

KS2 Four Year rolling programme Overview

	2021/2022 A2	2018/2019 B2	2019/2020 A1	2020/2021 B1
Autumn	<p>Our World -Pre-history (Stone age/Hunter Gather) - Bronze Age -Iron Age</p> <p>KS1 – Through my window (local history/geography) and toys</p>	<p>Grand designs Romans in Britain</p> <p>KS1- Great fire of London, houses & homes</p> <p>Event = Great Fire of London, People- Samuel Pepys</p>	<p>Extreme Environment Earthquakes/volcanoes - All over world</p> <p>KS1 – Hot and Cold places. (Australia compared to UK) Polar regions. Nelson Mandela</p>	<p>Field to Fork - Distribution of natural resources - Trade/Economics (Y5/6) - Land use (Y3/4)</p> <p>KS1 – Food (including world war two rationing) Harper Adams- Local history</p>
Spring	<p>The Explorers - Mayans - South America</p> <p>KS1 – Great Explorers Significant Person = Neil Armstrong, Tim Peake, Christopher Columbus</p>	<p>Saving our planet - Rainforest/Amazon - South America environment/water cycle</p> <p>KS1 – recycling and plastic pollution, weather</p>	<p>Invaders & Settlers Anglo Saxons & Vikings</p> <p>KS1 – Pirates Captain Blackbeard & Oceans</p>	<p>Night at the Museum - Egyptians</p> <p>KS1 – Dinosaurs</p> <p>Significant Person = Mary Anning</p>
Summer	<p>Cracking ideas KS2-Local history (Industrial Revolution, The black country museum)</p> <p>KS1- Travel and Transport Significant Event = The first aeroplane flight, The Wright Brothers, Amelia Earhart</p>	<p>Over the Hills -European Country (France/Alps/mountains/Paris)-</p> <p>KS1 - Let Me Tell You A Story, castles/local history Kings and Queens (Elizabeth I and Queen Victoria) Significant Events = Link to Kings & Queens</p>	<p>Heroes and Legends - Greeks Olympics</p> <p>KS1 Superheroes – People who help us. Florence Nightingale Edith Cavell</p>	<p>Journeys -Barmouth/seaside Field studies/skills</p> <p>KS1 – The Seaside Significant Event = Titanic</p>

Autumn	2021/2022 Our World	2022/2023 Grand Designs	2019/2020 Extreme Environments	2020/2021 Field to Fork
Aut KS 2	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066???</p> <ul style="list-style-type: none"> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day 	<p>- Earthquakes/volcanoes</p> <p>Physical geography – describe and understand key aspects of volcanoes and earthquakes</p> <p>Locational knowledge - locate the world's countries using maps</p> <p>Geographical skills – use maps, atlases, globes and digital mapping to locate countries and describe features studied</p>	<p>Distribution of natural resources</p> <p>- Land use (Y3/4) Human geography – describe and understand types of land use</p> <p>Geographical skills - 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</p> <p>Geographical skills – use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>- Trade/Economics (Y5/6) Human geography – describe and understand types of settlement, land use and economic activity, including trade links, and the distribution of natural resources, including energy, food, minerals and water</p> <p>Geographical skills – use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Locational knowledge - locate the world's countries using maps</p>
Autumn	2021/2022 Our World	2022/2023 Grand Designs	2019/2020 Extreme Environments	2020/2021 Field to Fork
Aut KS1	<p>Human and physical geography</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. <p>History</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should 	<p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>History</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally – The Great Fire of London significant historical events, people and places in their own locality – The Great Fire of London, Samuel Pepys. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>History</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements - Nelson Mandela. 	<p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>History</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally – Remembrance Day significant historical events, people and places in their own locality – Harper Adams

