

Year 1 History and Geography plan						
	Autumn		Spring 1	Spring 2	Summer 1	Summer 2
Topic	Black History Month The Gunpowder Plot	Birmingham Geography	Birmingham History	Wonderful Weather	Toys - Changes over time	Geography case study 2022 Commonwealth games
Skills/ Lessons	<p>Black History character – Barack Obama Lesson 1 – research Lesson 2 – biography Lesson 3 - Quiz</p> <p>Famous Local Birmingham Icon - Black History</p> <p>The Gunpowder Plot.</p> <ol style="list-style-type: none"> <li>To find out about Guy Fawkes (significant historical figure).</li> <li>To discuss the plot/what happened</li> <li>To discuss how the plot is remembered.</li> <li>To include information about fire safety.</li> </ol>	<p>I can write my own address, using key geographical words, street/road, town, city.</p> <p>I can Identify Birmingham on a map, identifying its location within England.</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the UK.</p> <p>I can use a world map, an atlas and a digital map online to locate the UK.</p>	<p>I can identify and name Landmarks in my local area – including the Solihull Land Rover plant.</p> <p>I can sequence landmarks in Birmingham on a timeline, based on when they were built.</p> <p>I can use basic geographical vocabulary (town, factory) to describe the location of a local landmark (Jaguar Land Rover.)</p> <p>I can create a timeline (The history and progression of Land Rover).</p> <p>I can design my own product (Jaguar Land Rover). Design and Technology Links</p>	<p>To identify daily weather patterns in the UK.</p> <p>To identify seasonal patterns in the UK.</p> <p>To explore the role of Weather Forecasting.</p> <p>To identify weather dangers – extreme events.</p> <p>To learn about a cold, extreme place.</p>	<p>I can explore toys from Today – To be able to explain changes within living memory.</p> <p>Family toys – to learn about toys within living memory.</p> <p>I can compare toys from the Victorian period to toys today</p> <p>Describing toys using historical language.</p> <p>Changes within living memory: Victorian schools to now.</p> <p>Birmingham toys industry – the jewellery quarter in Birmingham.</p>	<p>Comparison of Birmingham to the Gold Coast.</p> <p>I can 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.</p> <p>I can locate countries on a world map – Countries of the commonwealth – British empire. Geography of Australia and History of the commonwealth.</p> <p>I can use basic geographical vocabulary to refer to key physical features and key human features.</p>
Experiences Fieldwork	<p>‘Remember, Remember’ poetry.</p> <p>Autumn walk of school grounds – Rain gauge. Fieldwork activity</p>	<p>Local walk – trip to Oaklands park play area. Taking pictures of the things they see.</p> <p>Santa letter writing Using our own address.</p>	<p>Building our own Land Rover cars. Design and making using axles and wheels.</p>	<p>Weather recording presenting forecast using IPADS.</p>	<p>Bring your toys to school day. Grandparents toys comparison.</p> <p>History Man – History of toys.</p>	<p>Mini Olympics/ Commonwealth activity.</p>

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Transport	Cadbury	Lets go to China!	Nurses	Kings and Queens	London
Objectives	<p>I can name and locate the four countries and capital cities of the UK. (Where did the Vikings settle in the UK?)</p> <p>I can use simple compass directions to describe a route on a map. (Local area route)</p> <p>I can identify key physical and man-made features from aerial photographs (of my local area)</p>	<p>I can use basic geographical vocabulary (city, town, village, factory, farm, house, shop)</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area. (Bournville)</p> <p>I can use an eight point compass.</p> <p>I can name and locate the world's seven continents and five oceans. (Where does the cocoa bean come from?)</p> <p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Where did the explorers go and what was it like there?)</p> <p>I can use world maps, atlases and globes to identify countries, continents and oceans.</p> <p>Literacy text: from Bean to Bar</p>	<p>I can name and locate the world's seven continents.</p> <p>I can 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.</p> <p>I can use world maps, atlases and globes.</p> <p>I can name some famous world landmarks, including Mount Everest and the Great Wall of China.</p>	<p>I can discuss the work of Florence Nightingale and Mary Seacole – identifying where the Crimea war took place using an atlas.</p> <p>Compare the area of Crimea to the UK. Hospitals and their differences over time.</p> <p>I can find out about an important historical figure from my local area (Sister Dora – Walsall).</p>	<p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (What parts of the UK and what parts of the world did they rule?)</p> <p>I can 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. (Sir Francis Drake and his journey)</p> <p>I can 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. (Sir Francis Drake and his journey)</p> <p>I can name and locate the world's seven continents and five oceans. (Sir Francis Drake and his journey)</p> <p>Literacy text: Kings – Don't shout!</p>	<p>I can 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 non-European country. (The great fire of Boston v The Great fire of London)</p> <p>I can use basic geographical vocabulary. (river, city, house, shop)</p> <p>I can use maps to explain how an area has changed over time.</p> <p>Orienteering experience day</p>
Fieldwork and experiences	<p>Walk around our local environment</p> <p>Map making</p>	<p>Fieldwork – Visit Cadbury World. Identify the features around the factory (park, train station, canal).</p>	<p>China tasting food lesson</p>	<p>First aid practical lesson.</p>	<p>Taking visual images of Warwick Castle for sketching.</p> <p>Queen Portraits</p>	<p>West Midlands fire service visit – equipment and techniques</p> <p>Fieldwork – orienteering</p>

