

Year 1 History and Geography plan						
	Autumn		Spring 1	Spring 2	Summer 1	Summer 2
Theme	Black History Month The Gunpowder Plot	Birmingham Geography	Birmingham History	Wonderful Weather	Toys - Changes over time	Geography case study 2022 Commonwealth games
Skills/ Lessons	Black History character – Barack Obama Lesson 1 – research Lesson 2 – biography Lesson 3 - Quiz  The Gunpowder Plot.  1. To find out about Guy Fawkes (significant historical figure). 2. To discuss the plot/what happened 3. To discuss how the plot is remembered. 4. To include information about fire safety.	I can write my own address, using key geographical words, street/road, town, city.  I can Identify Birmingham on a map, identifying its location within England.  I can name, locate and identify characteristics of the four countries and capital cities of the UK.  I can use a world map, an atlas and a digital map online to locate the UK.	I can identify and name Landmarks in my local area – including the Solihull Land Rover plant.  I can sequence landmarks in Birmingham on a timeline, based on when they were built.  I can use basic geographical vocabulary (town, factory) to describe the location of a local landmark (Jaguar Land Rover.)  I can create a timeline (The history and progression of Land Rover).  I can design my own product (Jaguar Land Rover). Design and Technology Links	To identify daily weather patterns in the UK.  To identify seasonal patterns in the UK.  To explore the role of Weather Forecasting.  To identify weather dangers – extreme events.  To learn about a cold, extreme place.	I can explore toys from Today – To be able to explain changes within living memory.  Family toys – to learn about toys within living memory.  I can compare toys from the Victorian period to toys today  Describing toys using historical language.  Changes within living memory: Victorian schools to now.  Birmingham toys industry – the jewellery quarter in Birmingham.	Comparison of Birmingham to the Gold Coast.  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.  I can locate countries on a world map – Countries of the commonwealth – British empire. Geography of Australia and History of the commonwealth.  I can use basic geographical vocabulary to refer to key physical features and key human features.
Experiences Fieldwork	'Remember, Remember' poetry.  Autumn walk of school grounds – Rain gauge. Fieldwork activity	Local walk – trip to Oaklands park play area. Taking pictures of the things they see.  Santa letter writing Using our own address.	Building our own Land Rover cars. Design and making using axles and wheels.	Weather recording presenting forecast using IPADS.	Bring your toys to school day. Grandparents toys comparison.  History Man – History of toys.	Mini Olympics/ Commonwealth activity.
Links to Birmingham		Our local area walk	Land Rover – Solihull local area.	Des Coleman – Weather presenter for BBC weather.	Jewellery quarter Birmingham toys - 'The great toy shop of Europe'	Comparison between Birmingham and Australia Gold Coast.
Famous individuals	Barack Obama Guy Fawkes Thomas Percy James I		Maurice Wilkes	Des Coleman	Queen Victoria Edmund Burke	Queen Elizabeth II

