



## MORDA C of E PRIMARY SCHOOL HUMANITIES 2 YEAR ROLLING PROGRAMME



CLASS	YEA R	AUTUMN History	AUTUMN Geography	SPRING 1 History	SPRING 2 Geography	SUMMER 1 History	SUMMER 2 Geography
<b>BLUEBELLS Reception and Year 1</b>	<b>A</b>	<p>Marvellous Me</p> <p><b>Developing chronology change/ community / local</b> 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><b>Changes within living memory. significant historical events, people and places in their own locality.</b></p>	<p><b>Me and my Village</b></p> <p><b>Settlement / land use</b> 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><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</b></p>	<p><b>Journey to the moon</b></p> <p><b>Transport/ historical characters /change</b> 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><b>Changes within living memory aspects of change within national life</b></p>	<p><b>Out of this World</b></p> <p><b>Maps/settlement and land use</b> 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</p>	<p><b>Castles</b></p> <p><b>King/Queen/ monarchy/ Invasion/ conflict/ poverty/ Wealth</b> 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><b>Highlands of Scotland (Katie Morag)</b></p> <p><b>Settlement/ land use/ weather and climate zones</b></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,</p>



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				<p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>.</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>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</p>	<p>NC: events beyond living memory that are significant nationally or globally compare aspects of life in different periods</p>	<p>drawing on their experiences and what has been read in class;</p> <p><b>Place knowledge :</b> 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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					and far; left and right], to describe the location of features and routes on a map		
<b>B</b>	<p><b>Toys though Time (Also, Marvellous me)</b></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</p>	<p><b>Kenyan School (Handa's Surprise)</b></p> <p>Settlement / land use</p> <p><b>Compare and contrast Kenyan village and school with Morda Village and School</b></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><b>Fire Fire (Great Fire of London)</b></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><b>London and Morda (The Greedy Fox)</b></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</p>	<p><b>History of Holidays</b></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,</p>	<p><b>Wales and Welsh Coast</b></p> <p>Settlement / land use /economic activity</p>	



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		<p>first computer ) 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><b>Locational Knowledge: Human and physical geography</b> Use basic geographical vocabulary to refer to: key physical features, , vegetation, season and weather.</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>Events beyond living memory that are significant nationally or globally compare aspects of life in different periods</p>	<p>class; - Explain some 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>drawing on their experiences and 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</p>	
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						of life in different period.	
<b>DAFFOLDIL S Years 2 and 3</b>	<b>A</b>	<p><b>Arctic Explorers Ernest Shackleton</b></p> <p>Historical characters/ Exploration / international /change/ navigation</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><b>Arctic explorers</b></p> <p>Sustainability Weather and climate Human effect on the environment</p> <p>:</p> <p><b>KS1:</b> 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 <b>KS2:</b> name and locate counties and cities of the United Kingdom, geographical regions and their</p>	<p><b>Swinging 60's</b></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><b>KS1:</b> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>UK City study Liverpool</b></p> <p>Settlement/land use/economic activity The human and physical features of an area. Significant buildings - economic (canal and tourism)</p> <p><b>KS1:</b> 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 physical</p>	<p><b>Victorian Morda</b></p> <p>Education/ King/Queen/ kingdom/ national/ monarchy/ 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>the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p><b>Local Study Morda</b></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><b>KS1:</b> 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><b>KS2:</b> Use field work to observe</p>



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			identifying human and physical characteristics, key topographical features		geography of a small area of the United Kingdom, <b>KS2:</b> 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		,measure, record and present human and physical features in a local area using a range of methods including: sketch maps and plans
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					region of the United Kingdom use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
<b>B</b>	<p><b>Origin of the Species</b> <b>Charles Darwin</b></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><b>Viva Espanol</b> Comparison of location outside of the UK ( Europe )</p> <p><b>KS1:</b> <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography <b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the countries, continents and</p>	<p><b>Taking Flight</b></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><b>Australia Sydney and the Australian outback</b> Comparison of location outside of the UK Land use and settlement</p> <p><b>KS1:</b> <b>Place knowledge</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United</p>	<p><b>Oswestry through the years</b></p> <p>local/ settlement/ community/ /chronology</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><b>Local Study Oswestry</b></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 <b>KS1:</b> <b>Human and physical geography</b> Use basic geographical vocabulary to refer to: key physical features, key human features,</p>	



