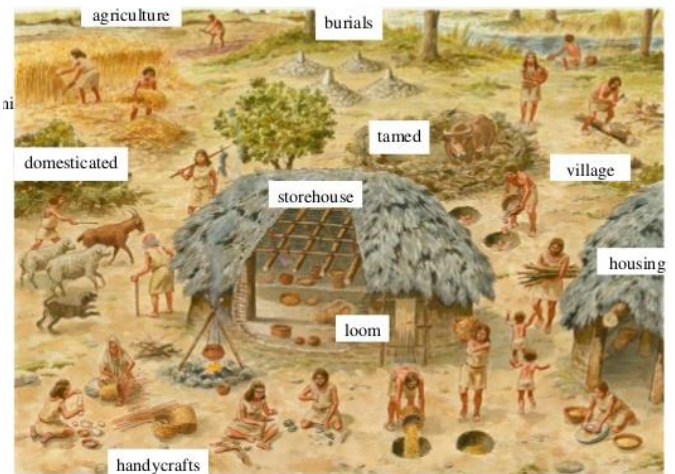
To know what weapons were used in the Stone Age.

To know the achievements of the Stone Age people.

To compare the life of the Stone Age people to life today.

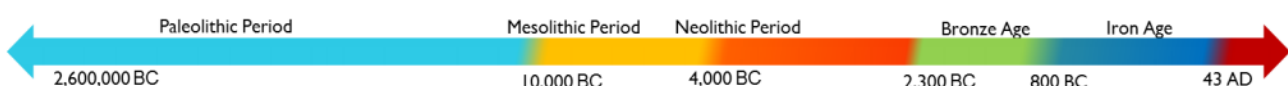
## Vocabulary

<b>Stone Age</b>	The stone age is the name given to the earliest period of human culture when stone tools were first used.
<b>Pre-historic</b>	Prehistoric means the time before recorded history.
<b>BC</b>	BC is Before Christ. A date such as 3000BC means 3000 years before the Year 1 AD.
<b>AD</b>	AD means Anno Domini in Latin which stands for 'in the year of our Lord'. 2018 AD means 2018 years after Jesus is believed to have been born.
<b>Decade</b>	A period of ten years.
<b>Settlers</b>	A person who moves with a group of others to live in a new country or area.
<b>Settlement</b>	A place which has previously been uninhabited, where people establish a community.



## Enrichment opportunity

Brockholes visit

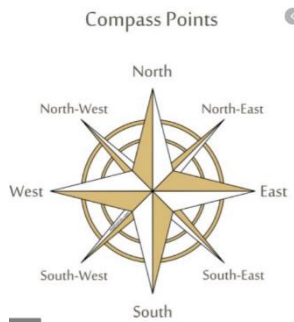


# River Nile

Big Question: Would the River Nile fit in the UK?

## Skills:

- Useful photographs to help analysing
- Use 4 compass points to follow directions
- To make a map of a short route experienced with features in the correct order
- Know why a key is needed and use standard symbols



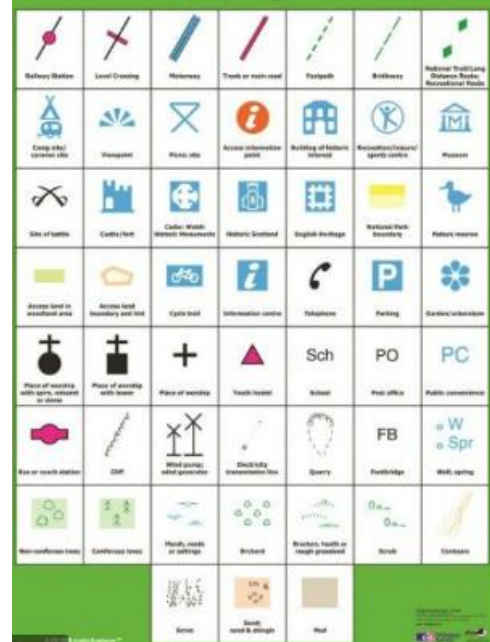
## Knowledge:

- To describe the location of the River Nile.
- To describe the features of the River Nile.
- To know the journey of a river from source to mouth.
- To explore the physical and human geography of rivers.
- To explore uses for rivers and how they have changed over time.
- To analyse advantages and disadvantages surrounding rivers.

