

# History and Geography Intent: Year 1 -6

Year Group 1	Autumn Term	Spring Term	Summer Term
<b>History</b>	<p><b>Who are our heroes?</b> Good and bad right and wrong. Today's heroes – Nurses Doctors police History heroes – Florence Nightingale and Mary Seacole</p>	<p><b>How has life changed since our Queen was born?</b> Changes within living memory.</p>	<p><b>Why was the Great Fire of London so Great?</b> Explore the story of the Great Fire of London through considering – cause and consequence of it.</p>
<b>Intent</b>	<p>The pupils will start exploring those heroes in today's society (Nurses/doctors link to pandemic). This will lead to the study of History heroes Florence Nightingale and Mary Seacole. Having explored the concept of change within nursing they will then look at change within living memory with a focus on 'The Queen' and explore how her life as a child is different to theirs. They will explore the most important changes that have happened in her lifetime. Through looking at where the Queen lives, the children will learn about London and a significant event that took place in London in the past. They will develop their knowledge of the past through the story of The Great Fire of London.</p>		
<b>Geography</b>	<p><b>Street Detectives</b> Plan drawings of the classroom – know own address and location within Coventry and the where Coventry is in the British Isles. Use maps and plans and carry out fieldwork in the local area.</p>	<p><b>Bright Lights, Big City</b> Name, locate and identify characteristics of the four countries of the UK. Using maps and photographs develop knowledge of London and its features/key landmarks. Identify Buckingham Palace as the home of the queen.</p>	<p><b>Splendid Skies</b> Aspects of seasonal and daily weather patterns including the location of hot and cold areas in the world and being introduced to maps of the world to identify continents and oceans</p>
<b>Intent</b>	<p>The children will start with maps and plans of the classroom and the school then progressing to the local area. They will develop their knowledge of the local area first and carry out fieldwork then progress to knowledge of the United Kingdom through using maps and name the four countries and capital cities. Through a study then of weather patterns the children will be introduced to maps of the world and they will identify hot and cold places on a world map as well as the seven continents and five oceans.</p>		

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Year Group 2	Autumn Term	Spring Term	Summer Term
<b>History</b>	Who were the bravest, Pirates or Explorers? Sea exploration and famous pirates. Captain Cook and Anne Bonny		Which form of transport changed our world the most? Space exploration, the significance of the moon landing, Neil Armstrong. Significant people Frank Whittle who invented the jet engine – trip to the Air Museum? How Coventry is also famous for other forms of Transport with the car industry and bicycles
<b>Intent</b>	Pupils will study a variety of modes of transport and exploration during the year from different ages and explore the strong link to Coventry and making forms of transport with Daimler, Rolls Royce etc. They will look at Sir Frank Whittle who was a local person of significance in relation to Air travel. The various modes of transport will be placed on a timeline so that children will develop their chronological understanding of how people travelled around the world in the past and will be able to compare this to now. They will use the theme of transport to look at the lives of significant individuals who have contributed to National and international achievements –Christopher Columbus.		
<b>Geography</b>	Why do we like to be beside the seaside? Focus on coastline and geographical vocabulary	Where would you prefer to Live England or .....? Knowing what people of the contrasting locality are proud of, Identifying the main differences between our country and the contrasting locality.	
<b>Intent</b>	To build on the knowledge they developed in Y1 of the United Kingdom, Y2 will start with a study of another location in the UK that contrasts with the two place studied in Y1 (Coventry and London) and incorporate a study of the seaside town (may have been to one during the summer holidays). Children will then compare and contrast their locality with a non-European contrasting locality. They will develop understanding of where in the world the contrasting locality is – identifying the continents of the world and naming the five oceans. They will also develop their knowledge of climate in that part of the world and gain an understanding of how people live there and how their lives might be different to our own.		

