







Talbot 20-20 Curriculum History & Geography

In our humanities curriculum, there are **key threads** that run through and across year groups. These threads will be explored across the academic journey of a Talbot Child.

Each thread is underpinned by **key concepts and vocabulary** that will be explicitly taught in History and Geography.

The key threads are detailed below, in addition to the concepts and vocabulary that will be explicitly taught within each year group. There follows an overview organised by academic year group, which lists the area of study, an overarching question, the key concepts, a precis of the unit and the skills and knowledge from the National Curriculum. The greater detail of the taught curriculum can be found in the individual knowledge organisers for each unit of study.

Key Threads

Sense of place and direction	Local knowledge	Awareness and use of sources	Eco awareness & action	Rights & Fight for equality	Culture & Difference	Chronology	Use & Abuse of power
							





Key Concepts & Vocabulary



Year Group	Geography	History
EYFS	habitat, environment, change, weather , local, town, country, world, map, recycling	community, culture, democracy , past, different, change.
1	biome, climate, ecosystem, environment, erosion, global citizenship, habitat, landscape , tourism, vegetation	community, culture , invasion, opposition, parliament, rebellion, sources , trade
2	biome, climate , continents, culture , direction, global citizenship, habitat, landscape , natural resources, oceans, population, position, region, settlement , trade,	community, empire, sources, trade, tyranny
3	biome, change, culture, hazard, immigration, landscape, settlement	civilisation, culture , empire, invasion , monarchy, oppression, rebellion , The Renaissance, settlement, society, tyranny,
4	agriculture, biome , climate, ecosystem, environment, erosion, fertile, habitat, irrigation, landscape, natural resources, settlement, sustainability, vegetation , weather,	archaeology, civilisation, empire, monarchy, opposition, oppression, rebellion, society, sources, taxation , war
5	atmosphere, biome, climate, coast, erosion, global citizenship, hazard, landscape, natural resources, settlement, source, sustainability, tourism, weather,	civilisation, democracy , diversity, government, immigration, oppression, parliament, society, war
6	agriculture, coast, culture, environment, fertile, forest, habitat, heath, trade, vegetation	civilisation, democracy , dictatorship, empire , government, oppression , parliament, rebellion, society, tyranny, war

* Bold type indicates revisited in year

History & Geography 20-20 curriculum - Key Stage 1





Explicit vocabulary taught across all units of work: KS1 History - To use a wide vocabulary of everyday historical terms. Use common words and phrases relating to the passing of time. KS1 Geography – To 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. And key human features – city, town, village, factory, farm, house, office, port, harbour and shop.




Year 1		Overarching Question	Key Concepts	Precis
Aut 1 	Castles <u>Visit - Corfe castle</u>	KQ : How did William the Conqueror change Britain?	<u>invasion sources</u> (Bayeux Tapestry / Domesday Book)	Focused around the invasion of William the Conqueror , and his influence on England. Key focus on Battle of Hastings, Castles Especially White Tower – part of Tower of London), Domesday Book, Bayeux Tapestry & differences in then and now. (See link below for teacher info on legacy of William the Conqueror) http://blog.english-heritage.org.uk/what-was-the-legacy-of-william-the-conqueror/
	NC History - Skills, Matters & Processes.		a) To develop an awareness of the past. b) To know where the people and events they study fit within a chronological framework. c) To identify similarities and differences between ways of life in different periods. f) To understand some of the ways in which we find out about the past and identify different ways in which it is represented.	
	History NC Core Knowledge		b) Events beyond living memory that are significant nationally. c) The lives of significant individuals in the past who have contributed to national and international achievements.	
Aut 2 	Festivals	KQ: Why do we celebrate Bonfire Night?	<u>opposition parliament rebellion</u>	Guy Fawkes - https://www.hrp.org.uk/tower-of-london/history-and-stories/guy-fawkes-and-the-gunpowder-plot/#gs.fd141w Understand the key events for Guy Fawkes, why the plot was needed, and why we recognise still today. Introduce key concepts within the story of Guy Fawkes
	NC History - Skills, Matters & Processes.		a) To develop an awareness of the past, using common words and phrases relating to the passing of time. b) To know where the people and events they study fit within a chronological framework	
	History NC Core Knowledge		b) Events beyond living memory that are significant nationally, events commemorated through festivals or anniversaries.	
Spr 1 	Africa	KQ: What makes Madagascar unique?	<u>climate habitat landscape vegetation</u>	Opening Geography topic of the 20/20 curriculum. Children to look at the location of where the United Kingdom is on a world map and where Madagascar is in relation to the U.K – use of key vocabulary; south, north, west and east. Madagascar has been chosen to link in Year 2's topic of islands. Children will look at the climate, landscape and habitat and identify why certain foods, animals etc can't be found in the U.K - https://www.pbs.org/edens/madagascar/eden.htm
	NC Geographical skills & fieldwork		1) To use world maps, atlases and globe to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. 2) To use simple compass directions (NSEW) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.	
	Geography NC Core Knowledge		LK1 & LK2 - To name and locate the United Kingdom. To name and locate continent of Africa (and island of Madagascar) PK1 – To understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. HPG1 – To 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.	
Spr 2 	AFC Bournemouth (Living memory) <u>Visit - Vitality Stadium</u>	KQ: How did the community save AFCB?	<u>community culture primary sources</u>	Key focus around change in living memory, and the impact of AFC Bournemouth's success on the town, from nearly going out of business in 2008 to the Premiership 2015-present. Use of primary sources (parents, siblings for opinions). Look at Eddie Howe's contribution from player to manager. https://www.bournemouth.com/afc-bournemouth/
	NC History - Skills, Matters & Processes.		a) To develop an awareness of the past, using common words and phrases relating to the passing of time. e) To ask questions, choosing and using parts of stories and other sources to show that they know and understand the key features of each event. f) To understand some of the ways in which we find out about the past and identify different ways in which it is represented.	
	History NC Core Knowledge		a) Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. d) Significant historical events, people and places in their own locality.	