Year 2 History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Transport (Vikings)	Cadbury	Let's go to China	Nurses	Kings and Queens	London
Skills/Lessons	<p>I can use words and phrases like before, after, past, present, then and now.</p> <p>I know where people and events fit within a timeline. (invention of the different modes of transport)</p> <p>I know about events beyond living memory. (e.g. first aeroplane flight)</p> <p>I know about changes within living memory. (Talking to an older person about transport they used compare to now) – Discussion about changes in cars from petrol/diesel to electric.</p>	<p>I can find out about the lives of significant individuals. (John Cadbury)</p> <p>I can find out about significant historical events, people and places in my locality. (Bournville and the Cadbury factory)</p> <p>I can order events on a timeline (Development of the Cadbury factory).</p> <p>The History of chocolate – from bean to bar. – Geographical links to the transportation of Cacao beans.</p>	<p>Geography focus - I can understand the 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>Winter Olympics 2022</p> <p>I can order events on a timeline – history of the winter Olympics – plot the different winter Olympics on a world map.</p> <p>I can explain the historical context and reason behind the Chinese New Year.</p> <p>Music Buzz Day – I can name significant historical figures. (Nelson Mandela and South African music).</p>	<p>I can find out about the lives of significant individuals. (e.g Florence Nightingale, Edith Cavell, Mary Seacole)</p> <p>I can ask and answer questions. (Thinking about what life would have been like in the hospitals)</p> <p>I can identify similarities and differences between ways of life in different periods. (How do hospitals from the past compare to modern day hospitals?)</p> <p>I can find out about a significant individual from my local area. (Sister Dora).</p> <p>I can discuss changes within living memory. (Coronavirus).</p>	<p>I can find out about the lives of significant individuals. (e.g Queen Elizabeth, Queen Victoria)</p> <p>I know where people and events fit within a timeline. (When did they rule?)</p> <p>I can make a judgement from a class debate (Was Richard III guilty?)</p> <p>I can find out about events beyond living memory. (What happened during their rule?)</p> <p>I can ask and answer questions.</p>	<p>I know about changes within living memory. (How has London changed within the last 7 years?)</p> <p>Changes beyond living memory. (The Great fire of London before and after the fire).</p> <p>I can use words and phrases like before, after, past, present, then and now. (To compare present day London with London of 1666)</p> <p>I can compare the past to the present – life for a firefighter during the GFOL to the life of a firefighter now,</p>
Experience Days	Make your own Viking Longboat – POW project.	Visit to Cadbury factory	<p>Visit to Warwick Castle</p> <p>Hold a trial for Richard III using evidence from the past, considering how reliable they think it is.</p> <p>Chinese taster day food experience.</p>	<p>(First aid training)</p> <p>Children role-play being a nurse of the past, what choices would they make? Can they save the patient by learning from the past?</p>	Visit to Warwick Castle Hold a trial for Richard III using evidence from the past, considering how reliable they think it is.	History Man – Great Fire of London
Famous individuals/ Links to Black History	Garrett Morgan – traffic lights	John Cadbury George Cadbury	Nelson Mandela	Mary Seacole Sister Dora Florence Nightingale	Queen Victoria and her links to Abdul Karim King Richard III	Samuel Pepys Thomas Farriner WM fire service
Birmingham Links	Birmingham's clean air zone - Why is it needed?	Cadbury world trip	Birmingham's links to China – pictures of China town	Sister Dora – links to Walsall and the famous statue.	Visit to Warwick Castle Richard III remains in Leicester.	WM Fire service

Year 3 History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Ancient Egyptians	Birmingham Canals	Tremors (Pompeii)	Scrumdillyumptious	Lets go to..... Vikings	Tribal Tales – Stone Age
Skills	<p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can describe events from the past using dates when things happened.</p> <p>I can use research skills to find answers to specific historical questions.</p> <p>I can research in order to find similarities and differences between two or more periods of history. (modern Egypt)</p> <p>(Literacy Link – Who killed King Tut?)</p>	<p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can describe events from the past using dates when things happened</p> <p>I can use research skills to find answers to specific historical questions.</p>	<p>I can use my mathematical knowledge to work out how long ago events happened</p> <p>I can name some of the world’s most famous volcanoes and recognise how patterns in volcano eruptions have changed overtime.</p> <p>Pompeii – case study</p> <p>Cross curriculum links to Geography with regards to location within Europe – European case study.</p>	<p>I can describe events from the past using dates when things happened.</p>	<p>I can use research skills to find answers to specific historical questions.</p> <p>I can explain significant historical events from the past and how they have had an impact on the wider world.</p> <p>I can find out about famous historical figures – people of international importance.</p> <p>Lessons including:</p> <ul style="list-style-type: none"> <li>☑ Viking raids and invasion</li> <li>☑ resistance by Alfred the Great and Athelstan, first king of England</li> <li>☑ further Viking invasions and Danegeld</li> <li>☑ Anglo-Saxon laws and justice</li> <li>☑ Edward the Confessor and his death in 1066</li> </ul>	<p>I can use research skills to in order to find similarities and differences between two or more periods of history.</p>
Experiences	Museum in a box artefacts	<p>Visit to canal and river trust</p> <p>Stratford Upon Avon visit</p>	Lapworth museum (Virtual)		Viking Experience Day – school field	Sarehole Mill
Famous individuals	<p>Tutankhamun (Lit.)</p> <p>Hypatia of Alexandria – philosopher, astronomer &amp; mathematician</p> <p>Sir Issac Newton</p>	<p>James Brindley</p> <p>George Biddle Kelley- 1<sup>st</sup> black engineer in New York – worked on the Barge canal</p>	<p>Mary Anning</p> <p>Gladys West – black mathematician who set foundations for GPS and modelling shape of the Earth</p>	<p>Nadia Hussain (bake off)</p> <p>Lois Pasteur</p>	<p>Ruby Bridges</p> <p>Malala Yousefzi</p> <p>Serena Arthur</p> <p>Alfred the Great</p> <p>Edward the Confessor</p>	
Links to Birmingham		Birmingham Canals	Barrow Hill Nature Reserve	Birmingham – Where do we get our food from?	Viking Experience Day – school field	Visit to Sarehole Mill

