



	Autumn		Spring		Summer	
1	<p>Where do we come from?</p> <p>Introduction to globes and maps on a global scale. First attempts to sketch a world map, locating continents, oceans and UK, identify hot/cold areas, climate zones, and locate and label countries and origin of family, introducing generations/grandparents as past v present. Slide 20 from 'Seaside' Starting with world map and gradually scaling down to local- consistent scaling so that pupils can place where London is later on.</p>	<p>Where do our toys come from? From Summer</p> <p>Building on learning from previous unit to improve sketch of world map, locating/naming continents, oceans and UK. Identify hot/cold areas, climate zones. Locate and label countries and origin of clothes/materials. Identify/describe sources used to find information about toys, and to identify differences between toys including recognizing everyday materials. A chance to reinforce world mapping and develop understanding of differing climates prior learning about weather. Toys</p>	<p>Where did he go? From Yr2</p> <p>Use world map to locate continents, oceans, UK and countries, including describing location to UK. Plot journey of Columbus on maps to describe travel/journey to introduce transport changes over time and compare with modern day. Identify sources used to find information about Columbus. Or could do Drake Explorers Question 3 Building on world mapping and extending timeline/chronology.</p>	<p>Where can we see the sea? From Autumn</p> <p>Building on world maps to locate Britain/UK, on a national scale. Including naming of 4 countries and their capitals. Build landmark and locational knowledge of London, and vocab such as coast, city etc to describe different landscapes/ topography. 'Where Live' Slides 5-6 'Seaside' slides 1, 2, 4, 13, 20, 28-30 Continuous scaling from world map down to UK, and prior to recognition of urban v coast or rural in next unit, and prior to applying to London-specific learning next.</p>	<p>Where do I live? From Yr2</p> <p>Building on concept of travel around London (Underground) and from London with directional language and recognise differences from urban living to coasts. Bring in historical element by discussing different travel methods past (Victorian) and present, and how railway made day trips to Southend/Poole possible. Suggest building of geographical language and understanding of urban features prior to studying own local area in more detail and Fire of London in Year 2.</p>	<p>How has my local area changed? From Spring</p> <p>Enhancing map skills to distinguish human/physical features and recognising those introduced in previous unit relating specifically to urban. Includes location of homes and transport between them and recognise/describe differences between past and present of school/local area from variety of sources. Local area features moved to here to ensure continuous scaling down and allowing pupils to apply previous learning to own environment and be familiar with features to establish differences at time of Fire of London, next. Local Area: Question 2, resources 5-6</p>
2	<p>Why did the Fire of London Spread?</p> <p>Building on local mapping skills of London (Y1 London) to identify changes of local area past and present, and building on knowledge of chronology to suggest reasons for, and mapping of, the spread of fire in an urban area. Identify/describe different types of sources (including Samuel Pepys and art) to find information about the fire. Need to include an event beyond living memory, and this is a well-resourced example which will also help build understanding of London.</p>	<p>How have our houses changed over time?</p> <p>Building on local mapping skills of London to identify changes in homes/local area buildings in the past to present in greater depth and locating developments on a timeline to build chronological knowledge, including of monarchy, including for example, QV and QE1 ready for KS2. This would build on current Yr2 'Bright Lights, Big City' and allow exploration of building uses (currently Yr1) but placed here means children can apply developments in buildings to timeline from previous unit.</p>	<p>Where did she go?</p> <p>Continuing to build on world mapping to locate continents, seas and oceans, UK and countries, including describing location to UK, and hot/cold climate zones. Plot journey of female explorers/pilots on maps to describe travel/journey to introduce transport changes over time, including e.g. Amy Johnson plus Bessie Coleman and compare with Columbus and modern day Identify/describe sources used to find information about female explorers. Explorers Question 2 Referencing transport to timelines again to reinforce learning.</p>	<p>How would I take a penguin home? From Year 1</p> <p>Reinforcing knowledge of world map (including continents and oceans) to make comparison with UK and identify differences between hot/cold climate zones, making links with habitat, wildlife, natural resources/food particularly the polar regions, and comparing with types/ methods of transport e.g. Scott Weather: slide 12 onwards Placed here to ensure solid knowledge of world map is in place from year 1 prior to applying learning about climate zones to weather. This will then provide contrast for last Year 2 unit.</p>	<p>What will the weather be like today? From Year 1</p> <p>Consolidating knowledge of UK location in world map/climate zones, and using knowledge of seasons, to describe weather from geographical data which they have collated. Weather: 1-4, 9 Reaffirming knowledge of climate zones/hemispheres in prior unit allows opportunity to apply this learning to local weather if done here, rather than in year 1. Also, Spring weather more changeable, and can make links with 'new life' if placing here.</p>	<p>How do our houses differ?</p> <p>Building on understanding of climate zones and knowledge of UK, London+ local area to compare with those in non-European area using photos and other sources (including weather data- building on previous unit) to describe differences with London/UK. Currently have both Zanzibar and Caribbean in curriculum – only need one. Would choose a country from a hot climate zone to reinforce and compare with prior learning, and/or perhaps to reflect demographic of school.</p>