Year 1		Overarching Question	Key Concepts	Precis
Sum 1 	Under the Sea	KQ: How can we help save our seas?	biome environment erosion habitat global citizenship	This topic will identify that the UK is surrounded by ‘sea’, which is a large body of saltwater and identify the animals that live in this particular habitat. Children will look how much water covers the Earth’s surface and what dangers/threats are damaging the habitat of the animals in the sea. Focus on plastic waste and what we can do to help. https://plasticoceans.org/plastic-pollution-info-resources/
NC Geographical skills & fieldwork		1) To use world maps, atlases and globe to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.		
Geography NC Core Knowledge		LK1 & LK12 To name and locate the world’s seven continents and five oceans.		
Sum 2 	Heath & Harbour HISTORY UNIT <u>Visits – Heath/ Harbour</u>	KQ: What can you see and do in around Poole? (varied ecosystem) (vibrant, historic town)	community habitat tourism trade	The history and uses of Poole Harbour. Key focus on local history and its importance to the birth of the town. Look at - Brownsea Island - Wildlife (RSPB) – Sunseeker - Trade The Heath to understand why it is protected, and the history of the site. http://www.localhistories.org/poole.html - gives overview of history of Poole
NC History - Skills, Matters & Processes.		a) To develop an awareness of the past, using common words and phrases relating to the passing of time. e) To ask questions, choosing and using parts of stories and other sources to show that they know and understand the key features of event.		
History NC Core Knowledge		a) Changes within living memory.		
Year 1 Assessment Fundamentals - The following <i>skills</i> and knowledge should be secure for all pupils by the end of Year One				
HISTORY			GEOGRAPHY	
<ul style="list-style-type: none">To be able to put up to three objects in chronological orderTo know, understand and use the following vocabulary accurately and with confidence.... Invasion, rebellion, community, source.To be able to use common words and phrases relating to the passing of time including: yesterday, last week, last year, a long time ago, before, after, etcTo be able to explain ways in which we know about things that happened in the past.To know, understand and use the following vocabulary accurately and with confidence: Sources, Invasion, Community, TradeTo describe key people and events studied: Who was William the Conqueror? Guy Fawkes? What happened at the battle of Hastings?To identify the key features of a castle and their uses.To identify key facts about the history of their local area.			<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence.... Habitat, Landscape, Climate, TourismTo be able to identify the UK (including the four countries that make up the UK) and its surrounding seas on a map, globe or atlas.To recognise Africa and identify Madagascar on a map, globe or atlas.To be able to describe differences and similarities between their local environment and other places studied.To understand and explain the issues/problems that are affecting the seas especially an animal’s habitatTo be able to use simple compass directions (north, south, east, west).To identify animals that live in the sea.	

History & Geography 20-20 curriculum KS1

Explicit vocabulary taught across all units of work: KS1 History - To use a wide vocabulary of everyday historical terms. Use common words and phrases relating to the passing of time. KS1 Geography – To 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. And key human features – city, town, village, factory, farm, house, office, port, harbour and shop.





