**History & Geography Curriculum overview and rationale KS2**

At St John the Evangelist Primary School all children leave St John's reflecting our core mission: as good people who can make a difference in the world. Our curriculum aims to give them the knowledge and skills to achieve that mission.

We have organised our curriculum so that it is sequenced coherently so that children build on prior learning as they progress through each topic they encounter within their subjects.

History and geography have been sequenced working with subject specialists and with our school community. Each topic begins by asking a broad enquiry question. As the children progress through the lessons they pick up the knowledge and concepts to answer the question.

**Curriculum overview and rationale Y3/4**

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| **Y3/4** | **Cycle A** |
| **Subject focus** | **Why teach this now?** |
| **Geography**  **Topic Title: Europe**  **Enquiry question:**  **Are all European countries the same?** | * Look at whole of Europe building on work from KS1 on the UK and continents. * Countries, cities, environmental regions. * Latitude and longitude. * Mountains and rivers of Europe (link to rivers work on ancient civilisations). * This topic will develop a geographical understanding of Europe which will support the children’s understanding of the Roman Empire. |
| **History**  **Topic Title: The Romans**  **Enquiry question:**  **How did the Romans influence Britain today?** | * A focus on the broad history of the Roman Empire. * An investigation into the Roman impact on Britain. Why the Roman’s invaded Britain and their impact? * Invasion, immigration and the ‘push and pull’ of the Roman Empire. * This follows on from work on Europe so that pupils can place the Romans in a location. |
| **Geography/History**  **Topic Title: England Vs Italy**  **Enquiry question:**  **How is the Bay of Naples different/similar to the North West of England?** | * Regional study focusing on the North West (expanding from Macclesfield in KS1). Then compare to a region in Italy – The Naples Bay area, following work on Europe and the Romans. * A study of Pompeii –including Volcanoes and Earthquakes. The children will have lots of geographical and historical context based on work through the year. * How the archaeological remains provide a detailed glimpse of a Roman town captured and preserved in the disastrous volcanic eruption. * Use the text Escape from Pompeii to link history, geography and English work. |
| **Geography** | * **Fieldstudies**-Link with Forest school and PE- practise map and OS skills in the school grounds. |
| **Y3/4** | **Cycle B** |
| **History**  **Topic Title: Stone Age to Iron Age**  **Enquiry question:**  **What were the achievements of the Stone Age and the Iron Age?** | * Begin the KS2 journey through history at the beginning. * Provide a broad overview of the Ancient world and introduction to timelines to use throughout KS2. * Focus on all early civilizations at start then in depth study Stone Age to the Iron Age. * Children use artefacts to make inferences about how people lived. * Timelines are returned to throughout the unit to ensure children understand and remember the three different periods and key changes. * Use text ‘A Street through time’ Steve Noon to explore how land use has changed over time. Look at farming, homes and buildings, use of land for defence, religion and burial rites. * Children think critically and decide whether it was better to live in the stone age, bronze age or iron age. * Local history suggestion – Lindow Man. Late Iron Age. |
| **History/ Geography**  **Topic Title: Ancient Civilizations**  **Enquiry question:**  **What did the first ancient civilizations have in common?** | * Build on the Stone Age to Iron Age topic - look for connections, contrasts and trends. * Focus on all early civilizations at start then in depth study of Ancient Egypt. * **Geography** – cover river objectives. Find out why all the ancient civilisations were built on rivers. Look at the importance of rivers for food, fishing and later irrigation. Look at how rivers were used for trade links. * **Fieldstudies**- River studies trip to Macclesfield Forest/ Quarry bank mill. * Local history suggestion - Miss Marianne Brocklehurst. Explorer. Link to mummies. |
| **What’s the Matter?** | Include the stages of the Water cycle. |
| **Geography**  **Topic Title: The United Kingdom**  **Enquiry Question: Are all the regions of the UK the same?** | * Build on previous work on school and local area expanding to the UK. * Provide basis for developing in Y5/6. * Focus on all the UK regions – link to the 8 compass points. * Main Cities * **Fieldstudies**-Map and compass work – OS and contour work. |