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3	<p>Who lived in a house like this? From Spring</p> <p>Using understanding of chronology of Stone to Iron Age and climate to calculate when and where from sources; comparison to modern houses around the world (Year 2). Identifying key elements for settlement and survival in local environment.</p> <p>Placed here to continue theme of comparison between homes in present v past from Year 2. It also allows consistency of place i.e. UK. Stone Age, Bronze Age Iron Age</p>	<p>What's it like to live in a desert?</p> <p>Revise climate zone knowledge (Y2) to describe features and processes of desertification making links with rain/water cycle and location in world map to understand terrain and make comparisons with previous learning of other climates (e.g. polar, Y2).</p> <p>If taught here gives grounding for Ancient Egyptians, next, which is also then chronological. Why are deserts so dry, Weather: including resource 9 + 11</p>	<p>What can we find out about Ancient Egypt? From Summer</p> <p>Building on Stone/Iron Age, find detail from sources to describe for differences in lifestyle to Stone-Iron and modern life, including status/role of women, and children's pastimes and explain reasons making links to climate and chronology. Should also include mapping, description+ use of Nile e.g. for farming. If taught here connections with period can be made from previous units, and comparisons can be made with London and Thames in Summer units.</p>	<p>Does a river always run through it?</p> <p>Enhance UK knowledge and mapping (going deeper than just urban v human) to define land use and topography including rivers/mountains; identify stages and features of rivers/Thames and differences with other rivers in the world e.g. Nile (previous unit). This will build pupils' appreciation of settlement and relationship with environment (in Autumn). Placing after Nile learning in previous unit allows pupils to apply learning to that example. Rivers</p>	<p>How did it get to my plate?</p> <p>Build on knowledge of world map identifying where foods from, making links with climate, and recognising land use of Docklands/Thames for trade, including increased transport mileage and pollution over time. 'Food'</p> <p>Need to understand settlements (Autumn) before developing idea of trade. This allows development of transport and trade further than if included under Stone to Iron Age.</p>
4	<p>Is all of Europe the same?</p> <p>Compare Greek and Italian topography in Europe, including mountain ranges, with UK, making links with climate zones etc, and developing map skills to provide context for next units. Build on location and travel to/from UK.</p> <p>Giving context before Greeks and Romans, next.</p>	<p>Who were the Ancient Greeks? From Year 3</p> <p>Building on knowledge of maps/climates and Europe topography (previous unit) and chronology, to make links with features of society, including diet, clothing, to make comparisons with Stone/Iron Age (Year 3).</p> <p>Chronological here. Allows consideration of change/continuity if placed before Romans.</p>	<p>Who were the Romans?</p> <p>Building on knowledge of chronology and discussing value of a range of sources to describe Empire and trade in relation to Greeks and Egyptians (Y3). Using knowledge of topography to make links with features of society. Romans: Question 6 and Sappho Question 1</p>	<p>How did the Romans change our landscape? From Autumn</p> <p>Develop understanding of UK + land use (Yr3) to map and appreciate purpose and impact of Roman settlement (H wall, Londinium etc) and benefits of settlement/ capitalisation of London by Thames, as well as investigating Boudicca. Romans</p> <p>Have expanded Roman learning over 2 units to allow greater depth and application of learning in prior unit to UK.</p>	<p>What is the difference between mountains and volcanoes?</p> <p>Use of Roman sources (previous units) to explain process, location and impact of volcanoes, due to tectonic plates etc.</p> <p>Earthquakes and volcanoes Sappho Question 2 onwards</p> <p>Placed here as direct link to Pliny and Europe, so aiding memory recall of prior learning.</p>
5	<p>Why did the Anglo-Saxons want to live here? From Year 4</p> <p>Using knowledge of topography and Chronology to make links with features of society and identify differences and similarities with other civilisations studied with reference to key concepts such as 'invasion' and 'empire'. Anglo Saxons</p>	<p>Why did the Vikings invade Anglo-Saxon Britain? From Summer</p> <p>Using knowledge of topography and Chronology to make links with features of society and identify differences and similarities with other civilisations studied with reference to key concepts such as 'invasion' and 'empire.' Vikings</p>	<p>What is it like to live in a Rainforest?</p> <p>Building on knowledge of world maps and climate zones to explain the complexity of Biomes compared to the Antarctic (Year 2) and Desert (Y3) UK and Europe (Year 4).</p> <p>Placing here allows prior climates /topography knowledge to be applied to build understanding of how biomes interconnected. Provides context for Maya later. Jungles and deserts</p>	<p>Who needs the Rainforest more?</p> <p>Having built context in previous unit, pupils can describe deforestation process and effects on environment, climate and sustainability and people, including seeing more than one viewpoint.</p> <p>This sustainability element relates to use of natural resources (required in NC), conflicting values/uses of land ready for next unit and is building on understanding of trade need for next unit. Jungles and deserts and climate change</p>	<p>What happened to the Maya? From Autumn</p> <p>Having built context in Rainforest in previous units, can compare with other ancient civilisations studied (Yr3+4).</p> <p>Placed here so that comparisons with British Stone to Iron and Ancient Egypt already studied in relation to the environment can be made. Also allows evidence of progression in pupil work compared to Y3 civilisation studies. Maya</p>