	Year 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Egyptians	Birmingham Canals	Tremors	Scrumdiddlyumptious Lets go to....	Vikings	Tribal Tales
Objectives	<p>I can identify Egypt on a map.</p> <p>I can explain the continent that Egypt is in.</p> <p>I can explain that Egypt is hot and why (because of its location).</p> <p>I can use the correct geographical words to describe a place.</p> <p>I can explain why many cities are situated on or close to rivers. I can explain why people are attracted to life by rivers.</p>	<p>I can use the correct geographical words to describe a place.</p> <p>I can recognise water sources.</p> <p>I can name and locate many of the world's most famous rivers/ canals in an atlas.</p> <p>I can understand the importance of water in our world and why it needs protecting.</p> <p>Literacy text – The Blue Umbrella</p>	<p>I can describe how volcanoes are created.</p> <p>I can locate and name some of the world's most famous volcanoes.</p> <p>I can describe how earthquakes are created</p>	<p>I can use an atlas by using the index to find places.</p> <p>I can name and locate the capital cities of neighbouring European countries.</p> <p>I can name a number of countries in the northern hemisphere.</p> <p>I can discuss the journey of a banana and talk about how they are distributed. (Trade)</p>	<p>I can name and locate the capital cities of neighbouring European countries.</p> <p>I can name a number of countries in the northern hemisphere.</p> <p>I can explore where the Vikings travelled when they invaded other countries.</p> <p>I can explain why the Vikings travelled to different areas of land (land uses)</p>	<p>I can identify physical features of an area of the UK.</p> <p>I can understand how these features may have changed over time.</p> <p>I can use some basic Ordnance Survey map symbols.</p> <p>I can use grid references on a map.</p> <p>I can identify the 8 points of a compass.</p> <p>I can use a compass to find a location.</p> <p>I can identify physical features of an area of the UK. Sketch map of Sarehole Mill,</p> <p>Locate Stonehenge – What location is it in? – Counties of the UK.</p> <p>I can recognise places that were invaded.</p>
Fieldwork and experiences	Egypt craft making activity	Visit to Canal/ Cole River (2022)	Lapworth museum (Virtual)		Fieldwork – Viking experience Day and activities	Sarehole Mill – Stone Age/ Iron Age site

	Year 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Misty Mountain Sierra	Yardley History	Burps Bile and Bottoms	I am Warrior (Romans)	Anglo Saxons	Blue Abyss
Objectives	<p>To explain difference between British Isles, Great Britain and UK and identify British mountains</p> <p>To know countries that make up European Union and mountain ranges in Europe</p> <p>To locate the Tropic of Cancer and the Tropic of Capricorn</p> <p>I can name and locate many of the world's most famous mountainous regions in an atlas.</p> <p>I can collect and accurately measure information (temperature)</p> <p>I can explain why people may choose to live in one place rather than another.</p>	<p>I can carry out research to discover features of villages, towns or cities.</p> <p>I can explain why people may choose to live in one place rather than another.</p> <p>I can plan a journey to a place in England.</p> <p>I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school</p> <p>I can explain why people may be attracted to live in cities</p>	<p>I can research food and where you would grow different foods.</p>	<p>I can find at least six cities in the UK on a map.</p> <p>I can name and locate some of the main islands that surround the UK</p> <p>I can explain why people may choose to live in one place rather than another.</p>	<p>I can name and locate countries and cities of the UK.</p> <p>I can identify the physical and human features of cities in the UK.</p>	<p>I can explain why people may choose to live in one place rather than another.</p> <p>To locate the Tropic of Cancer and the Tropic of Capricorn</p> <p>I can use maps and atlases to locate countries and describe features</p> <p>I can describe and understand key aspects of human geography including the distribution of natural resources</p>
Fieldwork and experiences	Kingsbury water park -orienteering	St Edburghas Trust School Old Yardley Village				Birmingham Eco Park

