

Year 2/3: History and Geography: Rolling Programme						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	<p>Coastlines</p> <p>KS1</p> <ul style="list-style-type: none"> -Name and locate the seas surrounding the United Kingdom -Use basic geographical vocabulary to refer to key physical and human features. -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. -Use simple compass directions to describe the location of features on a map. <p>KS2</p> <ul style="list-style-type: none"> -describe how an environment has or might change over time -describe in simple terms, the effects of erosion. - understand geographical similarities and differences through the study of human and physical Geography. 	<p>Burford Local History Study</p> <p>KS1</p> <ul style="list-style-type: none"> -significant historical events, people and places in their own locality. <p>KS2</p> <ul style="list-style-type: none"> - a local history study 	<p>Magnificent Monarchs – Tudor/ Queen Elizabeth 1 Focus</p> <p>KS1</p> <ul style="list-style-type: none"> -the lives of significant individuals in the past who have contributed to national and international achievements. <p>KS2</p> <ul style="list-style-type: none"> -beyond 1066 study 	<p>Flow</p> <p>KS1</p> <ul style="list-style-type: none"> -Use basic geographical vocabulary to refer to key physical and human features. -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>KS2</p> <ul style="list-style-type: none"> -physical geography, including: rivers - use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p>Ancient Egypt</p> <p>KS2</p> <ul style="list-style-type: none"> -the achievements of the earliest civilizations: Ancient Egypt 	<p>Rainforests</p> <p>KS1</p> <ul style="list-style-type: none"> -name and locate the world's seven continents and five oceans -Use basic geographical vocabulary to refer to key physical features. -Use world maps, atlases and globes to identify countries, continents and oceans studied <p>KS2</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of the Equator
EQs	<p>Y2: Why do coastal areas differ from that of Burford?</p> <p>Y3: Why do people choose to live in Burford/ in coastal regions?</p>	<p>Y2: Which is the most significant building in Burford?</p> <p>Y3: What do the buildings in Burford tell us about its history?</p>	<p>Y2: Why are the Tudors so famous?</p> <p>Y3: How did the Tudors change Britain?</p>	<p>Y2: What is a river?</p> <p>Y3: Why are rivers important?</p>	<p>Y2: What was life like in Egypt 5000 years ago?</p> <p>Y3: How can we discover what life was like in Egypt 5000 years ago?</p>	<p>Y2: What is a rainforest?</p> <p>Y3: Where are the world's rainforests located? Why is this significant?</p>