Year 2		Overarching Question	Key Concepts	Precis
Aut 1 	Great Fire of London * Basic UK Geography here (England–London–Poole)	KQ: Why was it a 'Great Fire' of London? (positives/negatives)	sources community	Focus on the events of the Great Fire, the days leading up to, during and after. Key elements include: - Samuel Pepys; Christopher Wren ; Buildings (Monument); River Thames. Look at the consequences, positive as well as negative of the fire. http://www.nationalarchives.gov.uk/education/resources/fire-of-london/ http://www.fireoflondon.org.uk/ - excellent site for looking at sources.
NC History - Skills, Matters & Processes.		a) To develop an awareness of the past, using common words and phrases relating to the passing of time. b) To know where the people and events they study fit within a chronological framework e) To ask questions, choosing and using parts of stories and other sources to show that they know and understand the key features of an event. f) To understand some of the ways in which we find out about the past and identify different ways in which it is represented.		
History NC Core Knowledge		b) Events beyond living memory that are significant nationally or globally. c) The lives of significant individuals in the past who have contributed to national achievements.		
Aut 2 	Icy Lands	KQ: How and why are the Icy Lands changing?	biome climate global citizenship habitat landscape region weather	Focus on unique habitats of the icy lands (Tundra is primary biome of Antarctica. Tundra biome is characterised by extreme cold and a lack of vegetation – There are also Arctic Deserts, which is interesting to unpick) Explain how Antarctica is always shifting as not a land mass. Lead into focus on destruction of habitat, impact on wildlife and mankind and what we need to do to reduce human impact. https://www.betterworldinternational.org/planet/8-easy-ways-stop-arctic-ice-melting/
NC Geographical skills & fieldwork		1) To use world maps, atlases and globe to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. 2) To use simple compass directions (NSEW) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.		
Geography NC Core Knowledge		HPG1–To 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 & South poles		
Spr 1 	Pirates Poole Harbour Trip * Basic UK Geography here (England–London–Poole)	KQ: Why did sailors become pirates?	empire trade tyranny	Comparison between pirates in history and modern pirates. Key focus on: - Vocabulary ; Privateers/Buccaneers/Cosairs ; Famous real pirates ; Locations (Dorset) ; Case Study on Harry Paye (Harry Paye Day is in June) & compare with Sir Francis Drake ; https://www.oldsirfrancis.com/blogs/yarns/43814019-the-story-of-harry-paye http://www.thewayofthepirates.com/pirate-features/10-pirate-captains/ Look at modern day pirates - Somalia
NC History - Skills, Matters & Processes.		b) To know where the people and events they study fit within a chronological framework. c) To identify similarities and differences between ways of life in different periods.		
History NC Core Knowledge		c) The lives of significant individuals in the past who have contributed to national achievements. d) Significant historical events, people and places in their own locality.		
Spr 2 	Islands Trip to Brownsea	KQ: Is it better to live on an island than on the mainland?	habitat islands landscape settlement	Links with Africa / Madagascar (Year 1). Children will have a greater focus on a local study (Brownsea Island – <u>with a school trip</u>). Children to make comparisons back to the knowledge learnt from Madagascar looking at similar and differences. Compare to UK, Ireland and then to Brownsea Island. https://www.nationaltrust.org.uk/brownsea-island
NC Geographical skills & fieldwork		1) To use world maps, atlases and globe to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. 3) To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 4) To use simple fieldwork and observational skills to study the geography of their school and its grounds and physical features of its surrounding environment.		
Geography NC Core Knowledge		PK1 – To understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. HPG3 – Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.		




Year 2		Overarching Question	Key Concepts	Precis
Sum 1 	Around the World – Part 1	KQ: How could you travel around the world in 80 days?	climate direction position settlement trade weather	Children identify 7 continents and 5 oceans. Compare continents in terms of size, population, weather, location on a world map etc. Look at particular aspects that are associated with each continent – culture, trade, natural resources. Also look at how much of the land mass is inhabited – again comparing directly to Britain – and the reasons why settlements are located where they are.
NC Geographical skills & fieldwork		1) To use world maps, atlases and globe to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. 2) To use simple compass directions (NSEW) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.		
Geography NC Core Knowledge		LK1 & LK12 To name and locate the world’s seven continents and five oceans. PK1 – To identify geographical similarities and differences.		
Sum 2  	Around the World – Part 2	KQ: What makes countries different?	culture natural resources trade	Children to look a particular country from each continent (apart from Antarctica) - China ; Australia ; Russia ; Canada ; Somalia (pirates link) ; Argentina. Each country will be one of, or is, the biggest country for that continent. Children will look at the size of country and population and make a comparison to the United Kingdom. Focus on how different the cultures are. Look at relative position of the countries and how to practically go ‘around the world’.
NC Geographical skills & fieldwork		1) To use world maps, atlases and globe to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. 2) To use simple compass directions (NSEW) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map. . 3) To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features		
Geography NC Core Knowledge		LK1 & LK12 To name and locate the world’s seven continents and five oceans. LK – TO name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. PK1 – To identify geographical similarities and differences.		
Year 2 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year Two				
HISTORY			GEOGRAPHY	
<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence: Sources, Community, Tyranny, Trade, Empire.To describe key people and events studied: Who was Samuel Pepys? Christopher Wren? Harry Paye? Sir Francis Drake? Why did the Great Fire of London start?Can explain how we know about the Great Fire of London.Are able to explain the differences between a privateer, buccaneer and corsair.To be able to ask and answer clear questions relevant to the historical topics they have studied.			<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence: Habitat, Landscape, Region, Climate, Settlement, Continents, Oceans, Population, Natural Resources, Direction, Position, Trade,To identify the Artic and the Antarctica on a map/globe and recognise their differences.To be able to recall the seven continents and five oceans on the world and identify them on a map/globe.To recognise different cultures around the world.To be able to identify and describe the key features of a local area.To be able to use simple terminology to understand why the Arctic and Antarctica are changing.	

