



St Bede's Catholic Primary School

In Christ's kindness... We learn, we pray, we belong.

History and Geography Curriculum Overview

Intent

At St Bede's Catholic Primary School, we follow the *Opening Worlds* scheme for humanities teaching. The drivers of this curriculum are scope, rigour, coherence, and sequencing. These attributes are, 'the means and measure of strong curricula' (*Opening Worlds Rationale*, 2023, p.1). Scope and rigour mean that the subject properly reflects the subject, within and outside of the school context. Coherence and sequencing ensure that the curriculum is organised so that pupils use earlier knowledge to access later material and see connections within the subject.

Within humanities, pupils are exposed to two types of content: substantive and disciplinary. Both are vital in securing scope, coherence, rigour, and sequencing within the curriculum.

Substantive content

These are the building blocks of factual content expressed through accounts (stories, descriptions, representations, reports, statistics, source material, commentaries, explanations, and analyses) and the vocabulary (concepts, terms, technical language) that enable pupils to manipulate their knowledge, to read and to communicate. Through this knowledge, pupils can recognise patterns, notice contrasts, ask questions, and discuss options that the disciplinary content will demand.

The substantive content of the *Opening Worlds* curriculum is ambitiously broad in scope in meeting and exceeding the demands of the National Curriculum. It is meticulous in rigour and responsive to up-to-date scholarship. It is highly coherent with links between history and geography content across year groups. It is very carefully sequenced so that pupils' ability to understand new content, their curiosity and their understanding of technical vocabulary, allow them to build comparisons and reach critical judgements within their learning.

The use of 'high leverage' activities allows pupils to think hard about the substance of the curriculum, assimilate and retain material efficiently and can build confidence in their fluency in foundational concepts, terms and reference points. Vocabulary will become extremely secure and cumulative so that children continually encounter and build on new terms, freeing up memory space for them to make sense of new material. Knowledge is 'highly sticky'.

Disciplinary Content

This is all that pupils learn about how knowledge is constantly renewed in the subject's ongoing development, outside of school, by its practitioners (historians, geographers, philosophers, artists). It teaches pupils that the sum of our knowledge is not fixed, that it is constantly being tested and renewed.

The disciplinary aspect of the subject directly fosters the critical and creative aspects of learning, and these are strengthened by the distinctive demands of the subject. Pupils are taught how to shape geographical enquiries or build or judge an historical argument from evidence. It results in the constant practice of various subject-specific skills, each of which interacts with some aspect of disciplinary knowledge.

In studying history as a discipline, pupils will:

- Use the concepts of continuity and change, cause and consequence, similarity, difference, and significance, to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

In studying geography as a discipline, pupils will:

- Engage in geographical reasoning about change (including past, present, and future change), diversity across space and interaction between places, phenomena, and processes in the world.
- Collect, analyse, record, and interpret geographical data, learning skills of geographical enquiry, including fieldwork.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and digital technologies.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Throughout the curriculum, pupils are exposed to wide and secure vocabulary acquisition that underpins literacy and successful communication. Use of narratives, analyses, and arguments across the subjects, give pupils continuous, focused practise in reading and writing, both fiction and non-fiction. Pupils' reading and writing will always be richly grounded in stimulating content in which pupils will be increasingly secure, and always driven by a clear disciplinary purpose. Pupils will read, write, and speak extensively in these lessons.

***During 2023-24, all children in Key Stage 2 will study the Year 3 content. Key Stage 1 resources are being written throughout the academic year.**

Implementation

Year	Term	History	Geography
Autumn 1	Year 1	Queen Elizabeth Queen Elizabeth's childhood The teenage years of Queen Elizabeth II The Coronation The Coronation on television The Queen's husband and children The Queen's death and what next	Living in Cities Where is Sunderland? What we see in Sunderland How is Seaham different to Sunderland? Durham riverside compared to Sunderland riverside
Autumn 2		Coming soon	Coming soon
Spring 1		Coming soon	Coming soon
Spring 2		Coming soon	Coming soon
Summer 1		Coming soon	Coming soon
Summer 2		Coming soon	Coming soon
Autumn 1	Year 2	The Great Fire of London The Monument What was London like before the fire? What happened during the Great Fire? What caused the fire to burn so quickly? The Diary of Samuel Pepys	Living in the Mountains Where is Keswick? What is the area around Keswick like? Some of the jobs in Keswick Staying safe in mountains How similar and different is Keswick to where we live? Case Study: Skiddaw and Mount Everest
Autumn 2		Coming soon	Coming soon
Spring 1		Coming soon	Coming soon
Spring 2		Coming soon	Coming soon
Summer 1		Coming soon	Coming soon
Summer 2		Coming soon	Coming soon
Autumn 1	Year 3	Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing Disciplinary focus: change/continuity <i>How much did Ancient Egypt change over time?</i>	Rivers Depth focus: The River Indus – its source, course, uses, and some of its environmental challenges. How rivers get their water – the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. <i>Geographical skills: Using photographs</i> Disciplinary focus: interaction <i>How do rivers, people and land affect each other?</i>