Ashmole Primary

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6	<p><u>Why were the Spanish at war with the Tudors?</u> From Year 4</p> <p>To reinforce learning about trade, transport (including Columbus Yr1) and empire when exploring reasons for Spanish Armada, including expanse of Spanish Conquistadors (previous unit) and QE1's response.</p> <p>Placing here allows inclusion but chronologically sequenced and with clear connections to prior learning (Maya, previous unit) and consistent narrative of themes and concepts of trade and transport.</p> <p>P.S. In current curriculum also had Benin, but only 1 required for NC, and Maya then links closer with Tudors. However, can include units here about Benin and then enslavement as part of trade instead, or in addition time allowing for SATs if preferred.</p> <p>Francis Drake, and Resource 14 from Making History</p>	<p>What difference has 500 years made to Docklands?</p> <p>Building on prior learning about location and uses of Thames and using prior learning about world trade and routes and of rivers and settlements (Year 3 summer) to give reasons for location and development of Docklands, in London presented on accurately drawn maps (including compass +grid referencing).</p> <p>Use a variety of sources and chronological knowledge of past and timeline events to explain why Docklands in London became central to trade in UK, and how and why it has changed to become a centre of commerce in the present day. Would include Victorians with reference to industrial revolution to Identify and describe changes/developments in industry and transport (Underground) during the Victorian period and the impact on the landscape and lives in London, including via pollution, as development of Empire expansion as a concept. Could include comparison with New York in North America, but do not need to as already studying South America in Yr 5.</p> <p>This then provides longitudinal study for London but with a clear focus that connects/ builds on prior learning throughout curriculum, linking key concepts of transport, trade and origins of foods, and inclusion of land use required in NC.</p> <p>Also provides context for why area was bombed in WW2, next unit.</p> <p>Empire</p>	<p>How did WW2 affect us? (at least 12 sessions)</p> <p>Draw accurate world maps to describe spread of German Empire, building on knowledge of transport development (Y1 + previous unit) to make comparisons with other expansions/invasions (Romans Y4, Vikings Y5). Locate accurately on own correctly scaled local area maps bombsites, shelters, ARW sites and using understanding of importance of Docklands (previous unit) to give reasons for bomb location.</p> <p>Selected and used variety of sources to recreate historically accurate accounts of the impact of WW2 on local London residents (including conscription, evacuation, rationing, bombing) and to define changing role of women in society.</p> <p>Battle of Britain</p>	<p>How has our local shop changed over time?</p> <p>Draw maps of local area (including compass +grid referencing) of local shops and sources of produce. Building on prior learning on trade and importation (Yr 3) and Empire and World trade and WW2 events to identify and suggest reasons for change, differences, or continuity in the produce available.</p> <p>Can also include ideas for future development of London, linked to concepts of trade and technological developments in transport (linking to prior learning KS1), as well as in communication and across time zones/lines of latitude etc.</p> <p>Megacity: Question 5</p> <p>This further local area study will provide a 'summary'/longitudinal investigation at end of curriculum which ties in with the narrative and further developments of the key concepts.</p>

Each unit has an **enquiry question** as a title and have all been sequenced so that the key **geography** and **history** knowledge is always being extended in the next learning as part of a continuous narrative based around key themes/concepts. These concepts build with complexity as pupils move through the curriculum, and include: world travel, world trade (including of food) and empirical invasion or expansion. **Current units/learning** is indicated along with any **suggestions**. Though units will have either a **geography** or **history** focus they may include recap of prior learning of the other and include links to other subjects e.g. **science** to ensure all pupils can describe when and where they are learning about. By latter Year 6, units include longitudinal studies which will bring both history and geography learning together. Please note that the layout is not always exactly proportionate to length of unit. Where possible links have been made to **Connected Curriculum** Resources, however, many more can be identified in unit planning.