



YR – Y6 History and Geography Overview



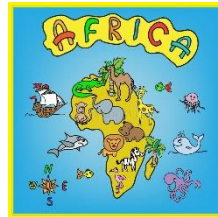
‘At Ashford Park, we are historians, geographers, archaeologists and geologists!’

In Reception, children learn through curiosity, exploration, experience, experiment and practice.

The EYFS Framework is structured differently to the National Curriculum in KS1 and KS2 as it is organised across seven areas of learning rather than subject areas.

Outlined below, are the most relevant statements from **Development Matters** for Reception-aged children as well as statements from within the **Early Learning Goals (ELGs)** which feed into the **KS1 programmes of study for history and geography**.

These are just a few of the exciting learning activities we get to experience throughout the year:



Sharing photos and talking about our families. Locating different places in the World. Learning about people who help us. We explore how to care for living things in our natural world. We apply our learning to draw our own maps and trails.



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Below we have outlined a brief overview of the **history** and **geography** learning that we actively explore throughout KS1 and KS2.

The **history** learning is purple; the **geography** learning is orange.





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	 <p>Air and space travel.</p> <p>Who were Amelia Earheart and Neil Armstrong and why were they important?</p>	 <p>What is weather and why is it different in different places around the world?</p> <p>Physical Geography: We can identify seasonal and daily weather patterns in the UK and the locations of hot and cold areas of the world.</p> <p>Locational knowledge and skills: we can name and locate the world's seven continents and</p>	 <p>Toys over time and what they tell us.</p> <p>We learn about changes in living memory and look at the similarities and differences between ways of life in different periods of our history.</p>	 <p>Where we live: our local area study.</p> <p>Fieldwork: We learn all about our local area by looking at aerial photos to recognise landmarks and some of the basic human and physical features of Ashford.</p> <p>We learn how to create our own simple maps with keys.</p>	 <p>What was life like for children during the Victorian era?</p> <p>Did all Victorian children go to school?</p> <p>What was school like for Victorian children?</p> <p>What jobs did people have in the Victorian times?</p> <p>Did Victorian people go on holiday?</p>	 <p>How are the UK and South Africa similar? Are they so different?</p> <p>Place Knowledge: Comparison of an area of the UK and non- European country- South Africa.</p>



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		five oceans, using world maps and atlases.		We are able to use simple fieldwork and observational skills to study the geography of the school and its grounds.	Who was Queen Victoria?	
Year 2	<p>Place knowledge</p>  <p>We will be exploring and comparing Ashford with a non-European country - Nigeria.</p>	<p>The Great Fire of London</p>  <p>We will be exploring The Great Fire of London and using our knowledge to form a comparison of London then and London now. We will also be finding out about Guy Fawkes and his significant role in the Great Fire of London.</p>		<p>Castles</p>  <p>We will be taking a trip to Windsor castle where we build upon our knowledge of the different features of a castle. We will also be exploring and analysing castles through the ages and how these can be represented on a timeline.</p> <p>Using our route to Windsor Castle we will be exploring and creating aerial maps with key symbols.</p>	<p>Beaches</p>  <p>We are going to be learning about the physical and human features of a beach. Our trip to the seaside will allow us to identify and explore different habitats including microhabitats.</p>	



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<p>Year 3</p>	<p>The Stone Age</p>  <p>As historians, we will explore the land as hunter gatherers moving onto early farmers and the Neolithic civilizations like Skara Brae. We will then explore the Bronze Age including the monuments that still shape our landscape today such as Stonehenge.</p>	<p>The Iron Age</p>  <p>Using our knowledge of the Bronze age we will continue to explore ancient civilizations and the Iron Age lifestyles.</p> <p>Rivers</p>  <p>We are going to be comparing the land use next to our local rivers The Thames and The Ash with land use alongside The Amazon.</p>	<p>Rivers</p>  <p>We are going to continue exploring the rivers of the world, using a 4-figure grid reference and learn the features of rivers.</p>	<p>Locating habits</p>  <p>Using atlases and globes we are going to be able to locate countries on a map.</p>	<p>The Roman Empire</p>  <p>We will explore the Roman empire and analyse how different emperors attempted and succeeded to invade Britain.</p> <p>Natural Disasters</p>  <p>As geologists, we are going to be learning about the structure of the earth and how this impacts volcanoes, earthquakes and tsunamis.</p>	<p>Natural Disasters</p>  <p>We are going to explore how a country's location impacts its chances of experiencing tornadoes and hurricanes/tropical storms.</p>
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<p>Year 4</p>	<p>Mountains</p>  <p>Within this topic, we will learn about different types of mountains and how they are formed. We will also explore the different vegetation belts and biomes within mountainous regions and consider how people within these use key natural resources to survive.</p>	<p>The Egyptians</p>  <p>Prepare to go back in time and learn all about the ancient civilisation of Egypt. We will learn all about the achievements of this civilisation, study their art and culture and explore artefacts which tell us more about this interesting group of people.</p>	<p>The Anglo-Saxons and the Vikings</p>  <p>Following the withdrawal of the Roman Empire, we learn about the Anglo-Saxon invasions, settlements and kingdoms and the influences that are still present today. Could the name of your hometown be linked to these invaders? We are going to link our learning to Sunbury, which is an ancient Saxon settlement, conducting a local history study.</p>	<p>The Anglo-Saxons and the Vikings</p>  <p>We learn about another group of raiders from across the seas – the Vikings. We will explore their raids and invasion strategies and also the resistance to these raids from significant individuals, such as Alfred the Great and Edward the Confessor.</p>	<p>Study of a European region and North America</p>  <p>We will compare Italy and America, looking at geographical similarities and differences between the two regions. We learn about human and physical geography features that can be found in each.</p>	<p>Oceans</p>  <p>Children will explore the ocean layers and consider how we use the most abundant natural resource, water! We will develop map reading skills through the use of ordnance survey maps and by creating our own sketch maps.</p>
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Year
5

