






Topic at Weetwood (History and Geography)

	Autumn	Spring	Summer
Year 1	Cracking Ideas 	Headingley / India 	Great Fire of London 
Objectives:	<p>History:</p> <ul style="list-style-type: none"> • a change within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Significant historical events, people and places in their own locality. <p>-Pupils will develop an understanding of what history is – showing important word events on a timeline and think about the different sources that can be used for historical evidence. <u>Cracking Ideas</u> –Inventions -Pupils will identify new and old inventions and match them up. -They will look at how trains have changed over time, focussing on The Rocket and George Stephenson. -Pupils will identify the different parts of the Rocket and talk about how a steam engine works. -Pupils will look at the more modern train, The Bullet and compare it to the Rocket.</p> <p>-Pupils will explore the history of the school, a former home for ‘waifs and strays’.</p> <p>-Pupils will gain knowledge and understanding of the ideas and work of Ernest Beckett MP, who helped the poor and needy in Headingley in 1894.</p> <p>-Pupils will look at how Queen Victoria and Prince Albert introduced many of the Christmas Traditions we have today.</p>	<p>Geography:</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <p>-Pupils will learn about the 7 continents of the world – labelling and naming them on a World Map.</p>	<p>History:</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. <p>Geography:</p> <ul style="list-style-type: none"> • develop knowledge about the United Kingdom and their locality. • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <p>-Pupils will identify the 4 main countries of the UK and their capital cities. -Pupils will look at London as it is today, using landmarks and features along the River Thames. -Pupils will look at the different jobs from the past and present in London. -They will find out about the Great Fire of London: -dates, where it started and how it started, why it spread so quickly and far. -Pupils will look at different sources of evidence and how we knew about the Great Fire of London- concentrating on Samuel Pepys. -They will create pictures based on pictures of the Great Fire and create their own diary entries. -They will talk about how it was rebuilt and the different ideas that were given</p>

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		<p>-Pupils will identify the 4 main compass points to describe positions.</p> <p>India - Pupils will name and locate the key physical features and main cities, thinking about the different landscapes and comparing a locality to Headingley.</p>	
<p>Celebrating Black History</p>	<p>Cracking Ideas The invention of crisps by George Crum: https://www.blackhistory.com/2019/11/potato-chip-invented-by-black-man-george-crum.html</p>		<p>Great Fire of London Black Londoners in the 17th century http://www.bbc.co.uk/history/british/empire_seapower/black_britons_01.shtml Samuel Pepys association with the slave trade: https://en.wikipedia.org/wiki/Samuel_Pepys</p>




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Year 2	Grace Darling and Florence Nightingale  	Extreme Weather 	The Seaside 
Objectives:	<p>History:</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally. • the lives of significant individuals in the past who have contributed to national and international achievements. <p>Grace Darling: The pupils will learn about the early life of Grace Darling and the events that made her famous.</p> <p>Florence Nightingale: The pupils will learn about the life and work of Florence Nightingale. The pupils will also learn about the impact Florence has on healthcare today.</p> <p>The pupils will also compare the life and work of Florence Nightingale and Grace Darling.</p>	<p>Geography:</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans. • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>The pupils will identify seasonal and daily weather patterns in the UK and other parts of the world which experience contrasting weather.</p> <p>The pupils will research extreme weather such as localised flooding and snowstorms.</p>	<p>Geography:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seaside. • identify seasonal and daily weather patterns in the United Kingdom. • use basic geographical vocabulary to refer to: key physical features. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <p>History:</p> <ul style="list-style-type: none"> • a change within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • significant historical events, people and places in their own locality. <p>The pupils will use a map to locate key seaside towns around the UK. They will explore the physical geography of a seaside town.</p> <p>The pupils will explore what seaside holidays were like in the Victorian times and compare this to their own experiences of seaside holidays.</p>

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			Pupils will explore Scarborough. Pupils will look at Victorian Scarborough. Pupils will learn about Anne Bronte, buried in Scarborough. Why was Scarborough a destination for Victorians?
Celebrating Black History	Grace Darling/Florence Nightingale The story of Mary Seacole: https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt		




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Year 3	<p style="text-align: center;">The Stone Age to The Iron Age</p> 	<p style="text-align: center;">Mexico</p> 	<p style="text-align: center;">Ancient Egypt</p> 
<p>Objectives:</p>	<p>Geography:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions, key physical and human characteristics, key topographical features (including hills, mountains, coasts and rivers) and the land – use patterns: and understand how some of these aspects have changed over time. <p>History:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age a local history study <p>The pupils will locate Scotland and the Orkney Isles on a map. They will identify human and physical characteristics of the area.</p> <p>The pupils will identify that the Bronze Age followed the Stone Age and that Bronze was discovered by mixing tin and copper. They will then identify that the Iron Age followed the Bronze Age and developments made.</p>	<p>Geography:</p> <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. 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). 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. 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 keys to build their knowledge of the United Kingdom and the wider world. <p>The pupils will locate Mexico on a map, N America They will identify the human and physical characteristics of Mexico & the main cities. The pupils will find out about the climate in relation to its location on the Tropic of Cancer. They will compare and identify similarities and differences between Mexico and the UK. They will look at human geography of Mexico</p>	<p>History:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. <p>Geography:</p> <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. <p>Pupils will learn about one of the earliest civilisations, Ancient Egypt, where and when it appeared and Egyptian life. Pupils will learn about Egyptian life (continued), Gods and Goddesses, beliefs and religion. The pupils will identify Egypt in an atlas and identify the country is in Africa.</p>

