



## History and Geography Coverage Document



	History	Geography	History	Geography	History	Geography
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 &amp; 2</b> <b>Cycle A</b>	<b>Fire and fireworks</b> Developing knowledge on events of the Great Fire of London and the life of Guy Fawkes.	<b>Compare London &amp; Madagascar</b> Understanding geographical differences and similarities through studying the human and physical geography of London and Madagascar. Using aerial photographs and plan perspectives to recognise landmarks such as London Bridge. Devise maps and construct keys.	<b>Medical Heroes</b> Identifying similarities and differences between ways of life from the different time periods. Developing ability to ask and answer questions.	<b>People &amp; their communities</b> Demonstrate some spoken and written knowledge of the human and physical geography near them. Identify similarities and differences between people in different communities.	<b>My family history</b> Sequencing the past; developing awareness of the past using common words and phrases relating to the passing of time.	<b>Investigating India</b> Identify India on a map using an atlas. Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and a contrasting Non-European country
<b>Year 1 &amp; 2</b> <b>Cycle B</b>	<b>Warwick Castle</b> Identifying and describing the lives significant historical people who have contributed to national achievements (Elizabeth I) Developing understanding of places in our own locality (Warwick Castle).	<b>Countries, cities &amp; seas of the UK</b> Understanding geographical differences and similarities through studying the human and physical geography in the UK. Using aerial photographs and plan perspectives to recognise landmarks and large seas in the UK.	<b>Queen Victoria</b> Demonstrate an understanding of the chronology of various significant British kings and queens To find out about the lives of a significant individual in the past who have contributed to national and international achievements.	<b>Local Area</b> First hand observations in Leamington to enhance their locational awareness. Using locational and directional language to describe Leamington's features and route on a map. Recognising landmarks such as the Pump Rooms and creating maps	<b>Travel &amp; transport</b> Describing events beyond living memory, such as the first flight. Identifying and using common words and phrases relating to the passing of time.	<b>Continents, Oceans and weather of the world</b> Developing knowledge about the world. Locating and naming the world's seven continents and five oceans. Use simple compass directions (North, South, East and West) Use world maps, atlases and globes to identify the United Kingdom and its countries