## Vocabulary

<b>River</b>	A large natural stream of water that flows over land.
<b>features</b>	A part or characteristic of something.
<b>source</b>	The start or cause of something.
<b>mouth</b>	Where a stream flows in to a body of water such as a river or ocean.
<b>Natural resources</b>	Something that is found in nature and can be used by people e.g. light, water, plants, animals, soil, stone etc.
<b>Route</b>	A road or course of travel from one place to another.
<b>compass</b>	A tool for finding direction.

## OS Map Symbols



## Enrichment opportunity

Brockholes visit

# Ancient Egypt

*Big question: How do you build a pyramid?*

## Skills:

- Compare with our life today
- Identify reasons for peoples actions
- Understand why people may have wanted to do something
- Give reasons why past is represented – different periods



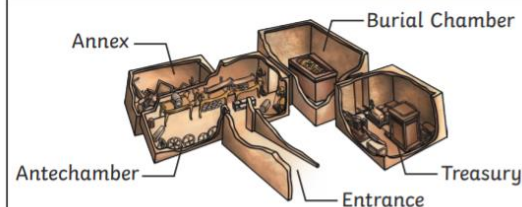
## Knowledge:

- To understand the location of Egypt in relation to the UK.
- To put Ancient Egypt on a chronological historical timeline.
- To sequence events in history.
- To understand what it was like to live in Ancient Egypt.
- To write like an Egyptian.
- To explore what Ancient Egyptian men and women looked like.
- To explore key figures in Ancient Egypt. – Howard Carter, King Tutankamun and Cleopatra.
- To understand the mummification process.
- To explore how pyramids were formed.

## Vocabulary

<b>Century</b>	A period of 100 years.
<b>Archaeologists</b>	The study of things that people made, used, and left behind.
<b>Pharaoh</b>	Ruler of Ancient Egypt.
<b>Excavate</b>	To uncover something by digging.
<b>Hieroglyphics</b>	A system of writing that used pictures and symbols instead of letters.
<b>Cartouche</b>	An oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special.

## Tutankhamun's Tomb



## Enrichment Opportunity

Visit to Bolton Museum

# United Kingdom

Big question: Where could you go on holiday in the UK?

## Skills:

### Fieldwork

- Gain confidence in speaking to an unfamiliar person.
- Records some of what they found out  
*E.g. talking to a builder about where materials come from.*
- Use a simple database to present findings.
- Watch/listen carefully to recordings and write what they find out.
- Point out useful views to photograph for their investigation.
- Add titles and labels to photos giving date and location.
- Use everyday standard and non-standard units occasionally
- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)

## Knowledge:

- To investigate holiday destinations.
- To record common trends in data about holidays.
- To explore the human geography of a region in the UK.
- To understand how places are similar and different.
- To recognise the location of the destination on a UK map.
- Compare specific human and physical geographical features of two contrasting locations.



## Vocabulary

<b>Record</b>	To put in writing or a form of evidence.
<b>Boundary</b>	Something that marks the edge or limit.
<b>Location</b>	Place or position.
<b>Travel</b>	To journey from place to place.
<b>Region</b>	A large space or area.
<b>Country</b>	A large area of land where people live under the same government or have the same culture.
<b>Physical features</b>	The study of the earth's surface, such as the continents and oceans. E.g. beach, forest, hill, mountain, sea.

## Enrichment Opportunity

Visit from Travel agent.



# Our Lady's RC Primary School

## Y4

Autumn – Where in the world have the UK population migrated from?

Spring – What did the Romans ever do for us?

Summer- How do we know about the Anglo Saxons in Britain?

How are the Anglo Saxon settlements different to our towns and cities today?