<p style="text-align: center;">Year B</p>	<p>Let's explore the world</p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans -Understand similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country. -Identify the location of hot areas of the world in relation to the Equator and North and South Poles -Use basic geographical vocabulary to refer to key physical and human features. -Use world maps, atlases and globes to identify countries, continents and oceans studied -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>KS2</p> <ul style="list-style-type: none"> -Describe and understand key aspects of 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>Movers Shakers</p> <p>KS1</p> <ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements – Rosa Parks and Emmeline Pankhurst 	<p>The UK: Urban Vs Rural</p> <p>(Including a case study on the Lake District)</p> <p>KS1</p> <ul style="list-style-type: none"> -Use basic geographical vocabulary to refer to key physical and human features. -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>KS2</p> <ul style="list-style-type: none"> -Use fieldwork to observe, measure, record and present the human and physical features in the local area. -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics 	<p>Emperors and Empires</p> <p>KS2</p> <ul style="list-style-type: none"> -the Romanisation of Britain 	<p>Extreme Earth</p> <p>KS1</p> <ul style="list-style-type: none"> -Use basic geographical vocabulary to refer to key physical features. -Use world maps, atlases and globes to identify countries, continents and oceans studied <p>KS2</p> <ul style="list-style-type: none"> -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Gods and Mortals</p> <p>KS2</p> <ul style="list-style-type: none"> -Ancient Greece – a study of Greek life and achievements
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EQs	<p>Y2: What is life like in Uganda?</p> <p>Y3: How is Uganda different to the UK?</p>	<p>Y2: Should we remember the achievements of Rosa Parks and Emmeline Pankhurst?</p> <p>Y3: Whose actions had the greater impact, Emmeline Pankhurst or Rosa Parks?</p>	<p>Y2: What is the Lake District like?</p> <p>Y3: What impact does tourism have on the Lake District?</p>	<p>Y2: What was life like in Roman Britain?</p> <p>Y3: How do we know the Romans occupied Britain?</p>	<p>Y2: What are natural disasters?</p> <p>Y3: How do natural disasters affect people and the environment?</p>	<p>Y2: <i>What was life like Ancient Greece?</i></p> <p>Y3: <i>How can we discover what life was like in Ancient Greece?</i></p>
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Year 1/2: History and Geography: Rolling Programme						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	<p>Beyond my Window (Geography of Burford – Local Study and fieldwork)</p> <ul style="list-style-type: none"> -Understand similarities and differences through studying the human and physical geography of a small area of the UK -Use basic geographical vocabulary to refer to key physical and human features. -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features -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. - devise a simple map; and use and construct basic symbols in a key. -Use simple compass directions to describe the location of features and routes on a map 	<p>Street Detectives (History of Burford – Local Study)</p> <ul style="list-style-type: none"> -significant historical events, people and places in their own locality. 	<p>Bright Lights Big City</p> <ul style="list-style-type: none"> -Use basic geographical vocabulary to refer to key physical and human features. -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>Fire! Fire!</p> <ul style="list-style-type: none"> –Events beyond living memory that are significant nationally – The Great Fire of London 	<p>Moon Zoom</p> <ul style="list-style-type: none"> Changes within living memory, the lives of significant individuals in the past who have contributed to international achievements – Neil Armstrong 	<p>Australia</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 UK, and a small area in a contrasting non-European country. -Identify the location of hot areas of the world in relation to the Equator and North and South Poles -Use basic geographical vocabulary to refer to key physical. -Use world maps, atlases and globes to identify countries, continents and oceans -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.
EQs	What’s beyond my window?	How have the buildings of Burford changed over time?	Why do so many people visit London?	Why did the Great Fire of London spread so quickly?	Why did the moon landing happen?	Which is the most significant physical feature of Australia?
Year B	<p>School Days</p> <ul style="list-style-type: none"> -Changes within living memory; significant 	<p>Remember! Remember!</p> <ul style="list-style-type: none"> – events beyond living memory that are significant 	<p>Let’s Explore Antarctica!</p> <ul style="list-style-type: none"> – Name and locate the world’s seven continents and five oceans 	<p>Passport to Britian</p> <ul style="list-style-type: none"> -Name, locate and identify characteristics of 	<p>Childhood</p> <ul style="list-style-type: none"> -Changes within living memory 	<p>Under the Sea</p> <ul style="list-style-type: none"> – Name and locate the world’s seven continents and five oceans

	<p>people; places and events in the local area. - changes beyond living memory</p> <p><i>(Teaches children about their own school and locality, both today and in the past, compare schooling in the Victorian era to their experiences today.)</i></p>	<p>globally – The Gunpowder Plot</p> <p>(Mini Topic on Remembrance: How does Burford remember those that served?)</p>	<p>-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. -Identify the location of cold areas of the world in relation to the Equator and North and South Poles -Use basic geographical vocabulary to refer to key physical and human features. -Use world maps, atlases and globes to identify countries, continents and oceans studied -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>	<p>the four countries of the UK and surrounding sea. -use geographical vocabulary to refer to the key physical and human features of the UK -use aerial photographs and plan perspectives to recognise landmarks and human and physical features -Use world maps, atlases and globes to identify the UK and its countries. -Use simple compass directions to describe the location of features on a map.</p>	<p><i>(Teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.)</i></p>	<p>-Use world maps, atlases and globes to identify countries, continents and oceans studied</p>
EOs	How was our school different 150 years ago?	Should we burn guys on Bonfire night?	What would it be like to live in Antarctica?	What makes Britain Great?	How was life different for children 70 years ago?	Which ocean would you most like to visit?