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Princes Peasants and Pestilence	Lunar Society	Beast Creator	Star Gazers	Ancient Greece	Alchemy Island
Objectives	<p>Plot the spread of the bubonic plague on a world map.</p> <p>NC: Complete, read and interpret information presented in tables and line graphs.</p> <p>NC: Locate the world's countries using a map</p> <p>Consider the reasons for the plague spreading so quickly through some countries and being relatively unheard of in others.</p> <p>NC: Describe and understand key aspects of human and physical geography.</p> <p>I can name and locate countries in Europe and understand how topographical features affected the spread of disease.</p> <p>I can name and locate some of the main islands that surround the UK</p> <p>Literacy Link Mackerel and Chips</p>	<p>Locate on a map where different members of the Lunar Society lived and where they had to travel from.</p> <p>Discuss the dangers of travel at that time.</p> <p>NC: Explain how a location fits into its wider geographical location.</p> <p>NC: Reference human, physical and economical features of different areas.</p> <p>NC: Locate towns and counties of the UK using a map.</p> <p>I can plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>Literacy Link Animals that migrate</p>	<p>Find the location of the world's top ten deadliest invertebrates when given Latitude and longitude references.</p> <p>NC: Complete, read and interpret information presented in tables and line graphs.</p> <p>NC: Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Create a bird's eye view map and key of the school and grounds. Use this to locate and plot invertebrates found in our local area. NC: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p> <p>I can collect and accurately measure information (e.g. rainfall, temperature, wind speed etc.)</p>	<p>To identify the position and significance of latitude, longitude, the equator, Northern Hemisphere and Southern Hemisphere.</p> <p>I understand that historically, explorers would have used the stars as a means of navigation.</p> <p>I understand the impact of greenhouse gases on the Earth's climate and what steps need to be taken to manage the impact of this.</p> <p>Locate the world's countries on a map, including Russia and North America. Focus on their environmental regions, key human and physical characteristics and major cities. (Time zones, biomes, space centres)</p> <p>Literacy Link Biomes</p>	<p>I can answer questions by using a map.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>I can identify the location of Greece and compare it to historical sources showing what Southern Europe use to be like.</p>	<p>I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p>I can use a key to locate geographical features on a map.</p> <p>I can use 4 and 6 figure co-ordinates to locate features on a map.</p> <p>Residential Link</p> <p>I understand the significance of the National Forest and forest ecosystems.</p> <p>I can use the landmarks marked on a map to identify my current location and navigate to a desired location.</p> <p>I can appreciate the natural beauty of the United Kingdom and understand how to preserve this for future generations.</p>
Fieldwork and experiences	<p>Fieldwork/experiences – Understanding Tudor life in Birmingham – Visit to Blakesley Hall</p> <p>Local trip to Mary Arden's farm.</p>		Fieldwork – Plotting invertebrates found in the local school area.	Think Tank Birmingham		Residential fieldwork trip

	Year 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Darwin and Evolution	Birmingham Tolkien WW1/2	Bloodheart	Hola Mexico!	Slave Trade Social Justice	Early Islamic Civilisations
Key learning/objectives	<p>Locate The Galapagos Islands on a map, including which continent it belongs to and the oceans which surround the islands.</p> <p>Compare key physical and human characteristics of the Galapagos Islands and the United Kingdom.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>Understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Plan a holiday to the Galapagos Islands</p>	<p>Locate the Tolkien trail in Birmingham.</p> <p>Identify key landmarks that inspired Tolkien.</p> <p>Use and apply mapping skills of these landmarks and locations around the city.</p> <p>WW1/2</p> <p>Explore the key locations within Europe where events occurred during WW2.</p>	<p>Explain how scientists from the UK have influenced the rest of the world. (AstraZeneca)</p> <p>Analyse how viruses such as COVID 19 have impacted countries and continents around the world.</p>	<p>Compare places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world.</p> <p>Make observations about patterns within an area</p> <p>Identify similarities and differences between places and understand links between them</p> <p>Explain how time zones work and calculate different time zones.</p> <p>Biomes of Mexico.</p> <p>Comparison of Northern America to Mexico and South America. Label the countries of North and South America.</p>	<p>Locate Transatlantic slave trade route on a world map.</p> <p>Analyse time zones and the importance of lines of longitude and latitude.</p>	<p>To be able to discuss the importance of the Old Silk Road – Geographical links and map where the Silk road went.</p>
Experiences Links to Birmingham	<p>Planning a holiday to the Galapagos Islands- Cross curriculum links to maths, art and design and Geography.</p>	<p>Birmingham Topic</p> <p>History WW2 man</p> <p>Coventry Cathedral Trip (Virtual or in person)</p> <p>PJ assembly on Coventry.</p>	<p>Debate – The coronavirus vaccine and its benefits – For and against.</p> <p>Coronavirus affecting Birmingham/ Solihull hospitals – Pop up clinics.</p>	<p>Mexico day – dress up, tasting and culture experience.</p> <p>Where could we find Mexican food in Birmingham? Discussion.</p>	<p>Discussion and debating the history of slavery and about social justice in the modern world.</p> <p>Residential – Geography Fieldwork trip (Longitude and latitude part 2)</p>	<p>Islamic artifacts bring in from home.</p> <p>Islamic art</p>