



Ilam C of E (VA) Primary School

“Learning, achieving and thriving as a school family through God’s love.”

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” (Jeremiah 29 v11)

3 Year Rolling History and Geography Overview - Kingfisher Class (Year 4, 5, 6)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Geography skills	Crime and Punishment through the ages	The Ancient Greeks	Local Geography Fieldwork – Dovedale	WW2 and changed to Europe since then	
	Geography Day – Costa Rica, Iceland, Vietnam and Tanzania <i>Spirituality:</i> <i>What is it like living in different parts of the world?</i>	Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.	Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. Gain greater Historical perspective by placing their growing knowledge into different contexts. <i>Look for links and effects in the time studied.</i>	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 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,	Place the time studied on a timeline, compare where this fits in to topics previously studied. <i>Identify key features and events of time studied.</i> <i>Compare different accounts of events from different sources – fact or fiction.</i> <i>Use evidence to build up a picture of a past event.</i> <i>Construct own responses beginning to select and organise relevant Historical information.</i>	

		Study different aspects of different people – differences between men and women. Link sources and work out how conclusions were arrived at. Begin to identify primary and secondary sources. Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. Spirituality: <i>What difference would be made if this never happened?</i>	Offer a reasonable explanation for some events. Offer some reasons for different versions of events. Choose relevant material to present a picture of one aspect of life in time past. Ask and answer a variety of questions. Recall, select and organise historical information. Spirituality: <i>What difference would be made if this never happened?</i> <i>Consider social structure, rights etc – comparison</i> <i>Think about: Family experiences etc, rights/ wrongs of past events, the characteristics of bad people, what can be done to stop injustice?</i>	including sketch maps, plans and graphs, and digital technologies. Spirituality: <i>Think about landscape changes – why have they happened? Think about the history of it.</i> <i>How are we changing the landscape? Are we making it better or worse? How can we help?</i> <i>Links to tourism</i>	Spirituality: <i>What difference would be made if this never happened?</i> <i>Consider social structure, rights etc – comparison</i> <i>Think about: Family experiences etc, rights/ wrongs of past events, the characteristics of bad people, what can be done to stop injustice?</i> <i>Advances on the world (science) and loss of knowledge – think about the impact of this around the world</i>
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Year B	The UK (cities, counties and countries) focusing on a UK town or city	A European Country – Iceland and Greece	The Tudors	The Invaders – Vikings, Saxons, Normans and Scots	Ilam Hall Study – Fieldwork and mapping, links to the local area and national trust
	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 Spirituality: <i>How does my life compare to those living in different countries?</i>	Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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. Spirituality: <i>Cultures around the world</i> Comparative study of hot and cold countries.	Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. Make comparisons between different times in the past. Compare an aspect of life with the same aspect in another period. Be aware that different evidence will lead to different conclusions. Answer and devise own historically valid questions about change, cause, similarity and difference and significance.	Use terms related to the period and begin to date events. Understand more complex Historical terms e.g. BC/AD/CENTURY Examine causes and results of great events and the impact on people. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Use the library and internet for research with increasing confidence. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. Spirituality: <i>Consider social structure, rights etc – comparison</i> <i>Think about: Family experiences etc, rights/ wrongs of past events, the characteristics of bad people, what can be done to stop injustice?</i>	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 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. Spirituality: <i>Think about landscape changes and the history of this.</i> Environmental improvements - think about landscape changes

			Select and organise information to produce structured work, making appropriate use of dates and terms. Spirituality: <i>Consider social structure, rights etc – comparison</i> Think about: Family experiences etc, rights/ wrongs of past events, the characteristics of bad people, what can be done to stop injustice?			– why have they happened? Think about the history of it. How are we changing the landscape? Are we making it better or worse? How can we help?
Year C	Environmental Issues	The Stone Age to the Iron Age	Mountains and Volcanoes	The Great Plague – links to Ilam	Ancient Egypt	Our World – The Americas
	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Learn about carbon footprint, global warming, rising sea	Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. Know key dates, characters and events of time studied.	Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. Focus on Asia – Indonesia linking to Firework Makers Daughter	Sequence previously studied topic on a timeline to gain greater Historical perspective. Develop a chronologically secure and Word History, establishing clear cure knowledge and understanding of British, local narratives within and	Sequence previously studied topic on a timeline to gain greater Historical perspective. Develop a chronologically secure and Word History, establishing clear cure knowledge and understanding of	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.

	levels, melting ice caps and climate change Learn about the impact that humans have on the environment and how these can be resolved in time through changes in behaviour Spirituality: <i>Why is the landscape the way that it is?</i> <i>Think about landscape changes and why they have happened. Think about the history of it.</i> <i>How are we changing the landscape? Are we making it better or worse? How can we help?</i>	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY Spirituality: <i>Consider social structure, rights etc – comparison</i> <i>Think about: Family experiences etc, rights/ wrongs of past events, the characteristics of bad people, what can be done to stop injustice?</i>	Spirituality: <i>Why is the landscape the way that it is?</i> <i>Think about the landscape, including any changes and why they have happened. Think about the history of it.</i> <i>How are we changing the landscape? Are we making it better or worse? How can we help?</i>	across the periods studied. Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same Spirituality: <i>Consider social structure, rights etc – comparison</i> <i>Think about: Family experiences etc, rights/ wrongs of past events, the characteristics of bad people, what can be done to stop injustice?</i>	British, local narratives within and across the periods studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research. Answer and devise own historically valid questions about change, cause, similarity and difference and significance. Select and organise information to produce structured work, making appropriate use of dates and terms.	Start with: 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) Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Use maps, atlases, globes and digital/computer mapping. Learning about the capital cities, languages, religions,
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					<i>Spirituality: Consider social structure, rights etc – comparison</i> <i>Think about: Family experiences etc, rights/ wrongs of past events, the characteristics of bad people, what can be done to stop injustice?</i>	weather patterns and cultures of those countries Pick one country from each continent, link this to biomes/veg belts. Comparative study of human geography in these countries. <i>Think about the countries and landscape, including any changes and why have they happened. Think about the history of it.</i> <i>How are we changing the landscape? Are we making it better or worse? How can we help?</i>
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Progression of skills key:

Chronological understanding – black text

Range and depth of Historical knowledge – blue text

Interpretations of History – green text

Historical enquiry – red text

Organisation and communication – purple text