History & Geography 20/20 curriculum – KS2

Historical and geographical vocabulary explicitly taught across all units of work

All History units to: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives across the periods they study.





Year 3		Overarching Question	Key Concepts	Precis
Aut 1 	Stone Age <u>Stonehenge Trip</u> * UK Geography here	KQ: How do we know about the Stone Age?	archaeology civilisation society sources	A focus on the beginnings of society, and the part of Stonehenge in this. What parts of society that Stone Age developed we still see today. - Amesbury Archer - Stone structure – Civilisation - Trends over time period https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/ https://www.wessexarch.co.uk/our-work/amesbury-archer
NC History - Skills, Matters & Processes.		- To understand how our knowledge of the past is constructed from a range of sources.		
History NC Core Knowledge		- Changes in Britain from the Stone Age to the Iron Age		
Aut 2 	Romans <u>Bath trip</u> <u>Badbury Rings Visit</u> * UK Geography here	KQ: What did the Romans ever do for us?	culture empire invasion oppression rebellion	Focus on the invasion of Great Britain, and it's impact on the country, including what we still see today. Towns – language – Culture – Government – Religion – Trade. Will look at what Britain was like pre-invasion, how the Romans were able to invade; the changes they introduced; the reaction of the Celts; why they left; how Britain was once the Romans had left. https://www.historyonthenet.com/the-romans-invasion-of-britain https://www.historyonthenet.com/romans-the-rise-and-fall-of-roman-empire
NC History - Skills, Matters & Processes.		- To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - To construct informed responses that involve thoughtful selection & organisation of relevant historical information.		
History NC Core Knowledge		- The Roman Empire and its impact on Britain.		
Spr 1 	Italy	KQ: Why has Italian Culture spread so far and wide?	culture immigration The Renaissance settlement World Heritage Site	Large focus on human geography, Italian culture (food, art, architecture, music) and famous monuments including the Coliseum, The Leaning Tower of Pisa (Italy has the most UNESCO World Heritage Sites of any country in the world, due to its history as the birthplace of the Roman Empire and the Renaissance). Also focus on the impact of the immigration on Italy in comparison with the U.K. https://en.wikipedia.org/wiki/Culture_of_Italy
NC Geographical skills & fieldwork		- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
Geography NC Core Knowledge		- To locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics countries and major cities. - To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.		
Spr 2 	Volcanoes Etna/Vesuvius	KQ: How do volcanoes affect the lives of people who live near them?	landscape change hazard	Focus on two of the most famous volcanoes in Europe (whilst also highlighting Stromboli), look at: How they were created. Tectonic plates / Ring of fire - Exact locations - one is on an island - make links back to Year 2 (Islands) and Year 1 (Madagascar). Focus on Vesuvius and Pompeii 79AD (Link back to Romans from Autumn) http://www.weatherwizkids.com/weather-volcano.htm https://www.zmescience.com/science/geology/italy-volcanoes-etna-vesuvius/
NC Geographical skills & fieldwork		- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
Geography NC Core Knowledge		- To locate the worlds countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics countries and major cities. - To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. - 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. And 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.		



Year 3		Overarching Question	Key Concepts	Precis
Sum 1 	Invaders and settlers * Geography of UK taught here.	KQ: Who invaded and settled in the British Isles?	invasion culture monarchy settlement tyranny	Follow the chronology of the invaders and settlers of the British Isles; referring to the Romans before focusing on: - Boudicca's Revolt - Saxon Invaders (Alfred the Great) - Viking Raiders (Raiding then settling). Look at cross over between all. https://www.historic-uk.com/HistoryUK/HistoryofBritain/Invaders/ https://www.bbc.com/bitesize/articles/z9tdq6f
NC History - Skills, Matters & Processes. Geography NC Core Knowledge		- To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).		
History NC Core Knowledge		- The Roman Empire and its impact on Britain. - Britain's settlement by Anglo-Saxons and Scots. - The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.		
Sum 2 	Nelson Mandela & Apartheid in South Africa	KQ: Why was Nelson Mandela important in South Africa?	apartheid democracy oppression rebellion	A study of the story of Nelson Mandela. Look at difficult concepts of apartheid, racism, oppression and rebellion. Compare and contrast with earlier oppression of Romans. https://www.history.com/topics/africa/nelson-mandela
NC History - Skills, Matters & Processes.		- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
History NC Core Knowledge		N/A		
	South Africa		Within the study of South Africa, there will be elements of geography that are necessary where the key concepts listed here will be addressed: Biome; Diversity; Migration https://www.thoughtco.com/geography-of-south-africa-1435514 Always relate back to UK to compare.	
NC Geographical skills & fieldwork		- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
Geography NC Core Knowledge		- 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. And 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.		
Year 3 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year Three				
HISTORY			GEOGRAPHY	
<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence: Society, Civilisation, Empire, Oppression, Monarchy, Apartheid, Racism and settlement. (Plus recap on previous history key vocab)To describe key people and events studied: Who was Boudicca? Alfred the Great? Nelson Mandela? What is Stonehenge and why is it important?To explain why Bath, Badbury Rings, Stonehenge and York are important places when discussing invaders and settlers to Britain.To be able to explain who the following historical groups were: Romans, Saxons, Vikings and Celts, giving some defining characteristics of each during their descriptions.To be able to present their point of view regarding a historical event with confidence.			<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence: Culture, Immigration, Landscape, Change, Hazard, Biome, Settlement.To identify how Italian culture has influenced other countries.To explain how volcanoes are created and erupt.To explain why Vesuvius and Pompeii were two of the most famous volcanic eruptions.To identify and explain how immigration has influenced the population of Italy.	

