

## History and Geography Overview 2024 - 25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p><b>My Family</b></p> <ul style="list-style-type: none"> <li>Understanding your own personal family history</li> <li>Understanding the terms 'past' and 'present'</li> </ul>	<p><b>Local Area</b></p> <ul style="list-style-type: none"> <li>Simple map work</li> <li>Human and physical features</li> <li>Exploring Tilgate</li> </ul>	<p><b>Toys</b></p> <ul style="list-style-type: none"> <li>Understanding how toys have changed from the past (wooden) to the present (plastic and electronic)</li> <li>Understanding that we can still use toys from the past today but we did not have present day toys in the past</li> </ul>	<p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>Weather patterns in the UK</li> <li>Observing and recording weather conditions</li> </ul>	<p><b>Space Explorers</b></p> <ul style="list-style-type: none"> <li>Exploring the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Exploring the achievements of Neil Armstrong and Tim Peake</li> </ul>	<p><b>Crawley vs Tokyo</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting the physical and human features of Crawley and Tokyo</li> </ul>
Year 2	<p><b>Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>Understanding an event beyond living memory that is significant nationally</li> <li>Understanding the significance of Guy Fawkes and why we celebrate bonfire Night</li> </ul>	<p><b>The North and South Poles</b></p> <ul style="list-style-type: none"> <li>Using maps and globes</li> <li>Finding the equator</li> <li>Understanding the weather in the polar regions</li> </ul>	<p><b>Flight</b></p> <ul style="list-style-type: none"> <li>Understanding events beyond living memory that are significant nationally or globally</li> <li>Understanding the development of aircrafts from hot air balloons and gliders to aeroplanes</li> <li>Exploring the achievements of</li> </ul>	<p><b>The UK</b></p> <ul style="list-style-type: none"> <li>Using maps and atlases</li> <li>Locating nations and capitals of the UK</li> </ul>	<p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>Understanding events beyond living memory that are significant nationally or globally</li> <li>Understanding the factors which led to the Great Fire of London in 1666</li> <li>Understanding changes which occurred to buildings and fire</li> </ul>	<p><b>Continents and Oceans</b></p> <ul style="list-style-type: none"> <li>Using maps, atlases and globes to name and locate the 7 continents and 5 oceans</li> </ul>

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			the Wright brothers, Amelia Earhart and Katherine Johnson		safety measures as a result of the Great Fire.	
Year 3	<p><b>Stone Age</b></p> <ul style="list-style-type: none"> <li>Understanding changes in Britain during the Stone Age</li> <li>Gaining knowledge about Palaeolithic, Mesolithic and Neolithic periods</li> </ul>	<p><b>UK Rivers and Coasts</b></p> <ul style="list-style-type: none"> <li>Using maps and atlases</li> <li>Identifying rivers, hills and mountains in the UK</li> </ul>	<p><b>Bronze Age and Iron Age</b></p> <ul style="list-style-type: none"> <li>Understanding changes in Britain during the Bronze and Iron Ages</li> <li>Exploring how bronze and iron helped develop new technologies</li> <li>Exploring how land use changed due to these developments</li> </ul>	<p><b>Crawley New Town</b></p> <ul style="list-style-type: none"> <li>Map work</li> <li>Exploring the history of Crawley</li> <li>Understanding the significance Gatwick Airport</li> </ul>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Understanding the achievements of the earliest civilizations</li> <li>Exploring the beliefs of Ancient Egyptians such as mummification</li> <li>Exploring achievements such the construction of the pyramids and communication using hieroglyphics</li> </ul>	<p><b>Brighton vs Santorini</b></p> <ul style="list-style-type: none"> <li>Map work</li> <li>Human and physical features of coastal regions</li> <li>Comparing climates</li> </ul>
Year 4	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Understanding Greek life</li> <li>Exploring and comparing the different city-states such as Athens and Sparta</li> <li>Exploring the key Greek Gods and Goddesses</li> </ul>	<p><b>Pease Pottage vs Tocuaro</b></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences of a region in the UK and a region within North America</li> </ul>	<p><b>Legacy of Greek Culture</b></p> <ul style="list-style-type: none"> <li>Understanding the influence Ancient Greeks have had on the western world</li> <li>Exploring legacies such as the Olympic Games, democracy, language and architecture</li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>Using maps and globes to identify countries and capital cities in Europe</li> <li>Human and physical features</li> </ul>	<p><b>Roman Invasion of Britain</b></p> <ul style="list-style-type: none"> <li>Understanding when and why the Romans invaded Britain</li> <li>Exploring the failed attempts and the successful invasion</li> <li>Exploring Roman battle techniques</li> </ul>	<p><b>Rainforest</b></p> <ul style="list-style-type: none"> <li>Human and physical geography of South America</li> <li>Map work</li> <li>Economic links</li> </ul>

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					<ul style="list-style-type: none"> <li>Exploring the resistance against the Roman occupation such as Boudica's rebellion</li> </ul>	
Year 5	<p><b>Legacy of Roman Culture</b></p> <ul style="list-style-type: none"> <li>Understanding how the Romans changed Britain</li> <li>Exploring legacies such as roads, landscaping, language and religion</li> </ul>	<p><b>Multicultural Crawley</b></p> <ul style="list-style-type: none"> <li>Exploring Crawley in relation to London and other surrounding areas</li> <li>Exploring the diversity of Crawley's population</li> <li>Investigating the local economy</li> </ul>	<p><b>Anglo-Saxon Invasion of Britain</b></p> <ul style="list-style-type: none"> <li>Understanding the settlement of the Anglo-Saxons in Britain after the Romans left</li> </ul>	<p><b>Continents and Oceans</b></p> <ul style="list-style-type: none"> <li>Identifying the position and significance of latitude, longitude, equator, the Northern and Southern Hemispheres and key geographical lines.</li> </ul>	<p><b>Viking Invasion of Britain</b></p> <ul style="list-style-type: none"> <li>Understanding the Viking and Anglo-Saxon struggle for the Kingdom of England</li> </ul>	<p><b>Climate Change</b></p> <ul style="list-style-type: none"> <li>Exploring the impact of human activity on climate change</li> <li>Exploring strategies to sustain the planet</li> <li>Knowing how the water cycle is linked to climate change</li> </ul>
Year 6	<p><b>Benin</b></p> <ul style="list-style-type: none"> <li>Exploring a non-European society that provides contrasts with British history</li> <li>Understanding the debates and arguments over whether Britain should return the Benin Bronzes</li> </ul>	<p><b>Mountains of the World</b></p> <ul style="list-style-type: none"> <li>Key features of mountains</li> <li>Knowing how mountains are formed</li> <li>Understanding the structure of volcanoes</li> <li>Mountain climates</li> </ul>	<p><b>Victorians - Child Labour Laws</b></p> <ul style="list-style-type: none"> <li>Exploring a study of an aspect or theme in British history</li> <li>Understanding the way of life for children during the Victorian times</li> <li>Comparing and contrasting this with children's lives today</li> </ul>	<p><b>Rivers of the World</b></p> <ul style="list-style-type: none"> <li>Using maps to locate the world's largest rivers</li> <li>Understanding the importance of rivers and why people need them</li> </ul>	<p><b>WW2 - Evacuees</b></p> <ul style="list-style-type: none"> <li>Exploring a study of an aspect or theme in British history</li> <li>Understanding the experiences of children during World War II</li> </ul>	<p><b>Fairtrade</b></p> <ul style="list-style-type: none"> <li>Climate crisis</li> <li>Locating countries where Fairtrade products are grown</li> <li>Forest-friendly farming</li> </ul>