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Year Group 3	Autumn Term	Spring Term	Summer Term
<b>History</b>	The Stone Age, Bronze Age or Iron Age. When Would you prefer to have lived? Changes in Britain from the Stone Age to the iron Age.		Ancient Egypt: How did the civilisation of Egypt Wax and wane? The achievements of the earliest civilizations.
<b>Intent</b>	Children will start their chronological journey through history establishing clear narratives between periods studied. In year 3 they will compare the Stone Age, Bronze Age and Iron Age considering how life differed between these three periods of time before deciding which was the best period to have lived in. Children will then move on to study the achievements of an ancient civilisation – Ancient Egypt. They will study a range of sources to discover what they can learn about life in Ancient Egypt. They will compare the pharaohs who reigned and try to discover why some were remembered as great pharaohs.		
<b>Geography</b>		<b>Cornwall (Place Knowledge – a region of the UK)</b> Locational knowledge – locate cities in the UK and counties. Understand geographical similarities and differences through the study of human and physical geography of a region in the UK. <b>Rivers</b> Describe and understand key aspects of physical geography including rivers and the water cycle.	<b>Rocks, Relics and Rumbles:</b> Describe and understand key aspects of physical geography including volcanoes and earthquakes.
<b>Intent</b>	Children will compare where they live with another region in the UK and identify similarities and differences in the physical and human geography. They will make maps, including use of basic OS symbols, of regions studied using aerial images and other models. They will use four compass directions and key vocabulary to help navigate themselves around different routes. They will use simple fieldwork and observational skills to study the immediate environment. Children will learn to name and locate rivers around the UK before focusing on a river located in the regions studied (River Nile). Physical geography will also include studying formation of volcanoes and the causes of earthquakes.		

Year Group 4	Autumn Term	Spring Term	Summer Term
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<b>History</b>	<b>Ancient Greece: Can we thank the Greeks for anything in our lives?</b> A study of Ancient Greek life and achievements and their influence in the western world.	<b>Ancient Rome: Why was the Roman Empire so envied?</b> The impact of the Roman Empire.	<b>Was Medieval Baghdad more advanced than Medieval London?</b> A non-European society providing contrast with British History.
<b>Intent</b>	Children will build on their knowledge of Ancient Civilisations and move to study Ancient Greece. They will study a variety of sources to help teach them what life was like for the Ancient Greeks. Children will study the achievements of the Greek and gather their own conclusions on the legacy they have left behind in today's world. Through a study of the Roman Empire, children will build on the knowledge taught in year 3, where they discovered how the Egyptian Empire was lost to the Romans. They will study how the Roman Empire kept growing and why they were envied by so many. Children will continue their work on early civilizations through a study of Medieval Baghdad – a non-European society – to provide contrast with British and European history already studied. Children will learn about the rapid developments that took place in this early Islamic civilization and how these developments outstripped these of anywhere else in the world. They will look at why this civilization grew so rapidly, recognising just how far it spread and its contribution to the Islamic Golden Age. Children will then compare with life in London at the time around 900AD.		
<b>Geography</b>	<b>Map Skills</b> Use maps, atlases and globes to locate countries and describe features studied. Use the 8 compass points and four figure grid references, symbols and key to build knowledge of the UK and wider world.	<b>Misty Mountains</b> Describe and understand aspects of physical geography including mountains.	<b>An Eye on Europe: Poland</b> Locational Knowledge: Locate the world's countries using maps to focus on Europe. Understand geographical similarities and differences through a study of human and physical geography of a region in a European country.
<b>Intent</b>	Children will develop their place knowledge through a study of a European country, making links to history topics (Greece – Ancient Greeks or Italy – The Romans) as they locate countries in Europe. They will understand the position of the country studied in the world using geographical vocabulary – equator, hemispheres. After revising the position of major rivers in the UK they will explore rivers around the world. Children will then build on this physical geography through the study of mountains in the UK and around the world. They will continue to develop their map and fieldwork skills using atlases to explore countries and they will use the 8 compass points.		