History & Geography 20/20 curriculum – KS2

Historical and geographical vocabulary explicitly taught across all units of work.

All History units to: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives across the periods they study.





Year 4		Overarching Question	Key Concepts	Precis
Aut 1 	Ancient Egypt	KQ: How did the River Nile contribute to the success of the Ancient Egyptians?	agriculture environment fertile irrigation settlement vegetation	Focus on the River Nile and how it was used during the Ancient Egyptian civilisation. Children will identify the source of the river and follow its journey through Africa. Children will compare flooding in Egypt to the U.K, looking at positives and negatives. Relating settlement to location. Investigating agriculture – irrigation, flooding and soil fertility. https://www.reference.com/history/nile-river-important-egyptians-7f52edd3ca0a2a14
	NC Geographical skills & fieldwork	- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
Geography NC Core Knowledge		- To locate the worlds countries, using maps, concentrating on their environmental regions, key physical and human characteristics countries and major cities. - 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. And 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.		
Aut 2 	Ancient Egypt <u>Museum Trip</u>	KQ: What did we learn from the Ancient Egyptians?	archaeology civilisation empire society sources	A look at the development of the Egyptian Civilisation, looking at their key successes and notable achievements: - Pyramids - River Nile (flood plain) - Writing (hieroglyphics) – Farming - Rulers (law & order) Religion – Gods / Ceremonies / Tribute additional focus on - Sources and the ethics of archaeology (Howard Carter) https://legacyoftheancientegyptians.weebly.com/ancient-egyptian-legacy.html https://www.spiegel.de/international/world/the-legacy-of-howard-carter-did-king-tut-s-discoverer-steal-from-the-tomb-a-671993.html
	NC History - Skills, Matters & Processes.	- To understand how our knowledge of the past is constructed from a range of sources.		
History NC Core Knowledge		- The achievements of the earliest civilisations: an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.		
Spr 1 	Tudors <u>Hooke Court Trip</u> * UK Geog here	KQ: What made Henry VIII so famous?	monarchy sources war	A case study on Henry VIII and his impact on England. Key focus on: - Religion (church of England) – Society – Conflict - Impact on modern life https://tudorhistory.org/henry8/
	NC History - Skills, Matters & Processes.	- To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		
History NC Core Knowledge		- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.		
Spr 2 	Tudors <u>Poole Tudor History Walk</u> * UK Geog here	KQ: Did Queen Elizabeth rule better than her father?	empire monarchy	Now compare with Elizabeth I, first female monarch and different in approach to her father. Compare again: - Religion (church of England) – Society – Conflict - Impact on modern life – Exploration (link back to Sir Francis Drake) https://tudorhistory.org/elizabeth/queen.html
	NC History - Skills, Matters & Processes.	- To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		
History NC Core Knowledge		- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.		



Year 4		Overarching Question	Key Concepts	Precis
Sum 1 	Smugglers Kinson/Heath Trip * UK Geog here	KQ: Why did some people see smugglers as heroes rather than villains?	rebellion taxation	A local study of smuggling in the Poole and Dorset area, looking at the coast line and places of interest. Particular focus on Isaac Gulliver and his exploits. Focus on why people smuggled and the idea of taxation. http://www.bbc.co.uk/dorset/content/articles/2008/04/04/kinson_smugglers_feature.shtml http://www.thedorsetpage.com/history/smugglers/smugglers.htm
NC History - Skills, Matters & Processes.		- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - To construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
History NC Core Knowledge		- A local history study.		
Sum 2 	Rainforests	KQ: Why is the Amazon rainforest biome unique and how is it under threat?	agriculture, bio-diversity biome, climate, eco-system, erosion, habitat, landscape, natural resources, sustainability, vegetation, weather	Similar to the Nile, identify the source and follow the journey of the Amazon through different countries in South America it travels through. Compare two different biomes – desert and rainforests - identify the key characteristics of each. Focus on deforestation and the effect it has on the Amazon rainforest - Focus on products that originate from the rainforest – chocolate, shampoos, medicines etc. Look at links and conflict between essential economic activity, trade, sustainability, global citizenship and natural resources. https://www.amazon-rainforest.org/
NC Geographical skills & fieldwork		- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
Geography NC Core Knowledge		- To locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics of countries and major cities. - To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich Meridian and time zones (including day and night). - To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. - To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. And 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.		
Year 4 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year Four				
HISTORY			GEOGRAPHY	
<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence: Archaeology, Opposition, Taxation, exploration, smuggling, hieroglyphics (Plus recap on all previous key historical vocabulary)To be able to explain why the Tudors, Egyptians are important historical people to learn about.To describe key people and events studied: Who was Howard Carter? Tutankhamun? Henry VIII? Elizabeth I? Isaac Gulliver?Demonstrate the ability to argue a viewpoint against another.Be able to ask questions about a subject to support their viewpoint			<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence: Settlement, Irrigation, Fertile, Vegetation, Biome, Agriculture, Habitat, Erosion, Environment, Landscape, Weather, Climate, Natural Resources, Hazard, Sustainability.To be able to identify the main features of a river.To understand and explain why deforestation occurs and the negative impact it has on our planet.To locate the countries that the River Nile and the Amazon River run through using an atlas/globe.To be able to explain why the Ancient Egyptian settlements were so close to the River Nile.	