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			<p>oceans studied at this key stage 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</p> <p><b>KS2:</b> <b>Locational knowledge</b> using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Human and physical geography</b></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. Use basic geographical vocabulary to refer to: key physical features, key human features,</p>	<p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries. 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. 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>
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			Describe and understand key aspects of: physical geography, weather and climate zones				
ROSES Years 4 and 5	A	<p><b>Stone Age (to the Egyptians)</b></p> <p>Settlement/Agriculture religion / change/ 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><b>Longest Rivers around the World and the UK</b></p> <p><b>River Severn study (Climate Emergency)</b></p> <p>Rivers/water cycle/ climate change Distribution of Natural resources Pollution-/ global warming Water Cycle</p> <p><b>Place knowledge</b></p>	<p><b>Roman Empire and the Invasion of Britain</b></p> <p>Empire/ Conflict/ invasion/ settlement/ democracy/ religion/ culture / legacy</p> <p>Ancient Roman Society Democracy, Army expansion and invasion</p>	<p><b>Europe and the Mediterranean</b></p> <p>Settlement/ land use/ weather and climate zones Biomes and Vegetation Land use/ Industry</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through the</p>	<p><b>The Saxons Invasion (to the Vikings)</b></p> <p>Invasion/Kingdom / Settlement/ 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</p>	<p><b>Birmingham City</b></p> <p>Settlement / land use /economic activity / trade Comparison with Oswestry Settlement Industry</p> <p><b>Geographical skills and fieldwork</b> Use the eight points of a compass, four and six figure</p>



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		Changes in Britain from the Stone Age to the Iron Age	key topographical features <b>rivers</b> ), and land-use patterns; and understand how some of these aspects have changed over time	Julius Caesar's / Claudius invasion Roman Army  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 Claudius and conquest, including Hadrian's Wall	study of human and physical geography of a <b>European country</b> , Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <b>Geographical skills and field work</b> 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	Britain in c. AD 410 Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion	grid references, symbols and key ( including the Ordnance Survey maps) to build their knowledge the United Kingdom and wider world <b>Human and Physical geography</b> Human geography, including: types of settlement and land use, economic activity including trade links
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	<p><b>B</b></p>	<p><b>TRANSITION TO 2 YEAR ROLLING PROGRAMME CURRICULUM (2022 only )</b>  <b>Ancient China ( Shang Dynasty- comparison to Stone Age/ Bronze and Ancient Egypt)</b>          Settlement/ civilisation/ religion/ Empire / Dynasty Kingdom/ culture/ religion/ legacy</p> <p><b>Ancient Egyptians (comparison to Stone/ Bronze Age)</b>          Settlement/ civilisation/ religion/ Empire / Kingdom/ culture/ religion/ legacy</p> <p>Archaeology          Egyptian society , the Pharaohs, farming, building of Pyramids , religious beliefs</p>	<p><b>TRANSITION TO 2 YEAR ROLLING PROGRAMME CURRICULUM (2022 only )</b>  <b>RIVERS and RAINFORESTS – The Journey along the Amazon</b>          Rivers/water cycle/ climate change          Importance of Amazon          Flooding and farming          Settlement          Pollution impact</p> <p><b>Human and physical geography</b>          Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation</p>	<p><b>Roman Invasion and settlement in Britain</b>          Invasion/ Empire/ rebellion / Conflict/ legacy/ civilisation/ culture/ settlement / religion/ local</p> <p>The Celt's rebellions- local study          Wroxeter</p> <p>Emperor Claudius' invasion          Roman Army          Boudicca Rebellion          Settlement – Wroxeter or Chester – study</p> <p>The Roman Empire and its impact on Britain</p>	<p><b>North America</b>          Settlement/ land use/ weather and climate zones</p> <p>Biomes and Vegetation          Land use and Industry</p> <p><b>Locational knowledge</b>          Locate the world's countries, <b>North America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Place knowledge</b>          Understand geographical similarities and differences through the study of human and physical geography within <b>North America</b></p> <p><b>Geographical skills and fieldwork</b>          Use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<p><b>Vikings (comparison to Saxons)</b>          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><b>NC : the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>          Viking raids and invasion          resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</p>	<p><b>UK Contrasting Location Llandudno</b>          Settlement / land use /economic activity / trade</p> <p>Physical geography (coastal erosion)          Settlement          Industry          Tourism impact</p> <p><b>Locational knowledge</b>          Name and locate counties and cities of 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  <b>Human and physical geography</b></p>
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			belts, <i>rivers</i> , and the water cycle <b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	British resistance :Boudica 'Romanisation' of Britain: sites ( Wroxeter or Chester technology, culture and beliefs, including early Christianity	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		Describe and understand key aspects of: Physical human geography, including: types of settlement and land use, economic activity including trade links, <b>Geographical skills and fieldwork</b> 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 range of methods, including sketch maps, plans and graphs, and digital technologies.
SHAMROCKS Years 5 and 6	A	<b>Ancient Islamic Society</b>  Religion/ Education/ Laws / technology /	<b>India</b> <i>REVIEW TOPIC – SUMMER 23</i>	<b>Tudor Shrewsbury</b>  Conflict / Kingdom/	<b>Mountains of the World</b>  Climate zones	<b>Turning Points since 1066</b>	<b>Energy and the Environment</b>



