



MORDA C of E PRIMARY SCHOOL HUMANITIES 2 YEAR ROLLING PROGRAMME



CLASS	YEAR	AUTUMN History	AUTUMN Geography	SPRING 1 History	SPRING 2 Geography	SUMMER 1 History	SUMMER 2 Geography
BLUEBELLS Reception and Year 1	A	<p>Marvellous Me</p> <p>Developing chronology change/ community / local</p> <p>My own history , when I was born to starting school my family history , personal timeline</p> <p>EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Changes within living memory. significant historical events, people and places in their own locality.</p>	<p>Me and my Village</p> <p>Settlement / land use</p> <p>What is in Morda? Mapping A journey from home to school</p> <p>EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p> <p>Understand geographical similarities and differences through studying the human and physical</p>	<p>Journey to the moon</p> <p>Transport/ historical characters /change</p> <p>Apollo 11 The moon Landing Neil Armstrong Buzz Aldrin , Tim Peak 1969</p> <p>EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Changes within living memory aspects of change within national life the lives of</p>	<p>Out of this World</p> <p>Maps/settlement and land use</p> <p>Aerial views Mapping – my school, my village, the UK, the world continents and Oceans</p> <p>EYFS: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in</p>	<p>Castles</p> <p>King/Queen/ monarchy/ Invasion/ conflict/ poverty/ Wealth</p> <p>Whittington Castle Chirk Castle Scottish Castles Monarchs</p> <p>EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Highlands of Scotland (Katie Morag)</p> <p>Settlement/ land use/ weather and climate zones</p> <p>EYFS: Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>



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			<p>geography of a small area of the United Kingdom</p>	<p>significant individuals in the past who have contributed to national and international achievements..</p>	<p>this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</p>	<p>NC: events beyond living memory that are significant nationally or globally compare aspects of life in different periods</p>	<p>experiences and what has been read in class;</p> <p>Place knowledge : understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom</p>
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					right], to describe the location of features and routes on a map		
B	<p>Toys though Time (Also, Marvellous me)</p> <p>Developing Chronology / change/ community/ local</p> <p>EYFS: : Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>One week :changes within living memory. changes within living memory. significant historical events, (e.g first computer)</p>	<p>Kenyan School (Handa's Surprise)</p> <p>Settlement / land use</p> <p>Compare and contrast Kenyan village and school with Morda Village and School</p> <p>EYFS: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences</p>	<p>Fire Fire (Great Fire of London)</p> <p>King/ Queen/ Monarch / Settlement/ Poverty/ Wealth</p> <p>Great Fire of London</p> <p>Samuel Pepys – diary evidence</p> <p>Charles 1</p> <p>EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Know some similarities and</p>	<p>London and Morda (The Greedy Fox)</p> <p>Settlement / land use/ economic activity</p> <p>Comparison of Morda to the capital city</p> <p>EYFS: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some</p>	<p>History of Holidays</p> <p>Transport/ leisure /local/ settlement</p> <p>History holidays and transport to local seaside resorts</p> <p>EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and</p>	<p>Wales and Welsh Coast</p> <p>Settlement / land use /economic activity</p>	



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		<p>people and places in their own locality.??</p>	<p>between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Locational Knowledge: Human and physical geography Use basic geographical vocabulary to refer to: key physical features, , vegetation, season and weather.</p>	<p>differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Events beyond living memory that are significant nationally or globally compare aspects of life in different periods</p>	<p>similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</p>	<p>what has been read in class</p> <p>Changes within living memory. significant historical events, people and places in their own locality. changes within living memory. significant historical events, people and places in their own locality. changes within living memory. significant historical events, people and places in their own locality. Significant historical events, people and places in their own locality the lives of significant people compare aspects of life in different period.</p>	
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<p>DAFFOLDILS Years 1 and 2</p>	<p>A</p>	<p>Arctic Explorers Ernest Shackleton</p>	<p>Arctic explorers</p>	<p>Mary Anning Dinosaur hunters!</p>	<p>Landscape field study (Geology)</p>	<p>Florence Nightingale / Mary Secole</p>	<p>Local Study Morda</p>
		<p>Historical characters/ Exploration / international /change/ navigation</p>	<p>Sustainability Weather and climate Human effect on the environment</p>	<p>Historical characters Developing chronological order Change/ difference/ equality/ community/ culture Mary Quant - fashion Music – The Beatles and their influence on modern day music.</p>	<p>Llanynynech Cliff / Rodney’s Pillar - Settlement/land use/economic activity The human and physical features of an area. Significant buildings - economic (canal and tourism)</p>	<p>Health / laws/ poverty/ wealth</p> <p>Education – Morda School Work House Queen Victoria/ Charles Dickens- ‘Oliver Twist ‘ child labour</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Settlement / land use /economic activity / trade Map work – UK and local OS drawing routs and following Field work- surveys and data gathering</p>
		<p>The lives of significant individuals in the past who have contributed to national and international achievements. compare aspects of life in different periods</p>	<p>: KS1: 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, season and weather</p>	<p>KS1: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>KS1: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Understand geographical similarities and differences through studying the human and</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>KS1: Use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surroundings.</p> <p>KS2: Use field work to observe ,measure, record and present human and physical</p>