History & Geography 20/20 curriculum

Historical and geographical vocabulary explicitly taught across all units of work.

All History units to: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives across the periods they study.





Year 5		Overarching Question	Key Concepts	Precis
Aut 1 	Mayans	KQ: Who were the Mayans and what did they do?	civilisation society	A study of Mayan civilisation & society. Key focuses on the following: - Architecture (temples compare to pyramids) - Medicine – Foods - Society (roles of key people) – Religion - Comparison to other civilisations of time (refer to Yr 3 Saxons & Vikings) http://www.localhistories.org/maya.html
NC History - Skills, Matters & Processes		- To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		
History NC Core Knowledge		- A non-European country that provides contrasts with British history – one study ; Mayan civilisation c AD 900		
Aut 2 	Global Warming	KQ: What can we do to prevent further climate change?	atmosphere, biomes climate, global citizenship, natural resources, sustainability, weather	Brand new topic – children will look at the impact of climate change and how it is changing the Earth that we live on – in regard to rising sea levels, increasing temperatures, adverse weather that is unusual for particular times of years, how is this affecting humans as well as animals in their natural habitat. Children will look how we can help prevent/slow down global warming. Revisit important biomes at risk (Icy Lands, Oceans, Rainforests) https://friendsoftheearth.uk/climate-change/what-can-i-do-to-stop-climate-change
NC Geographical skills & fieldwork		- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
Geography NC Core Knowledge		- To locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics countries and major cities. - 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. And 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.		
Spr 1 	USA – Civil Rights	KQ: Which people and/or events had the biggest impact on the civil rights movement in the USA?	democracy, diversity, immigration oppression, society	Begin with American Civil War – root of slavery and reasons. Focus on ongoing struggles in the 1950s and battle for equality. Compare key figures who fought for this in different ways; Martin Luther King Jr, Malcolm X, Ruby Bridges, Rosa Parkes. Explore themes of oppression from previous years (South Africa) as well as development of American society from range of immigration. https://www.scholastic.com/teachers/articles/teaching-content/ruby-bridges-and-civil-rights-movement-slide-show-teaching-guide-grades-3-8/
NC History - Skills, Matters & Processes		- To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - To construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
Spr 2 	USA - Earthquakes & Mountains Ring of fire volcanoes	KQ: Do the biggest earthquakes cause the most damage?	hazard settlement	Greater focus on physical geography, children will look at earthquakes, mountains and the volcanoes in Hawaii – links to the islands learnt in Year 1 and 2 and volcanoes in year 3. Children will look at the states of America and compare with the counties of the United Kingdom. https://www.bbc.com/bitesize/guides/zp46sg8/revision/1 https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/ https://volcanoes.usgs.gov/observatories/hvo/about_earthquakes.html
NC Geographical skills & fieldwork		- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
Geography NC Core Knowledge		- To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich Meridian and times zones (including day and night. - 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. And 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.		