**Curriculum overview and rationale Y5/6**

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| **Y5/6** | **Cycle A** |
| **Subject focus** | **Why teach this now?** |
| **History**  **Topic Title: Britain’s Wars**  **Enquiry question:**  **What was the effect of WW1 and WW2 on Macclesfield and surrounding areas?**  **Geography** | * Begin with an overview of the wars that impacted Britain post 1066. * Move to a study of WW1. Look at how WW1 began, how it ended and how it had an impact, as the peace treaty signed eventually led to another World War just 20 years later. * Explore the impact of WW1 on the local area. * Move to a study of WW2 and explore the impact on the local area. Who are our local heroes? Explore Macclesfield evacuees and the Stockport/Manchester Blitz. * Include stories and experiences from grandparents/ great grandparents. * How did Macclesfield/ Manchester change after WW2? * This topic will build on from the lower KS2 European geography topic. * **Fieldstudies –** Compare old photos and maps with present day. |
| **History**  **Light** | * Links to history topic text ‘Letters from the Lighthouse’. |
| **Geography**  **Topic Title: North America**  **Enquiry question:**  **Is there more to North America than Disney Land?** | * Geography of N America. Name the countries, capital cities, main environmental regions, mountain ranges etc. * Regional comparison between great Lakes and NW (Lake District). Use Queen of the Falls text based on the Niagara Falls. * Tourism link – some families have been and many are familiar through popular media. |
| **Science/History**  **Space** | * Link to North America topic. * Explore NASA and history of Apollo 11. * Local history link – Sir Bernard Lovell (Jodrell Bank) |
| **Geography/History**  **Topic Title: Central America and the Maya**  **Enquiry question:**  **Could the Geography of Central America cause the Mayan Civilisation to disappear?**  **Why should we study the Maya?** | * Follow on from work on North America. * Focus on geography of Central America. Name the countries, capital cities and main environmental regions, mountain ranges, climate zones and physical features. * Link with history topic on the Mayans. |
| * This follows on from work on Central America so that pupils can place the Maya in a location. * A non-European society that provides contrasts with British history. * Revisit learning from Y3/4 by looking at similarities and differences between the Maya compared to those living in Britain at the time. * Explore the achievements of the ancient Maya. * Learn about the Maya perspective of time, the calendar system, writing, maths and the environment. * Use a range of evidence sources to help understand the mystery around its demise. |
| **Y5/6** | **Cycle B** |
| **History**  **Topic Title:**  **Anglo Saxons, Vikings and Scots settlement in Britain**  **Enquiry question:**  **What was the effects of Anglo-Saxon, Viking and Scots settlement in Britain?** | * Explore the struggle for Britain. * Begins with the demise of the Roman Empire, which enables children to understand the ‘power vacuum’ left in Britain and what happened because of it. Link to work from Y3/4. * Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons and Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. * Show that the Anglo-Saxons did not exist in isolation but interacted with others around the world. * Links to geography – where did the invaders come, where did they settle and the significance of place names? * This will build on pervious UK and European geography topics. |
| **Geography**  **Topic Title: UK counties**  **Enquiry Question:**  **Why are counties and cities important to the United Kingdom’s past and present?** | * Build on Y3/4 UK study. * Develop links with settlers history focus. * Recap of coast, seas, mountains, rivers and cities. Difference between town and city. * What is a county? Link to previous topic – where did the county names come from? Learn all the counties of the UK. * **Fieldstudies**- Map and compass work. Trip to Macclesfield forest –‘map skills day’ |
| **Gepgraphy**  **Topic Title: South America**  **Enquiry question:**  **Is South America the same all over?** | * Name all the countries, capital cities, main environmental regions of South America. * Latitude and longitude * Amazon rainforest. Deforestation. * Brazil. Tribe contrast to urban. |
| **Evolution (science topic)** | * Links to pervious South America topic. Explore the Galapagus islands and Charles Darwin’s theory of evolution. |
| **History**  **Topic Title: The Ancient Greeks**  **Enquiry question:**  **How did the Ancient Greeks influence the world?** | * Find about the life and achievements of the Ancient Greeks. * Links to what was happening in Prehistoric Britain and the rest of the world at the same time to enable to children to revisit and build on learning from Y3/4. * Links to geography - consider why the geography of Ancient Greece was significant and lead to them influencing the countries around them as the Greeks traded around the Mediterranean for the resources which weren’t available in their own country. * Find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. * Move to a focus on the continuing legacy of Ancient Greeks. * Explore their influence on education, language, architecture, government and the Olympic Games. What was their greatest influence? |