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	<p><b>trade/ Nation/ Agriculture</b></p> <p>Bagdad and the Golden Age of Islam House of Wisdom Impact on the world-education, mathematics , astronomy art</p>	<p><b>Settlement/ land use/ weather and climate zones</b></p> <p>None-European Comparison to the UK Biomes and Vegetation belts, Land use and Industry,</p> <p><b>Locational knowledge</b> 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 zones (including day and night) <b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>Human geography</b>, including:</p>	<p><b>trade /settlement/ religion / culture/</b> 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>How mountains are formed Mountains around the world Mountain biomes Human interaction Impact of humans</p> <p><b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, <b>mountains</b>, volcanoes and earthquakes, and the water cycle. <b>Geographical skills and fieldwork</b></p>	<p><b>Conflict/ law/democracy / sacrifice</b></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 point in British history,</p>	<p><b>(Climate Emergency)</b></p> <p><b>Climate change/ natural resources</b> Where does our energy come from? Carbon footprint Conservation of natural resources</p> <p><b>Human and physical geography</b>, including : distribution of natural resources including energy, food minerals and water</p>
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			<p>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><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		
<b>B</b>	<p><b>Ancient Greek Society</b></p> <p>Religion/ conflict /education/ Laws/ 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><b>Brazil</b></p> <p>Climate change/ natural resources</p> <p>Comparison with Uk</p> <p>Population, biomes, industry</p> <p>Disappearing Rainforests (climate emergency)</p> <p><b>Locational knowledge</b></p> <p>Locate the world's countries, using maps to focus on South America, concentrating on their</p>	<p><b>Oswestry in World War 2</b></p> <p>Conflict/ Nation/ Invasion/ Treaty/poverty/ wealth/ Industry/ equality</p> <p>Significant events</p> <p>Turning Point since 1066</p> <p>Causes of the war</p>	<p><b>Volcanoes and Earth Quakes</b></p> <p>Volcanoes and Earthquakes</p> <p>What causes volcanoes to erupt and earthquakes</p> <p>Where are the world's fault lines</p> <p>Living in areas with Volcanic activity and Earthquakes</p>	<p><b>Windrush Generation</b></p> <p>Turning Points in British</p> <p>Change/ Culture</p> <p>Community/ Government / Empire/ Equality</p> <p>National/Migration</p> <p>Wealth/Poverty</p> <p>Settlement</p> <p>A study of an aspect or theme in British history that extends pupils' chronological</p>	<p><b>Global Trade (Climate Emergency)</b></p> <p>Climate change/ natural resources</p> <p>What is global trade? Food and trade. UK exports . Fair trade</p> <p>Field work – Oswestry</p>	



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			<p>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 zones (including day and night) <b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, the water cycle <b>Human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <b>Geographical skills and fieldwork</b> 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 the wider world.</p>	<p><b>Battle of Britain</b> <b>The Blitz</b> <b>Evacuation</b> <b>The Home front</b> <b>Women's role in the war</b> <b>Legacy</b></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><b>Human and physical geography</b> Describe and understand key aspects of: physical geography, <b>mountains</b>, volcanoes and earthquakes, <b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>knowledge beyond 1066. Changes in an aspect of social history. a significant turning point in British history</p>	<p><b>Industrial estate</b></p> <p><b>Human geography</b>, 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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## MORDA C of E PRIMARY SCHOOL HUMANITIES 2 YEAR ROLLING PROGRAMME



Historical threads throughout the topic.

Geographical threads throughout the topic

Key knowledge learnt

Early years foundation stage

National curriculum links covered throughout the topic