Year 5		Overarching Question	Key Concepts	Precis
Sum 1 	Civil War <u>Corfe Castle Visit</u> * UK Geog here	KQ: Is the King always right?	democracy government parliament war	Focus on reasons why the Civil War broke out and the 2 differing opinions between the Roundheads & Cavaliers. Key aspects: - Religion – Monarchy - Freedom of speech – Armies. Case Study of Corfe Castle and its part in the conflict (Banks Family – Link to Kingston Lacy – visited in Y4) https://www.nationaltrust.org.uk/corfe-castle/features/brave-dame-mary-and-a-castle-under-siege
NC History - Skills, Matters & Processes		- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
History NC Core Knowledge		- A local history study. - A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.		
Sum 2 	Jurassic Coast <u>Lulworth Cove Visit</u> * UK Geog here	KQ: How and why does the Jurassic coastline change?	erosion tourism landscape World Heritage Site	Local case study at Lulworth Cove/Durdle Door looking at physical geography especially at the change in landscape through the process of erosion. Specific geology investigated and the importance of this world heritage site. https://en.wikipedia.org/wiki/Lulworth_Cove https://en.wikipedia.org/wiki/Durdle_Door
NC Geographical skills & fieldwork		- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Geography NC Core Knowledge		- To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		
Year 5 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year Five				
HISTORY			GEOGRAPHY	
<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence: Civilisation, Democracy, Oppression, Society, Immigration, Diversity, Parliament, Government, WarTo recognise what a civilisation is, and make comparisons between Ancient Egypt & the MayansTo explain both sides of an argument, and give clear reasons for your own opinion on a historical eventTo be able to explain how Civil Rights have progressed through American historyTo be able to explain why the Mayan are important historical people to learn about.To discuss key figures from each historical time period studied (i.e. Martin Luther King, Oliver Cromwell etc)Show an increasing ability to demonstrate understanding, based on previous history topics studied			<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence: Climate, Weather, Biome, Atmosphere, Sustainability, Natural Resources, Global Citizenship, Culture, Hazard, Settlement, Landscape, Erosion, Source, Evidence, Tourism.To explain the causes and impacts of climate change and make reasoned judgement on ways that we can prevent the rapid growth of global warming.To be able to identify the types of erosion and the impact it has on the Jurassic Coastline.To recognise the location and impacts of earthquakes and what causes them.	

History & Geography 20/20 curriculum

Historical and geographical vocabulary explicitly taught across all units of work.

All History units to: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives across the periods they study.

Year 6		Overarching Question	Key Concepts	Precis
Aut 1 	Ancient Greeks	KQ: What did we learn from the Ancient Greeks?	civilisation democracy society	A focus on Greek civilisation, and its impacts on today's society: Key elements will include: - Democracy - Myths - Olympics - Religion (Roman) – philosophy – constellations – Medicine (Socrates) Compare and contrast with achievements of Ancient Egyptians / Mayans / Romans https://www.bbc.com/bitesize/articles/z8q8wmn
NC History - Skills, Matters & Processes.		- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - To construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
History NC Core Knowledge		- The achievements of the earliest civilisations.		
Aut 2 	WWII	KQ: How did Hitler rise to power and how did this lead to the start of WW2?	democracy dictatorship empire oppression propaganda sources tyranny	Why did WW2 begin? Focus on the 2 key figures of Churchill & Hitler. Explore the idea of tyranny and how that can be viewed (both Churchill & Hitler called that). Key beliefs and their rise to power. Cover the basics of the beginning of the war and its reasons. A look at the Fort Henry Bunker on Studland Bay – why was it built there? What was its purpose? Why was Studland used by Churchill? http://www.bbc.co.uk/history/worldwars/wwtwo/hitler_churchill_01.shtml https://dubmanandstreylock.wordpress.com/2015/02/15/fort-henry-studland/
NC History - Skills, Matters & Processes.		- To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - To construct informed responses that involve thoughtful selection & organisation of relevant historical information.		
History NC Core Knowledge		- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.		
Spr 1 	WWII Tynham Village Trip * UK Geog here	KQ: How was Great Britain affected by WW2?	government parliament sources war	The main effects of WW2 on GB including: - Rationing - The Blitz – Evacuees - Battle Of Britain – Propaganda https://www.bbc.com/bitesize/guides/z6ctyrd/revision/2 https://www.ducksters.com/history/world_war_ii/battle_of_britain.php
NC History - Skills, Matters & Processes.		- To construct informed responses that involve thoughtful selection and organisation of relevant historical information. - To understand how our knowledge of the past is constructed from a range of sources.		
History NC Core Knowledge		- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.		
Spr 2 	France French Trip	KQ: In what ways does French culture differ from British?	agriculture culture trade	Two-part focus: Firstly, the WW1 and WW2 sites visited (Etaples WW1 cemetery and WW2 Bunker complex – revisiting Autumn term studies. Secondly, Cultural differences; Food, art, architecture, entertainment. Also comparison in terms of land mass, population, trade, etc.
NC Geographical skills & fieldwork		- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Geography NC Core Knowledge		- To locate the worlds countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics countries and major cities. - To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.		