## History and Geography Intent: Year 1 -6

Year Group 5	Autumn Term	Spring Term	Summer Term
<b>History</b>	<p><b>Anglo Saxons and Vikings: Why was there so much rivalry between the Anglo-Saxons and the Vikings?</b>                      Britain's settlements by Anglo-Saxons. Viking and Anglo-Saxons struggle for the Kingdom of England.</p>		<p><b>Local History Study: How is the history of Britain reflected in our local area?</b> A local history study.</p>
<b>Intent</b>	<p>After studying history from other parts of the world, in previous years, children will move to focus on Britain's settlements by the Anglo Saxons. They will consider why they chose to settle in Britain, where they settled and think about their daily life. Children will examine how the Vikings invaded Anglo Saxon settlements, considering how and why they did this. They will explore the leaders of the Anglo Saxons and Vikings, considering who was the most successful and why. Children will complete an in-depth local history study of our local area. They will develop their understanding of chronology through their study of local history reflecting on key periods, including medieval, early modern, 19<sup>th</sup> century and the 20<sup>th</sup> century.</p>		
<b>Geography</b>		<p><b>Sow, Grow and Farm:</b> Human geography; including types of settlement and land use, economic activity including trade links and distribution of natural resources including energy, food, minerals and water.</p>	<p><b>An Eye on the World – Africa:</b> Locational knowledge of continents in our world, with a focus on Africa.</p>
<b>Intent</b>	<p>Children will develop their locational knowledge through a study of a continent - Africa, exploring physical and human features and comparing to other places studied in the world. From this their locational knowledge will develop to understand lines of latitude and longitude and time zones. Through exploration of farming in the UK they will use four figure and six figure grid references and a range of OS map symbols. Children will understand the various climate zones around the world and make links to crops farmed in different areas of the world.</p>		

## History and Geography Intent: Year 1 -6

Year Group 6	Autumn Term	Spring Term	Summer Term
<b>History</b>	Which Elizabeth should win the award for 'Best English Monarch'? A study of an aspect or theme in British history extending beyond 1066.	World War 2: Why was the Battle of Britain so much more than a Battle for Britain? A study of an aspect of British History with links to the impact of the war on our city of Coventry – The Blitz.	Which has the meaning of the word criminal changed so much in Britain? A study of changes in the justice system in Britain.
<b>Intent</b>	Children will examine the changing powers of the monarchy finding evidence to support who they would award the Best Monarch. Children will study a significant turning point in history – The Battle of Britain – identifying the causes that led to the outbreak of WW2 in the years before and the consequences that then followed as a result. They will examine a variety of sources to help them arrive at judgments as to why Britain needed to win 'The Battle of Britain'. They will consider the impact war had in our local area and other areas in the UK. Before considering the dramatic impact war had on the life of the Jews.		
<b>Geography</b>	<b>Doly Moch – Map Skills/Wales</b> Using fieldwork to understand physical and human features of the local area and an area visited (Doly-Moch). Use of grid references, OS maps symbols, to build knowledge of the UK.	<b>Frozen Kingdoms and Explorers</b> Identify the position and significance of the Arctic and Antarctic Circle. Describe and understand the key aspects of physical geography including climate zones.	<b>An Eye on the World: North America</b> Understand geographical similarities and differences through a study of human and physical geography with North America.
<b>Intent</b>	Mapping and fieldwork skills will make practical links to the Year 6 residential trip to Doly Moch where children will revise the use of 4 and 6 figure grid references and apply them during orienteering work at Doly-Moch. Children will explore the 'frozen kingdoms' (Arctic and Antarctica), identifying the position of the Arctic and Antarctic circles. They will describe key aspects of physical geography by placing these 'frozen kingdoms' and other areas they've studied in previous years into climate zones. Children will further their understanding of the physical geography of these places by studying famous explorers and their expeditions to these places. Children will continue to explore another continent in the world, to develop their place and locational knowledge, through a study of North America.		