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		Pupils will learn about traditional Mexican celebrations including Day of the Dead. Pupils will learn about Aztecs and how they settled in Mexico.	
Celebrating Black History			Ancient Egypt: A Black civilisation https://www.bbc.co.uk/worldservice/africa/features/storyofafrica/3chapter5.shtml




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Year 4	<p align="center">Ancient Greece</p> 	<p align="center">Europe / Italy</p> 	<p align="center">Yorkshire invaders</p> 
Objectives:	<ul style="list-style-type: none"> ● History: Ancient Greece – a study of Greek life and achievements and their influence on the western world ● the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ● Geography: 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 	<ul style="list-style-type: none"> ● Geography: 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 ● 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 ● 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 	<ul style="list-style-type: none"> ● History: Britain’s settlement by Anglo-Saxons and Scots ● Anglo-Saxon invasions, settlements and kingdoms: place names and village life ● ☑ Anglo-Saxon art and culture ● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward ● the Confessor ● Viking raids and invasion: Jorvik ● Geography: 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 ● 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 ● 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

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			<ul style="list-style-type: none">● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied● 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.● 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
Celebrating Black History	The influence of Africa (especially Ancient Egypt) on Ancient Greek Culture https://www.metmuseum.org/toah/hd/afrg/hd_afrg.htm		

**Topic at Weetwood
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<p>Year 5</p>	<p align="center">Conflict</p>  <p align="center">The Great War 1914-1918</p>	<p align="center">Europe / Italy</p> 	<p align="center">Africa and the Slave Trade</p> 
<p>Objectives:</p>	<p>History:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>Geography:</p> <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. <p>The pupils will learn about WW1 and its causes, what it was like to be a soldier in WW1? What was trench warfare like and why was it used? How was propaganda used during the war? What was it like to be in the Battle of the Somme? What is the truth of the Christmas Truce? What can we learn about the war from objects left behind?</p>	<p>Geography:</p> <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. • 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). • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and 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. <p align="center">?</p>	<p>History: Africa and the Slave Trade</p> <ul style="list-style-type: none"> • a local history study: William Wilberforce HULL, Yorkshire.. • a significant turning point in British history: Abolition of Slavery. <p>Geography:</p> <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.



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Celebrating
Black History

WW1
Soldiers of the Commonwealth: Gobind Singh
The story of Walter Tull



Topic at Weetwood (History and Geography)

Year 6	Victorians 	America 	Roman Britain 
Objectives:	<p>History:</p> <ul style="list-style-type: none"> • a local history study: Leeds. • a significant turning point in British history, for example, the first railways or the Battle of Britain. <p>Geography:</p> <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. <p>The pupils will learn: Who were they? When did Victoria rule? What was life like in Leeds in the Victorian times? Victorian pupils, Victorian jobs and child labour, the railway and growth of towns, the reform act, population boom, leisure time, Victorian schools.</p>	<p>Geography: America</p> <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. • 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). • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and 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. <p>The pupils will learn to answer: What is the structure of the earth? What is continental drift? What happens when tectonic plate move? How are earthquakes measured? What is the impact of an earthquakes on a community? How can we earthquake-proof cities? Why do people live in earthquake and volcanic zones?</p>	<p>History: Romans</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>Geography:</p> <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.

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<p>Celebrating Black History</p>	<p>Victorians</p> <p>Frederick Douglass (former slave and abolitionist) speaks at Leeds Town hall:</p> <p>http://frederickdouglassinbritain.com/journey/FDEngland/</p> <p>Sarah Forbes Boneta, Queen Victoria's god daughter:</p> <p>https://www.bbc.co.uk/news/uk-england-hampshire-54445289</p> <p>https://www.tes.com/teaching-resource/assembly-sarah-forbes-bonetta-is-it-ok-to-give-a-person-as-a-gift-12416095</p> <p>Pablo Fanque: the Greatest Victorian Showman:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/ks2-pablo-fanque-the-greatest-victorian-showman/zhcf6v4</p>	<p>America</p> <p>Poetry/Texts of the Civil Rights' Movement c.f links with English:</p> <p>"Still I Rise" by Maya Angelou</p> <p>White Socks Only by E. Coleman</p> <p>The Bus Ride by E. Miller</p> <p>I have a dream- Martin Luther King</p>	<p>The Roman Empire</p> <p>The Ivory Bangle Lady of York</p> <p>https://www.migrationmuseum.org/wp-content/uploads/2017/04/MMP-SOW-Lesson-2-Roman-Britain-final.pptx</p> <p>https://www.youtube.com/watch?v=IVPzHUG24qA</p>
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