# World Knowledge

*Big question: Where in the world have the UK population migrated from?*

## Skills:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

## Key Vocabulary

Population, capital city, landmarks, climate, satellite images, latitude, longitude, physical and human characteristics, equator, time zones, hemisphere.

## Knowledge:

- Identify the continents of the world.
- Be able to locate countries on a world map.
- Find out about some of the key geographical features of each continent
- Be able to locate major capital cities of the world.
- Explore the terrain of a country.
- Use Longitude and Latitude to locate a country.
- Explore the climate of country and report about it.



**Physical geography:** climate zones, biomes and vegetation belts, rivers, mountains and the water cycle.

**Locational Geography:**

The 7 continents of the world.

## **Enrichment Opportunities**

**Flights into class – Presentation day**

# The Romans

*Big question: What have the Romans ever done for us?*

## Skills:

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms eg BC/AD
- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Use evidence to build up a picture of a past event
- Ask a variety of questions
- Use the library and internet for research



## Knowledge

- Why did Julius Caesar want to invade Britain?
- Why was Emperor Claudius' invasion of Britain successful?
- What was the cause and effect of the Romans invading Britain?
- What was it like to be in the Roman army?
- How did Boudicca slow the Roman advance through Britain?
- What is left of the Romans in Britain today?
- How have the Romans left a legacy?

## Key Vocabulary

- BC/AD
- century
- settlers
- settlement
- invasion
- excavate
- Amphitheatre
- Aqueduct
- Barbarian
- Basilica
- Gladiator
- Hypocaust

## Enrichment opportunity

**Visit to Ribchester Roman Museum**



# The Anglo Saxons

*History Big Question: How do we know about the Anglo Saxons in Britain?*

*Geography Big Question: How are the Anglo Saxon settlements different from our towns and cities?*

## Skills:

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms eg BC/AD
- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Use evidence to build up a picture of a past event
- Ask a variety of questions
- Use the library and internet for research
- Describe key aspects of human geography including settlements and land use.



## Knowledge:

- Why did the Anglo Saxons invade?
- Know the geographical landings of the Anglo Saxons.
- Understand what village life was like for the Anglo Saxon.
- Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.
- Explain the religious beliefs and practices of the early Anglo Saxon people and I know and can describe some of the gods they worshipped.
- Explain how the Anglo Saxons found out about Christianity.
- Explain the work of some of the saints who were influenced in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded.
- Understand why Alexander the Great was a significant figure.
- Explore the mystery of Sutton Hoo. The mystery of the empty Saxon Grave

## **Key Vocabulary**

Missionary  
Pagan  
Conversion  
Reliant  
Monastery  
Settlement  
Geographical Landings  
Land use

## **Enrichment Opportunity**

**Anglo Saxon Bayeux Tapestry**



# Our Lady's RC Primary School

## Y5

Autumn – What job would you have if you lived in Aspull in the 1900s?

Spring – What did the Greeks leave us?

Summer- What did the Vikings Conquer?

What can we find in Aspull?

# Aspull

*Big Question: What job would you have if you lived in Aspull in the 1900's*

## Skills:

- Make comparisons between different times in the past.
- Study differences between men and women.
- Use evidence to build up a picture of a past event.
- Begin to identify primary and secondary sources.



## Vocabulary

Monument, coal seams, vegetation, fossil fuel, propaganda, primary sources and secondary sources.

## Knowledge:

- To develop a sense of historical curiosity about a local area.
- Place the key events of the 20<sup>th</sup> Century in Chronological order.
- Understand the impact coal mining had on Aspull
- Use evidence to build up a picture of a past event.
- Compare working life in the 1900s to the 1990s

## Enrichment Opportunity

Visit from local historian

## Historical Events

### Edwardian Era (1901 - 1910)

King Edward VII

Lord Salisbury remained as prime minister

Formation of the suffragettes.

Benjamin Holt invents the tractor

British Dreadnought released.

### First World War

George V king (1910 - 1936)

Asquith Prime Minister

1914 - 1918 WW1.

Royal Navy largest in the world.

Women employed in munitions factories and on farms.

