



# Holy Cross Catholic Primary School –Long Term History and Geography Map 2019-20



	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Half Term One</b>	<p><b>Birkenhead– Where do I live?</b></p> <p>Green spaces, churches etc. Explore and familiarize ourselves with our area immediate area.</p>	<p><b>Locality Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Local Study – Our School/Birkenhead</li> <li>Investigate the physical and human features of our local area.</li> <li>Walk around the local area.</li> <li>Using aerial photos and recognizing landmarks.</li> <li>Devising simple maps and use and construct basic symbols in a key.</li> <li>Develop geographical vocabulary</li> </ul>	<p><b>UK Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Investigate the four countries within the UK.</li> <li>Learn about where they are, the capital cities and other key geographical features.</li> <li>Explore them using simple maps, atlases, google maps, photographs and other resources.</li> <li>Create maps of UK with places children have visited, famous landmarks etc.</li> <li>Develop geographical vocabulary.</li> </ul> <p>Cross curricular work on literacy writing through explanations, postcards, green screen tourist videos etc.</p>	<p><b>Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>Link to concepts such as paleontology, archeology fossils etc.</li> <li>Changes in Britain during this period.</li> <li>Link in with World Museum in Liverpool (educational visit to look at fossils etc).</li> <li>Link to Science concept on rocks</li> <li>Bronze Age Religion and travel Including Stonehenge.</li> <li>Iron age hill forts and life.</li> <li>Explore suitable artefacts and primary/secondary sources.</li> </ul> <p>Cross curricular links for explanations in writing, Visit to Burwardsley Round House</p>	<p><b>Earthquakes and Volcanoes</b></p> <ul style="list-style-type: none"> <li>Understand the basic geography of earth beyond countries and ocean.</li> <li>Physical geography is composition of core, mantle and crust. These have layers and movement.</li> <li>What cause earthquakes (movement in 20 main plates). Happens regularly in fault lines (over a million a year). Where do earthquakes occur?</li> <li>Explore seismology and tsunamis.</li> <li>What is the impact on geographical areas (San Francisco Case Study)?</li> <li>What cause a volcano? Where does the pressure come from?</li> <li>Where do we find volcanoes?</li> <li>What happens after they erupt?</li> <li>What is the impact on geographical areas (case study on the Indonesian Islands with over 130 volcanoes)?</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries. Recap compass points, OS symbols etc.</li> <li>Develop geographical vocabulary</li> <li>Cross curricular links to Science work on biology and rocks.</li> <li>Literacy links can also be developed.</li> </ul>	<p><b>World Knowledge</b></p> <ul style="list-style-type: none"> <li>Recap knowledge to locate the world's countries and how they relate to previous knowledge on continents, oceans, Europe and UK.</li> <li>Investigate concepts of the equator, latitude, longitude, Tropics of Cancer and Capricorn.</li> <li>How does this relate to time zones? Develop understanding of Prime &amp; Greenwich zones.</li> <li>Link this study to understanding different environmental zones.</li> <li>Mini group focus on Arctic/Antarctic, Equator regions) could link with Inuit art – Lino prints / sculpture</li> </ul> <p>Cross curricular maths project on time zones</p>	<p><b>Liverpool Blitz</b></p> <p><b>(Evacuation Day)</b></p> <p><b>World World I and II related to impact on lives in local area.</b></p> <ul style="list-style-type: none"> <li>How the war impacted on family lives.</li> <li>Impact of war on life in the local area (blitz, evacuation and rationing)</li> <li>Links with local museum and Imperial Was Museum.</li> <li>Compare with life in other times in history.</li> <li>Local history studies using maps, photographs etc.</li> <li>Explore suitable artefacts and sources.</li> </ul>
