Bedenham Primary School History & Geography 2014/15

Year Group / Term	Year 1/2 Cycle 2	Year 3/4 Cycle 2	Year 5/6 Cycle 2
Autumn	**My Ace Place** A Local Study (of Bridgemary) focussing on fieldwork and practical map-reading skills. use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map *Use aerial photographs and plan perspectives to recognise landmarks and basic 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 the key human and physical features of its surrounding environment. *Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather *Key human features, including: city, town, village, factory, farm, house, office, and shop	**Ancient Egypt** Throughout this unit the children will be exploring the Ancient Civilisation of Egypt. They will be exploring, in depth, how and when this civilisation appeared and their culture, beliefs and way of life. The children will also develop their enquiry skills by looking in depth at the burial rites (mummification) of the Ancient Egyptians.	**Where on Earth?!** Focus on major physical features incl water cycle *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) *Describe and understand key aspects of: *Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle *Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *Use the eight points of a compass, four-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
Spring	**The Grisly Gun Powder Plot** During this unit the children will undertake a cause and effect enquiry into the Gunpowder Plot. The children will be able to explain why we celebrate November 5th annually and what effect the plot had on British History. They will begin to explore the Stuart period and why the plotters felt it necessary to try and assassinate King James I. They will also look at the lasting effect of the Gun Powder Plot and the repercussions it has had on our society.	**Great Great Britain** **(cross-curr links with History/PE)** Use Olympic torch route as inspiration – can you design your own 'Tour De Britain' route to cross every county/main city? What will athletes/cyclists need to know? *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *Use the eight points of a compass, four-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 *Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**From Anglo-Saxons to Vikings. How did that happen?** This unit continues to develop the children's understanding of chronology after the Roman Invasion of Britain. We will be exploring the fall of the Roman Empire and the ascension of the Anglo-Saxons. We will look at the Scot's invasion from Ireland to north Britain (now Scotland) and we will be looking at the Anglo-Saxon way of life, their art and culture, crime and punishment in the period and the conversion to Christianity. We then move on to the Viking raids and invasion of Britain once again. We look at the resistance given by Alfred the Great and Athelstan – the first King of England. We will also look at Edward the Confessor and his death in 1066.
Summer	**Spot the difference!** A focused study comparing our area with a non-European country. *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country *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 *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 *Use basic geographical vocabulary to refer to: *Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather*Key human features, including: city, town, village, factory, farm, house, office, and shop	**Worrisome World War Two.** During this local history study we will be exploring all about Gosport and Portsmouth's involvement in the evacuation of Dunkirk. We will look at home life was changed for local people in the area during the war and how the boat owners of Portsmouth and Gosport pulled together to help the soldiers. We will also be looking at Haslar and the enormous impact it had on supporting the sick and injured soldiers.	**Big Business, Big Decision** A comparison of the merits of different world localities to build a new factory Incl. possible impact to/from physical environment - destruction of rainforest, pollution of water system, proximity to tectonic plates, etc *Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America *Describe and understand key aspects of: *Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle *Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies *Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *Use the eight points of a compass, four-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