Coal provided a main source of energy.

### Inter War Years (1918 – 1939)

1928 women covered on the same terms as men

Major expansion of housing.

Exports of coal and steel halved by 1939.

Coal provided a main source of energy.

1939 WW2 breaks out.

### Britain since 1948

WW2 ends.

1940 - 1969 period of prosperity.

De-industrialisation saw a rise in tourism, education and retail.

1953 Elizabeth II becomes queen.

1959 M1 motorway opens.

1967 colour TV invented

1969 First Man on the moon.

1970s women gain equal pay to men.

1979 Margaret Thatcher becomes first female PM.

1984 miner's strikes begin.

# Ancient Greeks

*Big question: What did the Greeks leave us?*

## **History Skills:**

- Know and sequence key events of time studied
- Use evidence to build up a picture of a past event.
- Begin to identify primary and secondary sources.
- Use the library and internet for research with increasing confidence

## **Geography Skills:**

- Identify significant places and environments



## **History Knowledge:**

- To investigate the Ancient Greeks using key dates and historical language.
- To appreciate how historical artefacts have helped us understand more about life in Ancient Greece.
- To describe key events from the Ancient Greek period and explain their impact.
- To make comparisons between Ancient and Modern Day Olympic Games.
- To appreciate the role wars and feuds played in the development of Ancient Greece.

## **Geography Knowledge:**

- Locate Greece on a map and identify its human and physical characteristics
- Identify and describe how Greece's physical geographical features affect its human activity.

## **Interesting facts:**

- The Greeks often ate dinner while lying on their sides.
- They invented the yo-yo which is considered the 2nd oldest toy in the world after the doll.
- About one third of the population of some city-states were slaves.
- There were more city-states than just Sparta and Athens, Ancient Greece had around 100 city-states.
- The Romans copied much of the Greek culture including their gods, architecture, language, and even how they ate!

## **Vocabulary**

Parthenon, empire, Athens, demigod, labyrinth, myth, Minotaur, Sparta,

## **Enrichment Opportunities**

### **Greek Feast**

# The Vikings

*Big question: What did the Vikings conquer?*

## **History Skills:**

- To appreciate that significant events in history have helped shape the country we have today
- To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently
- To appreciate how historical artefacts have helped us understand more about British lives in the present and the past
- Use relevant terms and period labels
- Examine causes and results of great events and the impact on people
- Select relevant sections of information

## **Geography Skills:**

- Describe and understand key aspects of human geography.

Identify human and geographical features of a location and understand how some of these aspects have changed overtime



793 - First invasion by the Vikings. They raided monasteries on the coast including Lindisfarne, off the coast of Northumbria.

794 - First raids on Scotland and Ireland.

820 - Viking raids continue around the English coast

821 - Wessex becomes the Supreme Kingdom

865 - Great Viking Army from Denmark Invades England

866 - Danes capture York (which the Vikings called Jorvik) and make it their kingdom (land ruled by a king)

871 - King Ethelred, the West Saxon king, and his brother Alfred, defeat the Viking army at the Battle of Ashdown (in Berkshire).

876 - Vikings from Denmark, Norway and Sweden settle permanently in England.

886 - King Alfred the Great defeats the Vikings but allows them to settle in Eastern England (the Kingdoms of York and East Anglia) This area on England becomes known as Danelaw and is ruled by the Viking King Guthrum.

901-937 - Eastern England (Danelaw) is conquered by the English

950 - Vikings from Ireland, the Isle of Man and the Hebrides raid Wales, particularly the coastal monasteries.

954 - Eric Bloodaxe, the last Viking King of Jorvik, is thrown out of York.

980 - New Viking Raids on England

## **History Knowledge:**

- To understand where the Vikings came from.
- To understand how and why the Vikings invaded Britain.
- To understand how some kings in Britain dealt with the Viking invaders
- To understand how Vikings lived and worked.
- To understand what happened during the Viking invasions and know what Viking warriors were like.
- To identify and describe Viking artefacts.