Year 4 History

	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
Learning objectives	<p>I can explain how an event from the past has shaped our life today.</p> <p>(link to biography of a famous explorer in the past Tenzing Norgay)</p> <p>I can plot events on a timeline</p> <p>( Literacy Link – Space Explorer)</p>	<p>I can plot events on a timeline</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>I can research what it was like for children in a given period of history (and present my findings to an audience).</p> <p>I can use my mathematical skills to round up time differences into centuries and decades</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p>	<p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>(Pre NHS access to medical care)</p>	<p>I know about the Roman Empire and its impact on Britain</p> <p>I can explain some of the times when Britain has been invaded.</p> <p>I can explain how an event from the past has shaped our life today. (Roman Roads)</p> <p>I can plot events on a timeline</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p>	<p>I can explain some of the times when Britain has been invaded.</p> <p>I can explain Britain’s settlement by Anglo-Saxons and Scots</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p>	<p>I can explain how an event from the past has shaped our life today.</p> <p>(link to biography of a famous marine explorer in the past)</p> <p><u>Experiences</u></p> <p>Birmingham Eco Park</p>
Experiences	Kingsbury Water Park – (2022/23)	St Edburghas Trust School Old Yardley Village		History Man visit - Romans		
Famous Individuals	Tenzing Norgay	Yeoville Thomason (architect)	William Beaumont (digestion scientist)	Emperor Claudius	King Arthur	Jacques Cousteau
Links to Birmingham		Birmingham Topic – Yardley walk		Roman Fort – Coventry History man Artefacts		

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Princes Peasants and Pestilence Black Death	Lunar Society Local History – Lunar Society.	Beast Creator Science/ Geography topic	Star Gazers Science/ Geography The History of the Space Race	Ancient Greece	Alchemy Island Georgian crime and punishment
Skills	<p>Study an aspect or theme in British history that extends pupil's knowledge beyond 1066.</p> <p>Discover the gruesome symptoms of the Bubonic plague</p> <p>Write a diary extract based on 'At the sign of The Sugared Plum.'</p> <p>A visit to Blakesley Hall NC: A study into a site dating from a period beyond 1066 that is significant in the locality. Research and test out cures for the plague and medieval cures for common ailments such as headaches and sore throats.</p> <p>Find out about the mysterious Flagellants</p> <p>Chart the spread of the plague through London</p> <p>Find out Information about knights, jousting and chivalry</p> <p>Find out about the Feudal system in Medieval Europe</p> <p>Learn about the Peasants' revolt and its leader Wat Tyler lives of significant people.</p> <p>Learn about the Plantagenet kings of the 14th Century NC: Study and aspect of British history that extends pupils knowledge beyond 1066.</p> <p>Meet a Plague Doctor</p>	<p>Find out about the Lunar Society, its members and their impact upon society. NC: Understand that our historical knowledge is constructed from a range of sources. NC: Study and aspect of history dating from the period beyond 1066 which is significant in the locality.</p> <p>Learn about the abolition of slavery. NC: Select appropriate vocabulary and grammar to persuade and inform the reader.</p> <p>Create a timeline of Lunar Society figures and influencers. NC: Draw a timeline with different historical periods showing key historical events or lives of significant people. can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Science</p> <p>Learn about the invention and improvements made to the Steam Engine and how it was a key part of the Industrial Revolution</p> <p>NC: Consider what sources of information, including first hand experience and a range of other sources, are used to answer questions.</p>	<p>Consider the life and work of Charles Darwin. Discuss his impact on our understanding of evolution and understand that his ideas caused controversy.</p> <p>NC: Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>I can research two versions of an event and explain how they differ ( the space race/ moon landings from USA and Russian perspective)</p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>(Space Race)</p> <p>Describe how a significant individual or movement has influenced the UK or wider world. – Galileo.</p> <p>Competition and History between Russia and the U.S.A – Links to the cold war following on from WWII.</p>	<ul style="list-style-type: none"> <li>- Who were the Ancient Greeks?</li> <li>- Daily life and achievements.</li> <li>- Athens and Sparta</li> <li>- The Olympics</li> <li>- Gods and Goddesses</li> </ul> <p>To study Greek life and achievements and their influence over both the ancient and modern world.</p>	<p>I can place key events in history on a timeline explaining how things have developed –</p> <p>I can describe how crime and punishment have changed over time.</p> <p>To use sources of evidence to deduce information from the past.</p> <p>To draw inferences regarding how Georgian society was organised.</p> <p>Literacy Link: The Highway Man</p>