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					<p><i>physical geography of a small area of the United Kingdom, KS2: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features 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</i></p>		<p><i>features in a local area using a range of methods including: sketch maps and plans</i></p>
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					<i>region of the United Kingdom use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>		
B	<p>Origin of the Species Charles Darwin</p> <p>Significant local person Exploration/ change /Navigation / international</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. compare aspects of life in different periods</p>	<p>Viva Espanol Comparison of location outside of the UK (Europe)</p> <p>KS1: Place knowledge Understand geographical similarities and differences through studying the human and physical geography Geographical skills and fieldwork Use world maps, atlases and globes to identify the countries,</p>	<p>Taking Flight</p> <p>Significant historical event Developing chronology, change transport/ navigation /international</p> <p>The first aeroplane flights Wright Brothers / Amy Johnson Concord The lives of significant individuals in the past who</p>	<p>Australia Sydney and the Australian outback</p> <p>Comparison of location outside of the UK Land use and settlement</p> <p>KS1: Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United</p>	<p>Transport through the years</p> <p>local/ settlement/ community/ /chronology</p> <p>Railways – Brunel</p> <p>Significant historical events, people and places in their own locality.</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Local Study Oswestry- 'My town'</p> <p>Settlement / land use /economic activity / trade</p> <p>Map work – Uk and local OS drawing routes and following Field work- surveys and data gathering KS1: Human and physical geography Use basic geographical vocabulary to refer to: key physical features, key human features, Geographical skills and fieldwork</p>	



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			<p>continents and oceans studied at this key stage</p> <p>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</p>	<p>have contributed to national and international achievements. compare aspects of life in different periods</p>	<p>Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to: key physical features, key human features,</p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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> <p>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>
<p>ROSES Years 3 and 4</p>	<p>A</p>	<p>Stone Age (to the Egyptians)</p> <p>Settlement/Agriculture religion / change/</p>	<p>Longest Rivers around the World and the UK River Severn study</p>	<p>Roman Empire and the Invasion of Britain</p> <p>Empire/ Conflict/ invasion/</p>	<p>Europe and the Mediterranean</p> <p>Settlement/ land use/ weather</p>	<p>The Saxons Invasion (to the Vikings)</p> <p>Invasion/Kingdom/ Settlement/</p>	<p>Offa's Dyke</p> <p>Settlement / land use /economic activity / trade</p>



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		<p>civilisation / migration/ conflict</p> <p>How do we know ? Archaeology Neolithic Hunters Scara Brae Case study Bronze age settlement/ religion farming / technology Bronze Age into Iron Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>(Climate Emergency)</p> <p>Rivers/water cycle/ climate change</p> <p>Distribution of Natural resources Pollution-/ global warming Water Cycle</p> <p>Place knowledge key topographical features <i>rivers</i>), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>settlement/ democracy/ religion/ culture / legacy</p> <p>Ancient Roman Society Democracy, Army expansion and invasion Julius Caesar's / Claudius invasion Roman Army</p> <p>The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by</p>	<p>and climate zones</p> <p>Biomes and Vegetation Land use/ Industry</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a European country, Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Geographical skills and field work Use the eight points of a compass, four</p>	<p>religion/ religion/ legacy/ law</p> <p>Invasion of Britain, struggle for Kingdom, Religious beliefs, legacy</p> <p>Britain's settlement by Anglo-Saxons Roman withdrawal from Britain in c. AD 410 Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion</p>	<p>Geographical skills and fieldwork</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including the Ordinance Survey maps) to build their knowledge the United Kingdom and wider world Human and Physical geography Human geography, including: types of settlement and land use, economic activity including trade links</p>
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				Claudius and conquest, including Hadrian's Wall	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		
B	<p>Ancient Egyptians (comparison to Stone/ Bronze Age)</p> <p>Settlement/ civilisation/ religion/ Empire / Kingdom/ culture/ religion/ legacy</p> <p>Archaeology Egyptian society , the Pharaohs, farming, building of Pyramids , religious beliefs</p>	<p>River Nile</p> <p>Rivers/water cycle/ climate change</p> <p>Importance of Nile Nile Delta Flooding and farming Settlement Pollution impact</p> <p>Human and physical geography Describe and</p>	<p>Roman Invasion and settlement in Britain</p> <p>Invasion/ Empire/ rebellion / Conflict/ legacy/ civilisation/ culture/ settlement / religion/ local</p> <p>The Celt's rebellions- local study Wroxeter</p> <p>Emperor Claudius' invasion</p>	<p>North America Settlement/ land use/ weather and climate zones</p> <p>Biomes and Vegetation Land use and Industry</p> <p>Locational knowledge Locate the world's countries, North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Vikings (comparison to Saxons)</p> <p>Raid, Invasion, Settlement., law, kingdom, legacy</p> <p>Viking raids Viking Invasion King Guthrum Settlement and the Danelaw King Alfred the Great Trade Legacy in Britain</p> <p>NC : the Viking and Anglo-Saxon struggle for the Kingdom of</p>	<p>UK Contrasting Location East Coast – Lindisfarne Holy Islands Settlement / land use /economic activity / trade</p> <p>Physical geography (coastal erosion) Settlement Industry Tourism impact</p> <p>Locational knowledge Name and locate counties and cities of</p>	