## **Geography Knowledge**

- Locate Viking Settlements on a map and identify its human and physical characteristic
- Identify and describe how England's physical geographical features affect its human activity.

## **Vocabulary**

Runes, Danelaw, invade, jarl, longhouse, monastery, pagan, Valhalla

## **Enrichment opportunity**

**Jorvik museum**

# Local Study: Aspull

*Big Question: What job would you have if you lived in Aspull in the 1900's?*

## Skills:

- Select a map for a specific purpose. Compare maps with aerial photographs.
- Measure straight line distance on a plan. Find/recognise places on maps of different scales.
- Identify significant places and environments.



## Knowledge:

- To develop a sense of historical curiosity about a local area
- To describe the key physical geographical features of Aspull including local rivers and mountains.
- To understand what human Geography features Aspull has which attract people to the area.
- To use the eight points of a compass, four and six-figure grid references, and symbols and key to navigate Aspull.
- To observe, measure, and record the human and physical features of Aspull.
- To present the human and physical features of Aspull using a range of methods.
- Understand and use a widening range of geographical terms, including specific topic vocabulary – urban, rural, trade, sustainability; delta, tributary; describe geographical processes (e.g. erosion)

## **Enrichment Opportunity**

Visit around Aspull

## **Locational features**

**Aspull** is a village in the Metropolitan Borough of Wigan, in Greater Manchester, England. Historically in Lancashire, Aspull, along with Haigh, is surrounded by greenbelt and agricultural land, separated from Westhoughton, on its southeast side, by a brook running through Borsdane Wood.

Aspull is on a crossroads. The principal road is to the north-east/south-west, Blackrod to Wigan. Another road runs north-west/south-east, Standish to the A6 road. The Leeds and Liverpool Canal passes through the western corner of the township. Aspull Moor lies in the northern half of the village.

## **Vocabulary**

Mining, Textile, climate, greenbelt, Pennines, summit, human features and physical features



# Our Lady's RC Primary School

## Y6

Autumn – How do natural disasters impact life on Earth?

Why do we need to look after our planet?

Spring – How did WWI impact Britain and what change did it bring?

Why did we have another world war?

Summer- How are we different to the Ancient Maya?

How do punishments in Victorian times differ to now?

# Angry Earth

*Big Question: How do natural disasters impact life on Earth?*

*Why do we need to look after our planet?*

## Skills:

- Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
- Confidently identify significant places and environments.
- Recognise world map as a flattened globe.

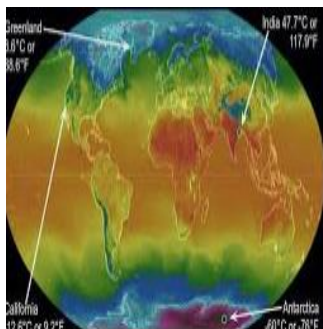


## Knowledge

- To understand and use a widening range of geographical terms e.g. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- To collect and analyse statistics and other information in order to draw clear conclusions about locations.
- 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.
- To describe and understand key aspects of physical geography (e.g. volcanoes & earthquakes).
- To use detailed maps, atlases, globes and digital/computing mapping to identify specific features of a location, such as population, landscape, climate.
- To understand why people seek to manage and sustain their environment.
- To explain how countries and geographical regions are interconnected and interdependent.
- To be aware of current global geographical issues identifying their own and other's views.
- To describe geographical diversity across the world.

## Vocabulary

physical geography  
climate zones  
biomes  
vegetation belts  
rivers  
mountains  
volcanoes  
earthquakes  
the water cycle  
tsunamis  
sustain  
environment



## **Enrichment Opportunity**

**Reporting on live weather.**



# In Flanders Fields

*Big question: How did WWI impact Britain and what change did it bring?*

## History Knowledge:

I can identify where WWI is in relation to other periods of British history and place events on a timeline.

I can summarise the main events in WWI explaining the order in which key events happened.

I can summarise how WWI has had a major influence on world history.

I can describe features of historical events from WWI.

I can recognise differences and similarities/ changes and continuity between WWI and the Modern Day.