Year 6		Overarching Question	Key Concepts	Precis
Sum 1 	India	KQ: How and why did India gain their independence?	empire oppression rebellion	A focus on India in the 20th Century, and its journey from British Empire to Independence, through the leadership of Gandhi. Compare with previous year on USA and their respective journeys. Case study on Gandhi himself. https://www.bbc.co.uk/history/british/modern/independence1947_01.shtml https://www.history.com/topics/india/mahatma-gandhi
NC History - Skills, Matters & Processes.		- To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		
History NC Core Knowledge		- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.		
Sum 2 	Local Study Forest/Coast/Heath Trips * UK Geog here	KQ – What can I discover about my local area using my fieldwork skills?	coast forest heath fertile vegetation	Brand new topic – children will use geographical skills and fieldwork (compass, grid references) for map work. Children to look at the heath, New forest and coast to explore the differences in habitat, the vegetation and sustainability. Geographical skills and fieldwork. 8 points of the compass. 4 and 6 grid references. https://en.wikipedia.org/wiki/New_Forest http://talbotproject.org/key-objectives/ecology https://jurassiccoast.org/
NC Geographical skills & fieldwork		- To 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. - To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Geography NC Core Knowledge		- To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		
Year 6 Assessment Fundamentals - The following skills and knowledge should be secure for all pupils by the end of Year Six				
HISTORY			GEOGRAPHY	
<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence: Democracy, Civilisation, Society, Tyranny, Empire, Oppression, Dictatorship, Government, Parliament, War, RebellionTo be able to give clear and balanced views on contentious issues, and support their views with appropriate evidenceCompare and contrast Ancient Civilisations – Egypt and GreeceGive comprehensive answers to the Key Questions for a topic, through a variety of mediums (i.e debate, written argument, propaganda etc...)To be able to summarise their learning, and use it to support their viewsTo refer to previous learning, and show a clear understanding of chronology in their work			<ul style="list-style-type: none">To know, understand and use the following vocabulary accurately and with confidence: Culture, Trade, Agriculture, Coast, Forest, Heath, Environment, Habitat, Fertile, VegetationTo be able to confidently use maps with 4 and 6 figure grid references.To be able to identify the characteristics of different habitats and make comparisons.To identify and explain the cultural differences between the UK and France looking at both human and physical geography.To understand important locations from World War II from visiting France in the school field trip.	

History & Geography Overview All Year Groups

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year R						
Year 1	HIST: Castles & Conquerors How did William the Conqueror change Britain? Corfe Castle	HIST: Festivals - Guy Fawkes Why do we celebrate Bonfire Night?	GEOG: Africa – Madagascar What makes Madagascar unique?	HIST: Living memory - AFC Bournemouth How did the community save AFCB? <small>* Basic UK Geography here (England–Bournemouth)</small> Witchamper Stadium	HIST: Under the Sea How can we help save our seas?	Heath & Harbour What is there to see and do in Poole? <small>* Basic UK Geography here (England–Poole)</small> Talbot Heath & Poole Harbour
Year 2	HIST: Great fire of London Why was it a 'Great Fire' of London? <small>* Basic UK Geography here (England–London–Poole)</small>	GEOG: Icy Lands How and why are the Icy Lands changing?	HIST: Pirates Why did some sailors become pirates? Poole	GEOG: Islands Is it better to live on an island than on the mainland? Brownsea	GEOG: Around the world How could you travel around the world in 80 days?	GEOG: Around the world What makes countries different?
Year 3	HIST: Stone Age How do we know about the Stone Age? <small>* UK Geography here</small> Stonehenge	HIST: Romans What did the Romans ever do for us? <small>* UK Geography here</small> Bath	GEOG: Italy Why has Italian Culture spread so far and wide?	GEOG: Volcanoes - Etna/Vesuvius How do volcanoes affect the lives of people who live near them?	HIST: Invaders and settlers Who invaded and settled in the British Isles? <small>* UK Geography here</small> Badbury Rings	HIST: Nelson Mandela & Apartheid Why was Nelson Mandela important in South Africa? <small>Geog focus-South Africa</small>
Year 4	GEOG: Ancient Egypt How did the River Nile contribute to the success of the Ancient Egyptians?	HIST: Ancient Egypt What did we learn from the Ancient Egyptians? Museum trip – Egypt Room	HIST: Tudors What made Henry VIII so famous? <small>* UK Geography here</small> Hooke Court	HIST: Tudors Did Queen Elizabeth rule better than her father? <small>* UK Geography here</small> Poole Tudor History Walk	HIST: Smugglers Why did some people see smugglers as heroes rather than villains? <small>* UK Geography here</small> St Andrews Church & Chinese	GEOG: Rainforests Why is the Amazon rainforest biome unique and how is it under threat?
Year 5	HIST: Mayans Who were the Mayans and what did they do?	GEOG: Global Warming What can we do to prevent further climate change?	HIST: USA Why should we always challenge inequality?	GEOG: USA - Earthquakes & Mountains Do the biggest earthquakes cause the most damage?	HIST: Civil War Is the King always right? <small>* UK Geography here</small>	GEOG: Jurassic Coast- Local study How and why does the Jurassic coastline change?
Year 6	HIST: Ancient Greeks What did we learn from the Ancient Greeks?	HIST: WW2 How did the Hitler rise to power and how did this lead to the start of WW2? <small>* UK Geography here</small> Studland	HIST: WW2 How was Great Britain affected by WW2? <small>* UK Geography here</small> Tynham Village	GEOG: France In what ways does French culture differ from British? France	HIST: India How and why did India gain their independence?	GEOG: Local Study Forest/Coast/Heath (Geographical skills & fieldwork) What can I discover about my local area using my fieldwork skills? New Forest / Beach / Heath