

KS2 History and Geography Curriculum Overview 2020

National Curriculum required programmes of study for KS2

History	<p>changes in Britain from the Stone Age to the Iron Age (8-10,000BC – 4000BC)</p> <p>The Roman Empire and its impact on Britain (27BC- 476AD)</p> <p>Britain's Settlement by Anglo-Saxons and Scots (410-1066)</p> <p>The Viking and Anglo Saxons struggle for the kingdom of England to the time of Edward the Confessor (793-1066)</p> <p>A local history study</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>The achievements of early civilisations.</p> <p>Ancient Greece</p> <p>A Non-European society that provides contrast with British History</p>
Geography	<p>Locational knowledge</p> <p>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</p> <p>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</p> <p>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)</p> <p>Place knowledge</p> <p>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 within North or South America</p> <p>Human and physical geography- describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>

Year Group	Year 3	Year 4	Year 5	Year 6
History	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age (8-10,000BC – 4000BC) A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (WW2) 	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain (27BC-476AD) The achievements of early civilisations. (Ancient Egypt) 	<ul style="list-style-type: none"> Britain's Settlement by Anglo-Saxons and Scots (410-1066) A local history study (Victorians) 	<ul style="list-style-type: none"> The Viking and Anglo Saxons struggle for the kingdom of England to the time of Edward the Confessor (793-1066) A Non-European society that provides contrast with British History (Ancient Maya Civilisation)
Every 4 years to coincide with the Olympic Games	<ul style="list-style-type: none"> Ancient Greece 	<ul style="list-style-type: none"> Ancient Greece 	<ul style="list-style-type: none"> Ancient Greece 	<ul style="list-style-type: none"> Ancient Greece
Geography	<ul style="list-style-type: none"> 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)- this needs splitting between the year groups- there's too much for Y3!!! physical geography, including: volcanoes and earthquakes, (Link to Y3 Science- Rocks) 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 	<ul style="list-style-type: none"> 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 (progression from focusing just on UK) physical geography, including: rivers, mountains, and the water cycle (Link to Y4 Science- The Water Cycle) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 (This can be taught 	<ul style="list-style-type: none"> 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) (Link to Y5 Space) physical geography, including: climate zones, biomes and vegetation belts, 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, (Link to Y5 History) 	<ul style="list-style-type: none"> 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 within North or South America (Progression from looking at UK/The World and now making comparisons) 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 (progression from fieldwork in Year 4) use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to

	Kingdom and the wider world (This can be taught alongside all map work in each year group)	alongside all map work in each year group)	<ul style="list-style-type: none">• 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 (This can be taught alongside all map work in each year group)	build their knowledge of the United Kingdom and the wider world (This can be taught alongside all map work in each year group)
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