Terrific Tudors



We will be delving into the tyranny of the Tudor period. Year 5 shall learn all about **King Henry VIII** and his reign across England and his influence over the wider world. We will also find out about Henry's wives with a particular focus on **Ann Boleyn**.

Marvellous Maps



Have you ever wondered how we get from A to B? Well, Year 5 will be able to be on hand to tell you all about it when we learn about compass points, ordnance survey maps and six-figure grid references.

The Victorians



The Victorians were forever evolving and this included the changing power of the monarch, **Queen Victoria**. What was she like as Queen of England at the time? Who influenced her and the British Empire? These are all questions that we will investigate throughout this exciting topic. We shall also learn all about the **Industrial Revolution** and the changes it made to the lives of people in Britain at the time. Linking beautifully into

Energy and the Environment



We will be describing and understanding 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 in the context of what settlers need. We will also be learning about renewable and non-renewable energy.

The Ancient Greeks



The Ancient Greeks have influenced the modern world in so many ways, but what are these influences and how have they influenced us today? As historians, we will travel back in time to find out the answers to our enquiries.

Exploring Eastern Europe



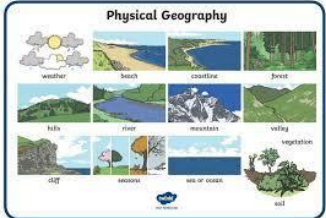





As geographers, we will be learning how to describe a continent as a large landmass and explain that continents are groups of countries. We will use atlases to identify some countries in Europe. The children will be able to talk about important physical and human features of an area of eastern Europe. We will also be able to explain the planning that is needed for a trip abroad. Finally, we will be identifying the countries affected by the **Chernobyl** nuclear disaster in the 1980s.



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			Britain's first railways and the significant turning point they were in Britain's history.			
Year 6	<p>Physical features of the world</p>  <p>In this topic, we investigate maps from across the globe, developing our understanding of what a physical feature is and how to identify one on different types of maps including Ordinate Survey maps.</p>	<p>World War 2</p>  <p>We will study when and why World War II broke out, as well as the key figures and countries involved. We will also learn about evacuation, what it was like to live with food rationing, and the role of women in the war effort. Our learning will lead on to discover critical facts about the Holocaust and look at events that were pivotal in the war, such as the Battle of Britain and</p>	<p>Trade</p>  <p>Within this unit we learn about how goods and services are traded and transported around the world. We will research the UK's trade relations, both now and in the past, to learn about the goods imported and exported, as well as the modes of transportation employed. Also we will learn about the benefits of international trade as well as the risks associated with it by</p>	<p>Where is South America?</p>  <p>This unit of learning explores the continent of South America and the countries that it consists of. We investigate several of the continent's diverse areas in greater depth, learning about each region's terrain, climate, and location. We conduct a detailed fieldwork study of the children's local area to assist us in identifying the similarities and</p>	<p>Mayans</p>  <p>To build on our understanding of the history of South America we shift our focus to Myan Civilisation. We will discover who the ancient Maya people were and when they lived. We apply our developed map skills to identify and locate countries in Mesoamerica. In addition to this we will learn about the religious beliefs and rituals of the ancient Maya people and</p>	<p>Mayans</p>  <p>To develop our learning further we learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems. We continue to learn about the Maya writing system and practice writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. We will also learn about the work of the explorers John</p>



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		<p>Germany's invasion of the Soviet Union. Learning about World War II can help children to improve their inquiry and evaluation skills, as well as their ability to organise knowledge chronologically and comprehend how previous events shaped the world we live in today.</p>	<p>taking a closer look at one of the UK's trading partners. Pupils will also learn about fair trade and why it's so vital in today's world.</p>	<p>differences between a location within the Americas with where they currently reside. We will also practice reading and writing coordinates while honing our map and atlas skills. We will learn about the continent's ancient and modern wonders, as well as study and create our own natural wonder presentations.</p>	<p>find out more about some of the many gods they worshipped.</p>	<p>Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered.</p>
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