Autumn 2	<p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats Disciplinary focus: similarity and difference <i>How similar and how different were ancient Egypt and ancient Sumer?</i></p>	<p>Mountains Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people <i>Geographical skills: Describing location using 4-point compass</i> Disciplinary focus: interaction <i>How do mountains and people affect each other?</i></p>
Spring 1	<p>Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion Disciplinary focus: evidential thinking <i>How do we know about the Indus Valley civilisation?</i></p>	<p>Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. Disciplinary focus: diversity <i>How are settlements similar and different?</i></p>
Spring 2	<p>Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses Disciplinary focus: similarity and difference <i>What did Greek city-states have in common?</i></p>	<p>Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. <i>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</i> Disciplinary focus: interaction <i>How are we connected to farmers?</i></p>

Summer 1		<p>Ancient Greece Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle. Disciplinary focus: evidential thinking <i>What can historians learn from the sources from Ancient Greece?</i></p>	<p>Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) <i>Geographical skills: Using diagrams, describing distribution</i> Disciplinary focus: interaction <i>How do volcanoes affect a place?</i></p>
Summer 2		<p>Alexander the Great. Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? Disciplinary focus: causation <i>How did Alexander the Great conquer so much land?</i></p>	<p>Climate and biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison <i>Geographical skills: World map and key lines of latitude</i> Disciplinary focus: interaction <i>How does the climate affect the way people live?</i></p>
Autumn 1	Year 4	<p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic Disciplinary focus: similarity and difference <i>How much power did the senate have in the Roman Republic?</i></p>	<p>Rhine and Mediterranean Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). <i>Geographical skills: Extending use of maps and photographs</i> Disciplinary focus: diversity <i>How are different parts of the Rhine and the Mediterranean used by people?</i></p>

Autumn 2	<p>The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography) Disciplinary focus: evidential thinking <i>What can sources reveal about Roman ways of life?</i></p>	<p>Population Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity <i>Geographical skills: Thematic maps and using census data</i> Disciplinary focus: diversity <i>How and why does population distribution vary across Great Britain?</i></p>
Spring 1	<p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian’s Wall Black Romans in Britain Disciplinary focus: evidential thinking <i>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p>	<p>Coastal processes and landforms Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast Disciplinary focus: interaction <i>How does the location of west Wales affect its coast?</i></p>
Spring 2	<p>Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity.</p>	<p>Tourism Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. <i>Geographical skills: Interpreting climate data</i> Disciplinary focus: interaction <i>How do tourists interact with a place?</i></p>

		<p>6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p>Disciplinary focus: similarity/difference</p> <p><i>What made each early Christian state special?</i></p>	
Summer 1		<p>Islamic civilisations (1) Arabia and early Islam</p> <p>Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry.</p> <p>Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p>Disciplinary focus: change and continuity</p> <p><i>What kind of change did Muhammad bring about in Arabia?</i></p>	<p>Earthquakes</p> <p>Depth focus: The Christchurch earthquake, New Zealand.</p> <p>Causes of earthquakes: tectonic plates, fault lines</p> <p>Depth focus: California & San Andreas fault, Indian Ocean tsunami</p> <p>Effects of earthquakes</p> <p>How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p><i>Geographical skills: Thematic maps</i></p> <p>Disciplinary focus: interaction</p> <p><i>How do earthquakes affect people and environments?</i></p>
Summer 2		<p>Islamic civilisations (2) The Rise of Islam</p> <p>Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.</p> <p>How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</p> <p>The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p>Disciplinary focus: similarity and difference</p> <p><i>How did worlds come together in Cordoba?</i></p>	<p>Deserts</p> <p>Distribution and climate of deserts</p> <p>Depth focus: The Sahara Desert</p> <p>How deserts are formed, variety of landscapes.</p> <p>Plants and animals in deserts</p> <p>How humans live and adapt in deserts</p> <p>Depth focus: The Patagonian Desert</p> <p><i>Geographical skills: Interpreting thematic maps and satellite photographs</i></p> <p>Disciplinary focus: diversity</p> <p><i>Why are deserts located where they are?</i></p>
Autumn 1	Year 5	<p>Islamic Civilisations (3)</p> <p>Depth focus: Baghdad – the round city.</p> <p>Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam.</p> <p>The House of Wisdom, books and paper, translation of the ancient texts from Greek</p> <p>The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine.</p> <p>How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p><i>Disciplinary focus: causation</i></p> <p><i>Why were there so many restless minds in Cordoba and in Baghdad?</i></p>	<p>Why is California so thirsty?</p> <p>Water as a resource</p> <p>Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3)</p> <p>Water resources in California</p> <p>Farming - intensive farming, growing almonds</p> <p>California aqueduct – providing water. The future of water supply in California.</p> <p><i>Geographical skills: Interpreting a range of thematic maps</i></p> <p>Disciplinary focus: change</p> <p><i>How have the actions of people affected the drought in California?</i></p>

