

Curriculum Overview for Year 5 and 6

| Cycle A | | | Cycle B | | |
|---------|---------------------------|---------------------------------|------------------------|--|------------------------|
| WW2 | All Gold: The Maya (AGTM) | Darwin and the Galapagos (DatG) | Ancient Greece (AG) | Our Changing World: Mapping Our Future (OCW) | The Space Race (SR) |

| Geography Objectives | Topic | History Objectives | Topic |
|--|--------------------------------|--|--------------------------|
| LOCATIONAL KNOWLEDGE Children should be taught to: a use maps to locate the world's countries with a focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; a identify the position and significance of latitude, longitude and use longitude and latitude to find locations on a map, the Prime/Greenwich Meridian and time zones, Arctic and Antarctic Circle; b use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key. | AGTM WW2 OCW OCW DatG AGTM | HISTORICAL KNOWLEDGE Pupils should be taught about: A local history study – WW2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW2 Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history | WW2 WW2 AG AGTM |

| HUMAN AND PHYSICAL GEOGRAPHY | | | |
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| Children should be taught to describe and understand: | | HISTORICAL INTERPRETATIONS | |
| Physical geography | DatG | a find and analyse a wide range of evidence about the past; | All |
| climate zones, biomes and vegetation belts, mountains | OCW | b use a range of evidence to offer some clear reasons for different | AG SR |
| Human geography | AGTM | interpretations of events, linking this to factual understanding | 3K |
| types of settlement and land use | AG | about the past; | |
| economic activity including trade links | | c consider different ways of checking the accuracy of interpretations of the past; | AG |
| distribution of natural resources including energy, food, minerals | | d start to understand the difference between primary and | 4.6 |
| and water | | secondary evidence and the impact of this on reliability; | AG |
| PLACE KNOWLEDGE | | e show an awareness of the concept of propaganda; | WW2 |
| Children should be taught to: | | f know that people in the past represent events or ideas in a way that | |
| understand geographical similarities and differences through the study of human and physical geography of a region of the United | AG | may be to persuade others; | |
| Kingdom and a region in a European country. | WW2 | g begin to evaluate the usefulness of different sources | All |
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| | | HISTORICAL INVESTIGATIONS | 140442 |
| | | Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | WW2 OCW |
| | | Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. | |
| | | Children should be taught to | |
| | | a recognise when they are using primary and secondary sources of information to investigate the past; | All |
| | | use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; | All |
| | | select relevant sections of information to address historically valid questions and construct detailed, informed responses; | All |
| | | investigate their own lines of enquiry by posing historically valid | |
| | | questions to answer. | |

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| GEOGRAPHICAL SKILLS AND FIELDWORK | | CHRONOLOGICAL UNDERSTANDING | |
| Children should be taught to: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied b 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 c 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. | WW2 OCW OCW WW2 | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children should be taught to: a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. | WW2 |
| | | KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST Pupils should note connections, contrasts and trends over time. Children should be taught to: a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. | AG AGTM AG AGTM WW2 |

| PRESENTING, ORGANISING AND COMMUNICATING | All |
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| Pupils should develop the appropriate use of historical terms. | |
| Children should be taught to: | |
| a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; | |
| b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; | |
| c plan and present a self-directed project or research about the studied period. | |