



Coverage Map – Hope Federation - Geography and History

Year A

	<p>Autumn 1 The UK <i>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.</i> Can you name and describe features of the 4 countries of the UK and name their capital cities?</p>	<p>Autumn 2 Great fire of London <i>Understand the past through settings, characters and events encountered in books read in class and storytelling. Learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i> Why did the Great Fire of London last so long?</p>	<p>Spring 1 Travelling round the world <i>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.</i> Can you describe with directions how to get from one continent to another?</p>	<p>Spring 2 Transport <i>Talk about the lives of the people around them and their roles in society. Study changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Study significant historical events, people and places in their own locality.</i> Why did types of transport change?</p>	<p>Summer 1 Continents and oceans <i>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.</i> Can you name and locate the world's 7 continents and 5 oceans.</p>	<p>Summer 2 Christopher Columbus and Charles Darwin <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Learn about 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.</i> Why do we remember Charles Darwin and Christopher Columbus?</p>
R/1/2						
3/4	<p>Mountains and rivers <i>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i> Can you explain the water cycle? Can you name differences that you would see on two different mountains?</p>	<p>The British Empire and trade <i>Identify and give reasons for historical events, situations and changes relating to the British Empire in India. Identify some of the results of the legacy of the British Empire in India.</i> How can you tell that India is part of our past and our current lives?</p>	<p>Countries that grow cocoa <i>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).</i> Can you explain the terms above?</p>	<p>History of Chocolate <i>Study a non-European country where the cocoa bean is grown, such as Central American civilization of the Ancient Mayans.</i> What did the Mayans leave behind?</p>	<p>Stone age settlements <i>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i> How did stone age people choose where to live?</p>	<p>Hunters and gatherers <i>Study changes in Britain from the Stone Age to the Iron Age. Include late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</i> Which aspects of Stone Age and Iron Age life would you keep and which would you fear?</p>



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5/6

<p>Countries involved in WW2 <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> Can you find the countries, regions and cities involved in WW2 on maps? Which side were they on?</p>	<p>WW2 in Britain <i>Study how WW2 affected children in the city and in the countryside.</i> <i>Begin to offer explanations about why people in the past acted as they did.</i> What would life have been like as an evacuee?</p>	<p>UK countries, cities and regions <i>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.</i> How have crimes been punished in different countries and regions in the UK at different times?</p>	<p>Crime and Punishment <i>Study crime and punishment from the Anglo-Saxons to the present.</i> <i>Understand that the past is represented and interpreted in different ways and give reasons for this.</i> <i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</i> Does the crime fit the punishment? Why?</p>	<p>Extreme locations and climates <i>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i> Can you describe the processes that cause volcanoes, tsunamis and one other natural disaster?</p>	<p>Ancient Greece <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i> What would an Ancient Greek recognise in our world?</p>
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Year B

R/1/2

<p>Autumn 1 <i>The weather and seasons</i> <i>Identify seasonal and daily weather patterns in the United Kingdom.</i> <i>Find the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i> What are the seasons? What might you find in hot and cold regions?</p>	<p>Autumn 2 <i>Guy Fawkes</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> <i>Develop an awareness of the past, using common words and phrases.</i> <i>Know where the people and events they study fit within a chronological framework.</i> What was life like when Guy Fawkes was alive?</p>	<p>Spring 1 <i>Where food comes from</i> <i>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.</i> What is it like where my food is grown?</p>	<p>Spring 2 <i>History of Farming</i> <i>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> <i>To know about events beyond living memory that are significant nationally or globally</i> <i>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>To know about changes within living memory.</i> How has farming changed?</p>	<p>Summer 1 <i>Local area</i> <i>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.</i> <i>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.</i> Can you describe the physical and human features on maps and photos?</p>	<p>Summer 2 <i>Castles and Royal Family</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> <i>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i> How has the Royal Family changed within living memory? Can you imagine what Castle Rising used to look like?</p>
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<p>3 / 4</p> <p>Location of pyramids <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> What physical features would you have seen around the pyramids?</p>	<p>The afterlife in Ancient Egypt <i>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</i> How did Ancient Egyptians ensure they would be ready for the afterlife?</p>	<p>Roman settlements <i>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i> Why were Roman settlements built where they were?</p>	<p>Roman Britain <i>Learn about successful invasion by Claudius and conquest, including Hadrian’s Wall and learn about British resistance by Boudica. Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</i> Why did Boudicca revolt? What impact did this have?</p>	<p>Coastal settlements <i>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.</i> What do coastal settlements have in common and how have they changed?</p>	<p>Seaside Holidays <i>Study how railways opened the way for seaside holidays and focus on a local seaside resort. Put events, people, places and artefacts on a timeline.</i> What can we see that shows how Victorians and Edwardians holidayed at a seaside town in Norfolk?</p>
<p>5/6</p> <p>Map work of local area <i>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</i> Can you describe the human and physical features in our local area?</p>	<p>Norfolk life including schools <i>Study the history of schools in Norfolk and focus on the Burston Strike School.</i> Who supported the Burston Strike School and who opposed it? Why?</p>	<p>Icebergs and cross Atlantic route <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</i> Can you describe the hopes of the people on the titanic?</p>	<p>Sinking of the Titanic <i>Study the history of sail and steam culminating in the sinking of the Titanic. Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</i> What were the advantages and disadvantages of travelling by steam compared to sail?</p>	<p>Settlements and kingdoms <i>Use the 8 points of a compass, 4- and 6-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</i> Can you navigate the journey of the Anglo-Saxons and Vikings?</p>	<p>Anglo Saxons and Vikings <i>Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</i> What did Anglo-Saxons and Vikings leave for us to discover?</p>