Autumn 2	<p>Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels'). Early monasteries in British Isles; Bede. Offa and Cwynethrith of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo <i>Disciplinary focus: evidence</i> <i>How have historians learned about Anglo-Saxon Britain?</i></p>	<p>Oceans Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans. Geographical skills: Interpreting world and thematic maps Disciplinary focus: change <i>How can oceans affect human behaviour and settlements?</i></p>
Spring 1	<p>Vikings in Britain (1) Lady of the Mercians The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army' Alfred in Athelney Alfred's victory over Guthrun, Guthrun's baptism Danelaw Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians. Disciplinary focus: change/continuity <i>How did the Vikings change England?</i></p>	<p>Migration Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale. <i>Geographical skills: Asking questions, eight-point compass</i> <i>Disciplinary focus: change</i> <i>Why do people migrate?</i></p>
Spring 2	<p>Norse culture including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion) Disciplinary focus: similarities <i>What connections* and similarities did the Norse peoples have with other peoples?</i></p>	<p>North and South America Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like <i>favelas</i>. Challenge stereotypes often held of the <i>favelas</i>. <i>Geographical skills: 4-figure references, thematic maps</i> <i>Disciplinary focus: diversity</i> <i>What are the pros and cons of living in a megacity?</i></p>

		<i>*(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</i>	
Summer 1		<p>Vikings in Britain (2) Changing Rulers, Changing Worlds Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland) Disciplinary focus: change/continuity <i>How did Angles, Saxons and Vikings shape England and Scotland?</i></p>	<p>The Amazon A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest. <i>Geographical skills: Flow diagrams, interpreting satellite photos.</i> <i>Disciplinary focus: interaction and change</i> <i>In what ways does the geography of South America affect life in the Amazon?</i></p>
Summer 2		<p>Local history study – school planned unit See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it. <i>Enquiry question developed by school to suit school-planned local study</i></p>	<p>Interconnected Amazon Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation. <i>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</i> <i>Disciplinary focus: interaction and change</i> <i>How does agriculture in the Amazon interact with other parts of the world?</i></p>
Autumn 1	Year 6	<p>The Maya Geography of Maya on Yucatán peninsula (link to Y5 Spring 2 North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians’ explanations for what happened to the Maya civilisation. Disciplinary focus: evidential thinking</p>	<p>Energy and climate change How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global <i>Geographical skills focus: Interpreting line graphs</i> <i>Disciplinary focus: Interaction</i></p>

		<i>How do historians know about the Maya?</i>	<i>How do local actions in the UK affect global climate?</i>
Autumn 2		<p>Life in two kingdoms in the African continent This half-term's unit will focus on (i) material culture, society and technology in the kingdom of Benin and (ii) a second, East African kingdom, contemporary to Benin, which builds on pupils' earlier knowledge of East African worlds gained in Years 3 and 4, especially the Year 4 work on the empire of Aksum.</p>	<p>Ethiopia An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project <i>Geographical skills focus: Population pyramids, longitude and time zones</i> <i>Disciplinary focus: Interaction</i> <i>How do global changes affect local places in Ethiopia?</i></p>
Spring 1		<p>A theme through time - Part 1 Detail to follow</p>	<p>Changing Birmingham This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures <i>Geographical skills: Interpretation and presentation of data</i> <i>Disciplinary focus: change</i> <i>How much did Birmingham change between 1750 and the present day?</i></p>
Spring 2		<p>A theme through time - Part 2 Detail to follow</p>	<p>Jamaica An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward <i>Geographical skills: tbc</i> <i>Disciplinary focus: change</i> <i>What is a preferable future for Jamaica's tourist industry?</i></p>
Summer 1		<p>Britain in the era of the Second World War This unit will include the impact of war and post-war developments. It will include evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people, impact on small towns; the involvement of diverse peoples</p>	<p>Local area enquiry (double unit) How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing</p>

		<p>in a global war; the causes and effect of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling.</p>	<p>together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies)</p>
<p>Summer 2</p>		<p>Local history study – school planned unit See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it. For this unit, guidance will be developed for those schools wishing to do local history specifically related to the Second World War and the post-war period, with a focus on later twentieth-century social and cultural history.</p>	<p>What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings). <i>Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork</i> <i>Disciplinary focus: How geographers investigate a place</i> <i>Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</i></p>