



Autumn 1 – The Romans						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	WEEK 7 REMOVED FOR TRANSITION
LO – To know who the Romans were and why they are significant.	LO – To put the Roman invasions onto a timeline.	LO – To explore whether Boudicca is a Hero or a Villain. To discuss accuracy of sources.	LO – To explore the impact of the Roman invasion on life today.	LO – To plot Roman Roads and Key Roman Towns on a map using 4 figure grid references.	LO – To give directions using the 8 compass points.	
National Curriculum Objectives Geography History		- 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 - 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. - Use the 8 points of a compass, 4 and 6-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. - The Roman Empire and its impact on Britain - Continue to develop chronologically secure knowledge of history - Regularly address and sometimes devise historically valid questions - Understand how knowledge of the past is constructed from a range of sources - Construct informed responses by selecting and organising relevant historical information				
Skills Geography History		- Identify significant places and environments - Use large and medium scale land ranger OS maps with 4 figure coordinates. - Begin to use 4 figure coordinates to locate features on a map. - Use 8 compass points - Use/recognise OS map symbols. - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Describe the main changes in a period of history. - Know that people both in the past and now have a point of view and that this affect interpretation (bias/propaganda) - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.				



	• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Confident use of library, e-learning, research
Example Resources	• Cassius Dio – Roman account (Primary source) - http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Cassius_Dio/home.html • Julius Caesar – Roman account (Primary source) - http://www.mytimemachine.co.uk/?p=7 • BBC Bitesize - How the Romans conquered Britain videos and interactive resources - https://www.bbc.co.uk/bitesize/topics/zqtj34j/articles/z9j4kqt • BBC Bitesize - Roman Empire - KS2 History learner guides and class clips - https://www.bbc.co.uk/bitesize/topics/zwmpfg8 • TheSchoolRun - Roman Britain and the Roman Empire resources, timeline and gallery [link] • TheSchoolRun – Boudicca – timeline and resources - https://www.theschoolrun.com/homework-help/boudicca • Boudicca images-match them against Cassius Dio's - https://www.tes.com/teaching-resource/boudicca-images-match-them-against-cassius-dio-s-6063394 • Romans on a Rampage by Jeremy Strong (would be good for a class novel)

Autumn 2 - Anglo-Saxons and Vikings						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	WEEK 7
LO – To find out about the Anglo-Saxons and their traditions/lifestyles. Link geographically.	LO – To plot the Anglo-Saxon invasion onto a map and create a timeline of events.	LO – To find out about the Vikings and their traditions/lifestyles. Link geographically.	LO – To plot the Viking invasion onto a map and create a timeline of events.	LO – To compare the Anglo-Saxon and Viking invasions of Britain.	LO – To measure the distance between 2 points on a map.	REMOVED FOR CHRISTMAS PREP
National Curriculum Objectives Geography, History		• 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. • locate the world's countries, using maps to focus on Europe • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Britain's settlement by Anglo-Saxons and Scots • Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time				



	Develop the appropriate use of historical terms
Skills Geography History	- Begin to use primary and secondary sources of evidence in their investigations. - Measure straight line distance on a plan. - Know and sequence key dates of time studied. - Order significant events, movements and dates on a timeline. - Make links between some of the features of a past society (e.g. religion, houses, and society). - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Examine causes and results of great events and the impact on people. - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. - Confident use of library, e-learning, research
Example Resources	- The Vinland Map (Primary Source) - https://www.oecd.org/education/The-vinland-map.pdf - TheSchoolRun – Vikings - https://www.theschoolrun.com/homework-help/vikings - TheSchoolRun – Anglo-Saxons - https://www.theschoolrun.com/homework-help/anglo-saxons - Anglo-Saxons BBC Bitesize – learner guides and class clips - https://www.bbc.co.uk/bitesize/topics/zxsbcdm - Vikings BBC Bitesize – learner guides and class clips https://www.bbc.co.uk/bitesize/topics/ztyr9j6 - BBC Bitesize – What happened to the Anglo-Saxons and the Vikings? - https://www.bbc.com/bitesize/articles/z8q487h - Local links - Lady Godiva and Lord Leofric were significant Anglo-Saxon figures = Coventry in Kingdom of Mercia - http://www.historywebsite.co.uk/articles/Penn/history/Godiva.htm - Local Links - Ethelfleda, Lady of Mercia (“our greatest woman-general”) was daughter of Alfred the Great. She fortified Warwick and founded Warwick Castle - http://www.tamworthheritagetrust.co.uk/ethelfleda - Viking Invasion map - https://www.tes.com/teaching-resource/viking-invasion-map-6429425 - Anglo-Saxon invasion map - https://www.twinkl.co.uk/homework-help/history-homework-help/anglo-saxons-facts-for-kids - Suggested Text - Beowulf – Michael Morpurgo