Famous individuals (including any links to Black History)	Wat Tyler King Richard II	James Watt Matthew Boulton Joseph Priestly Erasmus Darwin Josiah Wedgwood		Mae Jemison Katherine Johnson		Dick Turpin
Experiences	Visit to Blakesley Hall – the lives of the rich and poor Tudors.	Birmingham based topic		Visit to Birmingham Thinktank		Residential visit to The National Forest.
Links to Local History	Visit to Blakesley Hall – the lives of the rich and poor Tudors.	Birmingham based topic	Visit to Stratford Upon Avon Butterfly Farm.	Visit to Birmingham Thinktank	Greeks lasting legacy – How do they influence the modern world we live in today?	Residential visit to The National Forest.

	Year 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Darwin and Evolution	Birmingham Tolkien WW1/2	BLOODHEART	Hola Mexico!	Slave Trade Social Justice	Early Islamic Civilisations
Key learning/objectives	<p>Explain the findings of evolutionary scientists beyond 1066.</p> <p>Analyse the route of Darwin's voyage and the social injustice he witnessed.</p> <p>Research key events in Charles Darwin's life.</p>	<p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>I can discuss the impact of the Blitz and the blackouts.</p> <p>I can explain the impacts of WWI and WWII</p> <p>I can describe significant historical figures (both negative and positive – Winston Churchill and Adolf Hitler).</p> <p>I can explore the Tolkien's role in the great war and how this influenced his work.</p>	<p>Investigate the works of Alexander Flemming and Sarah Gilbert and the impacts of the findings.</p> <p>Analyse how viruses such as COVID 19 have impacted countries and continents around the world.</p> <p>DISCUSSION – Why do people take the coronavirus vaccine? For and against debate.</p>	<p>I can analyse historical festivals within the culture of Mexico.</p> <p>I can understand the significance of key events such as 'Independence day'.</p> <p>Use a wide range of resources to find out information</p> <p>Use appropriate vocabulary</p>	<p>History of the slave trade.</p> <p>I can describe significant historical figures (Thomas Clarkson and Granville Sharp).</p> <p>Investigate the social injustices of different minority groups of the past and discrimination today.</p>	<p>Find out about Baghdad's role in early Islamic civilisation.</p> <p>Explore and research the House of Wisdom - making informed judgements after weighing arguments.</p> <p>I can discuss the importance of concepts developed by early Islamic scholars.</p>
Famous individuals	<p>Charles Darwin</p> <p>Link to Black History – Discussion about the injustices Darwin witnessed with regards to slavery.</p> <p>Mary Anning</p>	<p>Adolf Hitler</p> <p>Winton Churchill</p> <p>J.R.R Tolkien</p>	<p>Alexander Flemming</p> <p>Sarah Gilbert</p>	<p>Hernán Cortés</p> <p>Miguel Hidalgo</p> <p>Frida Kahlo</p>	<p>Thomas Clarkson</p> <p>Granville Sharp</p> <p>Martin Luther King Jr</p>	<p>Malcolm X</p> <p>Muhammad ibn Zakariya Razi</p> <p>Abu al-Qasim Khalaf ibn al-Abbas Al-Zahrawi</p>
Experiences	<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</p> <p>Fieldwork trip (Longitude and latitude part 2)</p>	<p>Islamic artifacts bring in from home.</p> <p>Islamic art</p>
Links to Birmingham						