



YR – Y6 History and Geography Overview



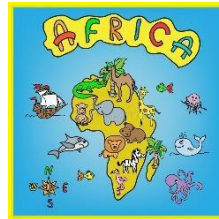
‘At Ashford Park, we are historians, geographers, archaeologists and geologists!’

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</p> <p>Who were Amelia Earheart and Neil Armstrong and why were they important?</p>	 <p>United Kingdom and our weather</p> <p>We will be exploring further the place in which we live in. Identifying and learning about the countries that make up the United Kingdom. We will use maps to further develop our confidence when locating the different places. We will explore the different capital cities and make comparisons between the 4 countries. We will identify seasonal and daily weather patterns in the UK.</p>	 <p>Toys over time</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>Our Local Area</p> <p>Fieldwork:</p> <p>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>The Victorians</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>Place Knowledge</p> <p>Name and locate the world's seven continents using world maps and atlases. 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>United Kingdom</p>  <p>Place Knowledge Comparison of an English city and a non-European city: London and Lagos. Exploring and identifying countries on world maps.</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.</p>		<p>Castles through the ages</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. Using our route to Windsor Castle we will be exploring and creating aerial maps with key symbols, considering</p>	<p>Coastlines and Simple fieldwork</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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**Year
3**

The Stone Age



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.

The Iron Age



Using our knowledge of the Bronze age we will continue to explore ancient civilizations and the Iron Age lifestyles.

Rivers



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.

Rivers



We are going to continue exploring the rivers of the world, using a 4-figure grid reference and learn the features of rivers.

Locating habitats



Using atlases and globes we are going to be able to locate countries on a map.

The Roman Empire



We will explore the Roman empire and analyse how different emperors attempted and succeeded to invade Britain.

Natural Disasters



As geologists, we are going to be learning about the structure of the earth and how this impacts volcanoes, earthquakes and tsunamis.

Natural Disasters



We are going to explore how a country's location impacts its chances of experiencing tornadoes and hurricanes/tropical storms.



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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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<p>Year 5</p>	<p>Terrific Tudors</p>  <p>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.</p>	<p>Marvellous Maps</p>  <p>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.</p>	<p>The Victorians</p>  <p>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</p>	<p>Energy and the Environment</p>  <p>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.</p>	<p>Exploring Eastern Europe</p>  <p>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.</p>	<p>The Ancient Greeks</p>  <p>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.</p>
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			Britain’s first railways and the significant turning point they were in Britain’s history.		
Year 6	<p>Our Changing World</p>  <p>In this unit, children will explore the numerous ways in which the world around them is evolving. From coastal erosion to political shifts, various factors are at play. The children will gain an understanding of the structure of the United Kingdom and how its shape and geography have transformed over thousands of years. Additionally, using an online database of photographs, they can observe how landscapes change over time. Children will have the opportunity to predict which aspects of the world</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 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</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 taking a closer look at one of the UK's trading partners. Pupils will also learn about fair trade</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 will also practice reading and writing coordinates while honing our map and atlas skills. We will learn about the continent's ancient and modern natural wonders of the world.</p>	<p>Maya Civilisation</p> <p>To build on our understanding of the history of South America we shift our focus to Maya</p>  <p>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, This is all linked to our English text ‘Rain player’</p>



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	are likely to change in their lifetimes. Through the use of fieldwork, children will assess land use in our local area and assess the quality of parts of the human geography of Ashford.	and comprehend how previous events shaped the world we live in today.	and why it's so vital in today's world. We will explore how the River Thames plays an important part of trade.		
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