Spring 1 - Benin						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	X
LO – To learn about the Kingdom of Benin. Ensure comparison to Britain at the time (Anglo-Saxons and Vikings).	LO – To create a timeline of the key events of the Kingdom of Benin.	LO – To compare the Kingdom of Benin to West African life today.	LO – To know why the Kingdom of Benin came to an end.	To look at the geographical features of West Africa.	LO – To create own the Kingdom of Benin onto a map with the modern-day countries of West Africa.	X
National Curriculum Objectives Geography , History		• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.				
Skills Geography , History		• Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Find/recognise places on maps of different scales. (E.g. river Nile.) • Draw a plan view map with some accuracy. • Study an ancient civilization in detail (e.g. Benin) • Use relevant terms and period labels. • Make comparisons between different times in the past. • Compare an aspect of life with the same aspect in another period. • Understand how some historical themes occurred concurrently in different locations i.e. empire building in Benin (Africa) and in Britain • Give own reasons why changes may have occurred, backed up by evidence. • Use evidence to build up a picture of life in time studied select relevant sections of information. • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Confident use of library, e-learning, research				



Example Resources	- Kingdom of Benin BBC Bitesize learner guides - https://www.bbc.co.uk/bitesize/topics/zpvckqt - The story of the Benin bronzes - https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-story-of-the-benin-bronzes/zb79wtu - Timeline, resources and gallery - https://www.theschoolrun.com/homework-help/kingdom-benin - Map of Benin - https://www.britannica.com/place/Benin - Suggested Text – The Genius of the Benin Kingdom by Sonya Newland
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Spring 2 - Benin and Modern Impact						
Week 1	Week 2	Week 3	Week 4	Week 5	X	X
LO – To explore Slavery.	LO – To create a map of the main slave routes from Africa to America/Caribbean.	LO – To understand what Apartheid is and how people of different races were treated differently.	LO – To examine the life of Nelson Mandela. Was he a hero or a villain?	LO – To know who Martin Luther King Jr is and what made him significant to the end of Apartheid in America.	X	X
National Curriculum Objectives Geography History		- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.				
Skills Geography History		- Begin to suggest questions for investigation. - Investigate places with more emphasis on the larger scale; contrasting and distant places. - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life. - Begin to draw a variety of thematic maps based on their own data. (Slave trade route) - Study different aspects of life of different people – e.g. differences between men and women - Compare accounts of events from different sources including fact and fiction. - Give reasons why there may be different accounts of history. - Describe how historical events studied affect/influence life today.				



	- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. - Confident use of library, e-learning, research
Example Resources	- Apartheid for Children links - https://kids.kiddle.co/Apartheid_in_South_Africa or https://www.ducksters.com/history/civil_rights/apartheid.php - Nelson Mandela timeline, images and resources - https://www.theschoolrun.com/homework-help/nelson - Maps of the slave trade routes - https://www.slavevoyages.org/voyage/maps#introductory - Suggested text – Long walk to Freedom by Chris Van Wyk

Summer Term - Rainforest & Modern Freedom Fighters (Deforestation)						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	X
LO – To know where rainforests are in the world and to plot them on a world map. What do they all have in common?	LO – To identify the key aspects of a tropical climate.	LO – To describe and understand the features of the layers of a rainforest.	LO – To describe animals and plants living in the Rainforest.	LO – To compare the Amazon Rainforest and Sherwood Forest.		X
Week 1	Week 2	Week 3	Week 4	WEEK 5 & 6 REMOVED FOR TRANSITION AND END OF YEAR PREP		X
LO – To examine the impact humans are having on the rainforest.	LO – To explore the impact of deforestation. Compare and contrast views.	LO – To write a balanced argument for and against deforestation.	LO – To create own map of the deforestation to the world's rainforests over time.			X
National Curriculum Objectives Geography History		- Locate the world's countries, using maps to focus on 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. Place knowledge				



	• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 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 • describe and understand key aspects of: ♣ 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 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. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
Skills Geography History	• Use index and contents page within atlases. • Compare maps with aerial photographs. • Draw a sketch map using symbols and a key. • Begin to use atlases to find out about other features of places (e.g. wettest part of the world). • Collect and record evidence unaided. • Describe similarities and differences between some people, events and artefacts studied • Plan and present a project or research about the studied period. • Investigate own lines of enquiry by posing questions to answer. • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Confident use of library, e-learning, research
Example Resources	• Companies that are working to end deforestation - https://www.onegreenplanet.org/animalsandnature/7-companies-working-to-end-deforestation/ • Solutions for deforestation - https://www.greenpeace.org/usa/forests/solutions-to-deforestation/ • WWF Resources on deforestation (lots of pictures) - https://www.wwf.org.uk/what-we-do/tackling-forest-loss-and-damage



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| | <ul style="list-style-type: none"> • Banking on Climate change: Fossil fuel finance report - https://www.ran.org/bankingonclimatechange2020/ • Resources and information from the Rainforest Alliance - https://www.rainforest-alliance.org/ • History of deforestation - https://www.historytoday.com/archive/history-deforestation • Rainforest map - https://www.nationalgeographic.com/environment/habitats/rainforest-map/ • Interactive map showing tree loss - [link] • Suggested text – Unfolding journeys Amazon Adventure by Lonely Planet Kids or The Explorer by Katherine Rundell |
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