Spring	2021/2022 Famous Explorers	2022/2023 Saving our Planet	2019/2020 Pirates	2020/2021 Night at the museum
KS2 Spring	<p>- Mayans - South America</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Geographical skills – use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Geographical skills - 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 wider world</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography a region in a South American country</p> <p>Locational knowledge - 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)</p>	<p>- Rainforest/Amazon - South America environment/water cycle</p> <p>Geographical skills – use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Locational knowledge - locate the world's countries using maps</p> <p>Human geography – describe and understand types of settlement, land use and economic activity, including trade links, and the distribution of natural resources, including energy, food, minerals and water</p> <p>Physical geography – describe and understand key aspects of climate zones, biomes, vegetation belts, rivers and the water cycle.</p> <p>Locational knowledge - 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)</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture ▪ Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> ▪ Viking raids and invasion ▪ resistance by Alfred the Great and Athelstan, first king of England ▪ further Viking invasions and Danegeld ▪ Anglo-Saxon laws and justice ▪ Edward the Confessor and his death in 1066 <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066???</p> <ul style="list-style-type: none"> ▪ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century 	<p>- Egyptians</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Locational knowledge - locate the world's countries using maps</p>
KS1 Spring	<p>Locational knowledge</p> <p>♣ name and locate the world's five oceans</p>	<p>Human and physical geography</p> <p>use basic geographical vocabulary to refer to:</p>	<p>Locational knowledge</p> <p>♣ name and locate the world's five oceans</p>	<p>Human and physical geography</p> <p>use basic geographical vocabulary to refer to:</p>

	<p>Place Knowledge</p> <ul style="list-style-type: none"> ♣ understand geographical 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 <p>History</p> <ul style="list-style-type: none"> ♣ the lives of significant individuals in the past who have contributed to national and international achievements – Christopher Columbus/Neil Armstrong/Tim Peakes 	<ul style="list-style-type: none"> ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>History</p> <ul style="list-style-type: none"> ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Energy/recycling/pollution ♣ significant historical events, people and places in their own locality – Charles Darwin and David Attenborough. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. <p>History</p> <ul style="list-style-type: none"> ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Forms of Communication 	<ul style="list-style-type: none"> ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>History</p> <ul style="list-style-type: none"> ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Mary Anning
Summer	2021/2022 Cracking Ideas, inventions.	2022/2023 Over the Hills	2019/2020 Heros and Legends	2020/2021 Journeys
Summer KS2	<p>A local history study (Industrial Revolution, Blists Hill)</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • a significant turning point in British history, for example, the first railways or the Battle of Britain • the changing power of monarchs using case studies such as John, Anne and Victoria??? 	<p>-European Country (France/Alps/mountains/Paris)</p> <p>Locational knowledge - locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography a region in a European country</p> <p>Physical geography – describe and understand key aspects of mountains</p> <p>Human geography – describe and understand types of settlement, land use and economic activity, including trade links</p> <p>Geographical skills – use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Geographical skills - 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 wider world</p>	<p>- Greeks Olympics</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Locational knowledge - locate the world's countries using maps</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066???</p> <ul style="list-style-type: none"> ▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day??? 	<p>- Barmouth/seaside Filed studies/skills</p> <p>Geographical skills – use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Geographical skills - 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</p> <p>Geographical skills - 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 UK</p> <p>Locational knowledge - name and locate counties 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</p> <p>Human geography – describe and understand types of settlement, land use and economic activity</p> <p>Physical geography – describe and understand key aspects of a British coastal location</p>

<p>Summer KS1</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> ♣ name and locate the world's seven continents <p>Human and physical geography</p> <ul style="list-style-type: none"> ♣ 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 <p>History</p> <ul style="list-style-type: none"> ♣ events beyond living memory that are significant nationally or globally – First Flight, Wright brothers, 	<p>Location Knowledge</p> <ul style="list-style-type: none"> ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>History</p> <ul style="list-style-type: none"> ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Elizabeth I and Queen Victoria 	<p>Human and physical geography</p> <ul style="list-style-type: none"> ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>History</p> <ul style="list-style-type: none"> ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Mary Seacole and/or Florence Nightingale and Edith Cavell 	<p>Location Knowledge</p> <ul style="list-style-type: none"> ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>History</p> <ul style="list-style-type: none"> ♣ events beyond living memory that are significant nationally or globally – The Titanic ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Transport
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