<p><b>Year 3 &amp; 4</b></p> <p><b>Cycle A</b></p>	<p><b>Stone Age</b></p> <p>Develop a chronological secure knowledge and understanding of the time period from the Stone Age to the Iron Age. Identify connections and contrasts from these time periods and comparing them to now.</p>	<p><b>Local Area</b></p> <p>Describe and understand types of settlements. Locate the key places on maps, globes and digital computer mapping. Use 8 compass points and use 4 figure grid references. Make a map including landmarks, using simple symbols in a key. Use field work to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technology</p>	<p><b>Ancient Greece</b></p> <p>Developing chronological understanding when were the Ancient Greeks around. Identifying trends over time during the Ancient Greeks and beyond.</p>	<p><b>Eastern Europe</b></p> <p>Locate the world's countries with a focus on Europe. Identify the geographical similarities and differences between the Midlands and European Russia. Using map, atlases, globes and digital/computing mapping to locate Eastern European countries and describe features studied.</p>	<p><b>Maya Civilization</b></p> <p>Exploring the Mayan civilisation and its contrasts with British history. Developing knowledge through the use of range of resources. Furthering understanding of world history.</p>	<p><b>Compare UK to South America</b></p> <p>Locate the Birmingham and Rio de Janeiro on maps, globes and digital computer mapping. Present information knowledgably about South America. Use 8 compass points and use 6 figure grid references. Make a map including landmarks, using simple symbols in a key. Name key physical and human characteristics, countries and major cities.</p>
<p><b>Year 3 &amp; 4</b></p> <p><b>Cycle B</b></p>	<p><b>Ancient Egypt</b></p> <p>Further understanding of world history. Identifying how the Egyptians have impacted lives today. Developing informed responses to big questions that involve selection and organisation of relevant information, using a range of media.</p>	<p><b>Our World</b></p> <p>Develop and embed learning on world countries. Identify countries using an atlas. Using a range of resources to locate and describe key human and physical features. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle.</p>	<p><b>Anglo Saxons &amp; Vikings</b></p> <p>Exploring and developing knowledge on Britain's settlement by the Anglo-Saxons and Scots. Developing understanding through the use of range of resources. Developing chronological understanding of the Viking and Anglo-Saxons struggle for the kingdom of England to the time of Edward the Confessor. Identifying events over time period and beyond.</p>	<p><b>The UK</b></p> <p>Name and locate counties and cities of the United Kingdom. Locate the key places on maps, globes and digital computer mapping. Use 8 compass points and use 4 figure grid references. Make a map including landmarks, using simple symbols in a key.</p>	<p><b>The Roman Empire</b></p> <p>Using a range of sources to understand how the past is constructed. Developing knowledge on a significant turning points in Roman history, how the Romans have affected the world.</p>	<p><b>Natural Disasters</b></p> <p>Describe and understand types of settlements. Locate the key physical features on maps, globes and digital computer mapping. Describe and understand physical geography such as earthquakes and volcanos. Make a map including landmarks, using simple symbols in a key.</p>
<p><b>Year 5 &amp; 6</b></p> <p><b>Cycle A</b></p>	<p><b>WW2</b></p> <p>Extending chronological knowledge, exploring how previous events impacted WW2. Developing ability to devise historically valid questions about cause and significance.</p>	<p><b>Mountains of world</b></p> <p>Identifying key topographical features such as mountains and hills and land use-patterns, understanding how some of these aspects have changed over time. Use aerial photographs to recognise landmarks.</p>	<p><b>Tudors (Ancient Greece 2023)</b></p> <p>Further understanding of British history. Identifying similar constructs the Tudors had that we still have e.g. parliament. Developing informed responses to big questions that involve selection and organisation of relevant information, using a range of media.</p>	<p><b>Rivers and coasts</b></p> <p>Describe and understand key aspects of the water cycle. Use maps and atlases and globes and computer mapping to locate features. Use fieldwork to observe and present physical features using a variety of methods.</p>	<p><b>How life has changed during the reign of Queen Elizabeth I?</b></p> <p>Use historical enquiry to identify similarities and differences between the 1950s and 21<sup>st</sup> century. Use chronological order to identify how life has changed since Queen Elizabeth reigned.</p>	<p><b>Biomes and climate change</b></p> <p>Identify the Prime/Greenwich Meridian and time zones (including day and night). Describe and understand climate zones, biomes and vegetation belts. Locate the key physical features on maps, globes and digital computer mapping.</p>

<p><b>Year 5 &amp; 6</b></p> <p><b>Cycle B</b></p>	<p><b>WW1 (Maya for Y6 2023)</b></p> <p>Using a range of sources to understand how the past is constructed. Developing knowledge on a significant turning point in British history, how WW1affected British people at the time and how it has affected Britain now.</p>	<p><b>Sustainability</b></p> <p>Locates and describes some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. Understands how a region has changed. Identify the impact humans are having on our planet.</p>	<p><b>Victorians</b></p> <p>Extending chronological understanding and depth of knowledge in Leamington. Understanding the affect features developed in this period had at the time and now, through making links to events such as the first railways. Developing ability to devise historically valid questions about cause and significance</p>	<p><b>Local Area</b></p> <p>Describe and understand types of settlements and land use. Locate the key places on maps, globes and digital computer mapping. Use 8 compass points and use 6 figure grid references. Make a map including landmarks, using simple symbols in a key. Use field work to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technology.</p>	<p><b>Powerful Activists</b></p> <p>Investigate famous figures that have impacted today's society. Understand how their movement has impacted the world we live in using historical enquiries.</p>	<p><b>Trade Links</b></p> <p>Describe and understand key aspects of economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water. Use maps and atlases and globes and computer mapping to locate features. Use fieldwork to observe and present human features using a variety of methods.</p>
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