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			<p>understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Roman Army Boudicca Rebellion Settlement – Wroxeter or Chester – study</p> <p>The Roman Empire and its impact on Britain British resistance :Boudica 'Romanisation' of Britain: sites (Wroxeter or Chester technology, culture and beliefs, including early Christianity</p>	<p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography within North America Geographical skills and fieldwork 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>	<p>England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</p>	<p>the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, coasts and ri and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography Describe and understand key aspects of: Physical human geography, including: types of settlement and land use, economic activity including trade links, Geographical skills and fieldwork 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 OS maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a</p>
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							range of methods, including sketch maps, plans and graphs, and digital technologies.
SHAMROCKS Years 5 and 6	A	<p>Ancient Islamic Society</p> <p>Religion/ Education/ Laws / technology / trade/ Nation/ Agriculture</p> <p>Silk Road / Sheherazade</p> <p>Bagdad and the Golden Age of Islam House of Wisdom Impact on the world-education, mathematics, astronomy art</p>	<p>India and the Silk Road</p> <p>Settlement/ land use/ weather and climate zones</p> <p>None-European Comparison to the UK Biomes and Vegetation belts, Land use and Industry,</p> <p>Locational knowledge Locate the world's countries, using maps 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</p>	<p>Tudor Shrewsbury</p> <p>Conflict / Kingdom/ trade /settlement/ religion / culture/ Local Study Tudor/ Elizabethan Nation/ Law/ Elizabethan buildings / settlement Castle</p> <p>A local history study a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Mountains of the World</p> <p>Climate zones Mountain rescue How mountains are formed Mountains around the world Mountain biomes Human interaction Impact of humans</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts,</p>	<p>Woman's Suffrage (Turning Points since 1066)</p> <p>Conflict/ law/democracy / sacrifice</p> <p>Women at the hustings through the 17th and 18th centuries. The growth of the suffrage movement in the 19th century..</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 changes in an aspect of social history, a significant turning</p>	<p>London City Sets of power / Westminster Abbey Tower of London</p> <p>Climate change/ natural resources Where does our energy come from? Carbon footprint Conservation of natural resources</p> <p>Human and physical geography, including : distribution of natural resources including energy, food minerals and water</p>



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			<p>zones (including day and night)</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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> <p>Geographical skills and fieldwork 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 OS maps) to build their knowledge of the the wider world</p>		<p>rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>point in British history,</p>	
	B	<p>Ancient Greek Society</p> <p>Religion/ conflict /education/ Laws/</p>	<p>Volcanoes and Earth Quakes</p> <p>Volcanoes and Earthquakes</p>	<p>Oswestry in World War 2</p> <p>Conflict/ Nation/</p>	<p>Local Study Evacuee placements Relocation</p>	<p>Windrush Generation Relocation / Immigration Turning Points in British</p>	<p>Global Trade Rainforests Brazil</p> <p>Climate change/ natural resources</p>



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	<p>technology/ legacy/ trade/ Nation</p> <p>Impact on the world- education, mathematics , astronomy art</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>What causes volcanoes to erupt and earthquakes Where are the world's fault lines Living in areas with Volcanic activity and Earthquakes</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, mountains, volcanoes and earthquakes, Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe</p>	<p>Invasion/ Treaty/poverty/ wealth/ Industry/ equality</p> <p>Significant events Turning Point since 1066 Causes of the war Battle of Britain The Blitz Evacuation The Home front Women's role in the war Legacy</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 changes in an aspect of social history, a significant</p>	<p>Cities / map work distances / industry and rural contrast Why did people move Evacuees to Oswestry-networks – where did they come from – Road / rail networks</p>	<p>Change/ Culture Community/ Government / Empire/ Equality National/Migration Wealth/Poverty Settlement</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in an aspect of social history. a significant turning point in British history</p>	<p>What is global trade? Food and trade. UK exports . Fair trade Field work – Oswestry Industrial estate</p> <p>Comparison with Uk Population, biomes, industry Disappearing Rainforests (climate emergency)</p> <p>Locational knowledge Locate the world's countries, using maps to focus on 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</p>
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				turning point in British history,			<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, the water cycle</p> <p>Human geography, including: types of</p> <p>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>
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Historical threads throughout the topic.

Geographical threads throughout the topic

Key knowledge learnt

Early years foundation stage

National curriculum links covered throughout the topic