<b>Half Term Two</b>	<p><b>Our history</b></p> <p>All about my history, personal choices, preferences, family and Christmas</p>	<p><b>Birkenhead Recent and School History</b></p> <ul style="list-style-type: none"> <li>Children explore concept of history and chronology through local area.</li> <li>Ask questions about historical sources and artefacts (photographs, documents, maps).</li> <li>Explore local area for evidence of recent past. Interview family, visitors etc.</li> <li>What is different? How is it different. Look at local landmarks</li> <li>What are the changes over time?</li> <li>Mini project on changes in homes.</li> <li>Create real-life timelines.</li> <li>Cross curricular links through geography and literacy.</li> </ul>	<p><b>Changes in Transport</b></p> <ul style="list-style-type: none"> <li>Link to changes over timeline of the last 200 years (each class should have their own).</li> <li>Visit transport museum in Birkenhead</li> <li>Look at resources, including photographs, video, books etc. etc.</li> <li>Interview family</li> <li>Learn about the Wright brothers and the first air flight in 1903.</li> <li>Learn about George Stephenson and the launch of the rocket in 1829 and the Liverpool-Manchester railway in 1830</li> <li>Cross curricular links through</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>A study of the UK. Developing locality knowledge from KS1.</li> <li>Investigate geographical and topographical features of the UK. How have land use patterns developed over time (growth of cities, agriculture etc.)</li> <li>Work with maps to recognise key regions and cities. Where have they visited?</li> <li>Begin to use eight compass points to recognise where different places are.</li> </ul>	<p><b>Roman Empire</b></p> <ul style="list-style-type: none"> <li>Who were the Romans? When did they live?</li> <li>What was their impact on life in Britain? Where can we find evidence of this?</li> <li>Why they came to Britain. Where they welcome? Explore story of Celt resistance and Boudicca</li> <li>Compare with life in Ancient Greece and Ancient Egypt. Time comparison.</li> <li>Explore suitable artefacts and primary sources.</li> <li>What historical sources can we investigate?</li> </ul> <p><b>ARRANGE SCHOOL TRIP TO WORLD MUSEUM IN LIVERPOOL FOR BOTH TOPICS</b></p>	<p><b>Non European Society (Early Islamic Baghdad).</b></p> <p>Also promote equality issues.</p> <ul style="list-style-type: none"> <li>What made Baghdad the center of this civilization?</li> <li>Why was it such an important time?</li> <li>How did it compare with other societies at that time and in history?</li> <li>Explore the story of Scheherazade and the 1001 Arabian nights.</li> <li>Explore suitable artefacts and primary/secondary sources.</li> </ul> <p>Cross curricular links through Islamic art; R.E and understanding Islam.</p>	
<b>Half Term Three</b>	<p><b>Winter World</b></p> <p>Looking at the polar regions.</p> <p>Gain an insight into the locations and animals that are within the polar regions (North and South Pole)</p>	<p><b>Human Physical Geography Work 1</b> (ongoing all year).</p> <ul style="list-style-type: none"> <li>Record autumn weather patterns.</li> <li>Temp, wind speeds, hours of sunshine, photographs of weather. Could be maintained using a scrapbook or e-book.</li> <li>Set up weather station in outdoor learning area and record data using ICT probes.</li> <li>Compare with 3 other locations (for example Brazil for equator and North and South Pole)</li> <li>Develop geographical vocabulary.</li> </ul> <p>Cross curricular links to Science work on biology, plants and seasons.</p>	<p><b>World Locational Knowledge</b></p> <p>Learn about how maps and globes are used and the differences. Must be able to locate/identify the world's seven continents and five oceans. Explore the simple compass directions on maps and experiment using compasses to identify N, S, E and W.</p> <p>Explore geographical features using google earth, atlases, photographs, maps and other resources.</p> <p>Develop geographical vocabulary.</p> <p>Cross curricular work on literacy writing, postcards etc.</p>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Who were the Greeks? When did they live?</li> <li>What was their impact on the Western World?</li> <li>What were the key beliefs, cultural elements of life in Ancient Egypt?</li> <li>Compare with life in Ancient Egypt. Was it the same time period?</li> <li>Explore suitable artefacts and primary sources.</li> <li>What historical sources can we investigate?</li> </ul> <p><b>ARRANGE SCHOOL TRIP TO WORLD MUSEUM IN LIVERPOOL FOR BOTH TOPICS</b></p>	<p><b>Britain and the Anglo Saxons</b></p> <ul style="list-style-type: none"> <li>How the Anglo Saxon rise linked to the Roman Withdrawal in AD 410 and the fall of the Roman Empire</li> <li>How Anglo Saxon settlements change Britain. Compare with Roman life.</li> <li>Conversion to Christianity and Lindisfarne.</li> <li>Viking and Anglo Saxon struggle for England</li> <li>Viking raids</li> <li>Resistance including narratives of Alfred the Great and Athelstan (first King of England)</li> <li>Anglo Saxon life, law and justice.</li> <li>Reign of Edward the Confessor</li> <li>How did life in Anglo Saxon Britain change?</li> <li>Explore suitable artefacts and primary/secondary sources.