I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.

I can identify and explain the use of propaganda.

## Key Vocabulary

Rifle  
Navy  
Frontline  
Allies  
Enemy  
Germany  
Poppies  
Assassinate  
Battlefield  
Artillery  
Armistice  
societies  
summarise  
major  
influence  
world  
history  
civilizations  
changes/ continuity  
persuade  
viewpoint  
propaganda

## History Skills:

Place current study on time line in relation to other studies.

Use relevant dates and terms.

Sequence up to 10 events on a time line.

Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.

Know key dates, characters and events of time studied.

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.

Be aware that different evidence will lead to different conclusions.

Confidently use the library and internet for research.

Recognise primary and secondary sources.

Use a range of sources to find out about an aspect of time past.



**Enrichment opportunity**

**Visit to local cenotaph**

# World War Two

*Big question: Why did we have another world war?*

## **History Skills:**

- Place current study on time line in relation to other studies.
- Use relevant dates and terms.
- Sequence up to 10 events on a time line.
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
- Know key dates, characters and events of time studied.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
- Confidently use the library and internet for research.
- Recognise primary and secondary sources.

## **History Knowledge:**

- I can identify where WWII is in relation to other periods of British history and place events on a timeline.
- I can summarise the main events in WWII explaining the order in which key events happened.
- I can summarise how WWII has had a major influence on world history.
- I can describe features of historical events and people from the WWII.
- I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.
- I can identify and explain the use of propaganda.

## **Key Vocabulary**

societies	Star of David
summarise	Blitz
major	Nazi
influence	Swastika
world	Adolf Hitler
history	Spitfire
civilizations	Anderson shelter
changes/ continuity	Soldier
persuade	Winston Churchill
viewpoint	Evacuee
propaganda	Ration
	Air raid



## **Enrichment Opportunities**

**Imperial war museum**

# The Ancient Mayas

*Big Question: How are we different to the Ancient Maya?*

## History Knowledge

- I can identify where The Ancient Maya is in relation to other periods of British history and place events on a timeline.
- I can describe features of historical events and people from past societies and periods I have studied.
- I can recognise and describe differences and similarities/ changes and continuity between different periods of history.

## Geography Knowledge:

I can understand why people seek to manage and sustain their environment.

I can explain how countries and geographical regions are interconnected and interdependent.

I can describe and understand key aspects of human geography (e.g. cultural diversity).

I can name and locate some of the countries of North America (with high populations & large areas) and identify their human and physical characteristics; understand how some of these aspects have changed over time.

I can describe geographical diversity across the world.

## **Enrichment Opportunity**

Food critic of tortillas



## **History Skills**

Place current study on time line in relation to other studies.

Use relevant dates and terms.

Sequence up to 10 events on a time line.

Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.

Compare beliefs and behaviour with another time studied.

## **Geography Skills.**

Use 8 compass points confidently and accurately;

Use 4 figure co-ordinates confidently to locate features on a map.

# Vile Victorians

*Big Question: How do punishments in Victorian times differ to now?*

## Skills:

- Place current study on time line in relation to other studies.
- Use relevant dates and terms.
- Sequence up to 10 events on a time line.
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- Compare beliefs and behaviour with another time studied.
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
- Know key dates, characters and events of time studied.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
- Be aware that different evidence will lead to different conclusions.

## **Key Vocabulary**

societies  
summarise  
major  
influence  
world  
history  
civilizations  
changes/ continuity  
persuade  
viewpoint  
propaganda

## Knowledge:

- I can identify Queen Victoria and place the Victorian period in relation to other periods of British history.
- I can summarise the main events the Victorian era explaining the order in which key events happened.
- I can summarise how Victorian Britain has had a major influence on world history.
- I can describe features of historical events and people from the Victorian period.
- I can recognise differences and similarities/ changes and continuity between the Victorians and Modern Day.
- I have a good understanding as to how crime and punishment has changed over the years.
- I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint



## **Enrichment Opportunity**

Victorian school day  
Mrs Burns Victorian Day