</li> </ul> <p><b>Arrange Anglo Saxon Day</b></p>	<p><b>Human geography and the impact on our Lives</b></p> <ul style="list-style-type: none"> <li>Explore understanding of climate zones, biomes, vegetation belts.</li> <li>How are these dictated by physical geography?</li> <li>Importance of the water cycle.</li> <li>How do these affect settlements and population distribution?</li> <li>How are these changing?</li> <li>How does economic activity affect geography (cities, oil consumption, shale gas, pollution etc.)?</li> <li>Is there pressure because of the need for food, energy, minerals and water? What is the impact of this?</li> <li>Impact of global warming on aspects of physical geography. How is it changing the geography of regions (case study on a particular area such as Thames river area in UK, Antarctica, Low level islands such as the Maldives)?</li> <li>Develop geographical vocabulary.</li> <li>Cross curricular links through speaking (debates), literacy (reading and writing) and Science.</li> </ul> <p><b>Impact of palm Oil on our lives – link to Chester Zoo Project.</b></p>	
<b>Half Term Four</b>	<p><b>Festivals</b></p> <p>History of festivals</p> <p>Why do we celebrate Valentine's day, Chinese New Year, Easter</p>	<p><b>Lives of Famous Monarchs</b></p> <p>Queen Elizabeth II Queen Victoria Queen Elizabeth I</p> <ul style="list-style-type: none"> <li>How have they impacted on our local area?</li> <li>What is different? What is the same?</li> <li>Linking back to New Brighton as a Victorian Town.</li> <li>Link to maps of the British Empire and compare with location geography.</li> <li>Links to heritage centres, museums etc.</li> <li>Exploration of castles and settlements. How has Windsor Castle changed?</li> </ul> <p>Cross curricular links established.</p>	<p><b>Globally Famous People</b></p> <p>Samuel Peepys and the Great Fire of London</p> <p>Florence Nightingale and Sir Alexander Fleming.</p> <p>Use these to investigate important historical change such as:</p> <ul style="list-style-type: none"> <li>How are hospitals different now?</li> <li>Have people always had access to doctors?</li> </ul> <p>When did the NHS start?</p> <p>Samuel Peepys and the Great Fire of London</p>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Collect further knowledge on 4 UK countries. Compare geography, population size, coastal patterns, topography, number of islands etc.</li> <li>Investigate, seas and mountains etc.</li> <li>Map using OS symbols.</li> <li>Develop geographical vocabulary.</li> <li>Cross curricular work using tourist guides etc.</li> </ul>	<p><b>Local History Study of Roman Chester</b></p> <ul style="list-style-type: none"> <li>Link to study of Roman Britain. Recap historical context (or set if not yet studied)</li> <li>Visit Chester and explore historical sources and development of Deva.</li> <li>What impact did it have on life in Chester? Why was it an important town?</li> <li>What is the legacy today of the Romans?</li> <li>Explore the chronology of Roman Britain to their withdrawal.</li> <li>Explore suitable artefacts and primary/secondary sources.</li> <li>Cross curricular links through</li> </ul> <p><b>ARRANGE TRIP TO ROMAN CHESTER TO EXPLORE ROMAN LEGACY.</b></p>		
<b>Half Term Five</b>	<p><b>Foreign Countries.</b></p> <p>Look at the similarities and differences between where we live and another country (Spain)</p> <p>French as MFL</p>	<p><b>Human Physical Geography Work 3</b> (ongoing all year).</p> <ul style="list-style-type: none"> <li>Record autumn weather patterns.</li> <li>Temp, wind speeds, hours of sunshine, photographs of weather. Could be maintained using a scrapbook or e-book.</li> <li>Set up weather station in outdoor learning area and record data using ICT probes.</li> <li>Compare with 3 other locations (for example Brazil for equator and North and South Pole)</li> <li>Develop geographical vocabulary.</li> </ul> <p>Cross curricular links to Science work on biology, plants and seasons.</p>	<p><b>Locality Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Local Study – Birkenhead/Bids ton</li> <li>Investigate the physical and human features of our local area. Build on history topic in first term.</li> <li>Visit New Brighton's coast.</li> <li>Using aerial photos and recognizing landmarks.</li> <li>Devising simple maps and use and construct basic symbols in a key.</li> <li>Develop geographical vocabulary (coast, beach, cliff, hill, forest, mountain etc.).</li> </ul>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Who were the Greeks? When did they live?</li> <li>What was their impact on the Western World?</li> <li>What were the key beliefs, cultural elements of life in Ancient Egypt?</li> <li>Compare with life in Ancient Egypt. Was it the same time period?</li> <li>Explore suitable artefacts and primary sources.</li> <li>What historical sources can we investigate?</li> </ul> <p><b>ARRANGE SCHOOL TRIP TO WORLD MUSEUM IN LIVERPOOL FOR BOTH TOPICS</b></p>	<p><b>European Knowledge</b></p> <ul style="list-style-type: none"> <li>Explore Europe refreshing their KS1 understanding of the 7 continents and 5 oceans.</li> <li>Look at geographical and climatic differences in the region (Mediterranean region, Scandinavian region, ALPs etc.).</li> <li>Explore different maps and use google earth to investigate regions.</li> <li>Learn about countries and major/capital cities.</li> <li>Develop geographical vocabulary particularly rivers, mountains, climate zones etc.</li> </ul>	<p><b>Americas Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Contrast locality and region in the UK (studied previously) with a region in North or South America with different geographical features (Patagonia, Amazon, could link to artist Heri Rousseau Alaska, Nanavut, Sierra Nevada, etc.)</li> <li>Investigate the geographical similarities and differences. Recap time zones, equator etc.</li> <li>How does that impact on human geography and the way that people live there?</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries. Recap compass points, OS symbols etc.</li> <li>Skype a school, cross curricular literacy.</li> </ul>	<p><b>Victorian Influence on New Brighton, Wallasey and Liverpool</b></p> <ul style="list-style-type: none"> <li>Importance of the Victorians (link back to KS1 study on Queen Victoria)</li> <li>Development of the Mersey Region including Liverpool, Birkenhead and New Brighton</li> <li>Life in a Victorian House</li> <li>Importance of the river/trade etc. Maritime museum links</li> <li>Local History studies on the Victorian influence and legacy on New Brighton.</li> </ul> <p><b>FIELD TRIP TO NEW BRIGHTON REGION AS PART OF STUDIES</b></p> <p><b>LOCAL HISTORY MONTH (MAY) SMSC LINK</b></p>



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<b>Half Term Six</b>	<p style="text-align: center;"><b>Space</b></p> <p>When did the first rocket go into space, when did man first land on the moon.</p>	<p><b>Birkenhead Recent and Local History</b></p> <ul style="list-style-type: none"> <li>• Children explore concept of history and chronology through local area.</li> <li>• Ask questions about historical sources and artefacts (photographs, documents, maps).</li> <li>• Explore local area for evidence of recent past. Interview family, visitors etc.</li> <li>• What is different? How is it different. Look at local landmarks</li> <li>• What are the changes over time?</li> <li>• Create real-life timelines.</li> <li>• Link to regeneration of New Brighton.</li> <li>• Cross curricular links through geography and literacy.</li> <li style="padding-left: 20px;">Link to local speakers, heritage center, visiting area and sites.</li> </ul>	<p style="text-align: center;"><b>Changes in Transport</b></p> <ul style="list-style-type: none"> <li>• Link to changes over timeline of the last 200 years (each class should have their own).</li> <li>• Visit transport museum in Birkenhead</li> <li>• Look at resources, including photographs, video, books etc. etc.</li> <li>• Interview family</li> <li>• Learn about the Wright brothers and the first air flight in 1903.</li> <li>• Learn about George Stephenson and the launch of the rocket in 1829 and the Liverpool-Manchester railway in 1830</li> <li>• Cross curricular links through</li> </ul> <p><b>LOCAL HISTORY MONTH (MAY) SMSC ARRANGE TRIP TO MANCHESTER SCIENCE MUSEUM OR LOCAL TRANSPORT MUSEUM</b></p>	<p style="text-align: center;"><b>UK Comparative Geography</b></p> <ul style="list-style-type: none"> <li>• Select a region(s) of the UK with different physical and human geography (inner London, Levels in Somerset etc.).</li> <li>• Recap KS1 UK locational knowledge and use of 8 compass points and OS maps and symbols.</li> <li>• Compare physical geography and the impact that has on the way that we live. What are the differences and similarities? Use google maps to investigate.</li> </ul>	<p style="text-align: center;"><b>European Comparative Geography</b></p> <ul style="list-style-type: none"> <li>• Contrast locality and region in the UK (studied previously) with a region in a European country with different geographical features (Scandinavia, Mediterranean area etc.)</li> <li>• Investigate the geographical similarities and differences.</li> <li>• How does that impact on human geography and the way that people live? Use maps, atlases, globes and digital/computer mapping to locate countries. Recap compass points, OS symbols etc.</li> </ul> <p>Visit to Pizza Express</p>		