



History and Geography

History:

The aim of history teaching at Dartford Primary Academy is to stimulate the children's interest and facilitate their understanding about the life of people who lived in the past – their actions, their motives and their environment.

We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. We enable children to understand how events in the past influence our present lives; we also encourage them to question, investigate and analyse these past events and by doing so develop the personal skills of enquiry, analysis, interpretation and problem solving.

Geography:

The aim of geography teaching at Dartford Primary Academy is to inspire a curiosity about the world and its people. We teach children about their local area, the United Kingdom and the wider world.

Within KS1 children will be taught about the seven continents and 5 oceans as well as the four countries and capital cities of the United Kingdom. We will be looking at the similarities and differences between the UK and contrasting non- European countries. We will teach children both human and physical geography when looking at seasonal and daily weather patterns. Children will be using geographical vocabulary to describe key physical features such as; beach, cliff, forest, hill and human features such as; city, town, house and farm.

Children will be taught to develop a range of geographical skills such as map reading and compass directions as well as fieldwork and observation skills.



KS1 Termly Overview

Year	Term	Subject	Topic	NC objectives covered.
1	1	Geography	<u>Superheroes-</u> locating the UK on a map, labelling the UK and oceans surround the UK.	<ul style="list-style-type: none"> ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ▪ 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.
1	2	History	<u>What's behind the door-</u> Study of famous people e.g. explorers- Neil Armstrong.	<ul style="list-style-type: none"> ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
1	3	Geography	<u>Ship Ahoy-</u> labelling continents and oceans, studying hot and cold climates.	<ul style="list-style-type: none"> ▪ 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 ▪ name and locate the world's seven continents and five oceans ▪ 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.



1	4	Geography	<u>Amazing Animals-</u> studying the local environment of Dartford, identifying key features of physical and human geography.	<ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops. ▪ 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.
1	5	History	<u>Dragons, Knights and Castles-</u> Studying Medieval and Norman castles, Monarchy, William the Conqueror.	<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements.
1	6	History	<u>Jurassic Park-</u> developing historical concepts and how life has changed over time e.g. domestic life, clothes, transport, communication methods, toys and books.	<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • significant historical events, people and places in their own locality.



Year	Term	Subject	Topic	NC objectives covered.
2	1	Geography	<u>A Galaxy Far Far Away:</u> Labelling continents and oceans of the world. Label parts of the UK and its surrounding seas.	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
2	2	Geography	<u>Rumble in the Jungle:</u> study of hot and cold climates identify climate zones and climate changes of the world.	<ul style="list-style-type: none"> 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans
2	3	History	<u>Time Detectives:</u> developing historical concepts and how life has changed over time.	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
2	4	History	<u>Are you afraid of the dark:</u>	<ul style="list-style-type: none"> significant historical events, people and places in their own locality.



2	5	History	<u>Myths and Legends:</u>	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally.
2	6	Geography	<u>Roll up Roll up:</u>	<ul style="list-style-type: none"> 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.

KS2 Termly Overview

Year	Term	Subject	Topic	NC objectives covered.
3	1	History	<u>Footprints from the past:</u> Introduction to chronology and changes in Britain from the Stone Age to the Iron Age.	<ol style="list-style-type: none"> Describe the changes in Britain from the Stone Age to the Iron Age including: late Neolithic hunter-gatherers and early farmers, bronze age religion, technology and travel (for example Stonehenge) and Iron Age hill forts (tribal kingdoms, farming, art and culture)
	3	Geography	<u>Rainforests:</u> Rainforest location, features and threats	<ol style="list-style-type: none"> Identify and describe the location of the tropical rainforest in relation to its position with regards to



				<p>important lines of latitude; including the Equator, Tropic of Cancer and Tropic of Capricorn.</p> <ol style="list-style-type: none"> Describe and understand key aspects of the tropical rainforest biome. Explain the threats to the rainforest caused by humans.
	5	Geography	<u>Time travellers:</u> Time zones	<ol style="list-style-type: none"> Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).
		History	<u>Time travellers:</u> Personal timelines, life in their grandparents time and how things change.	
	6	History	<u>They made a difference:</u> The Roman Empire and its impact on Britain.	<ol style="list-style-type: none"> I understand how Britain and Rome were different and I know about Caesar's first invasion in Britain. I know about the Roman army and why it was important to Rome's success. I understand why the Roman's built roads in Britain. I understand what Roman civilisation was like and how it changed the settlements of Britain.



				<p>5. I know what Hadrian's Wall was like and I know that lots of soldiers lived along the wall.</p> <p>6. I know about religion in Roman Britain.</p>
4	1	Geography	Animals: Where animals live and how climate affects where they live.	<ol style="list-style-type: none"> 1. Discover where animals live. 2. Explore what animals live in a named biome. 3. Investigate how climate affects where animals live.
	3	History	Where shall we live?: Britain's settlement by Anglo-Saxons and Scots	<ol style="list-style-type: none"> 1. Britain's settlement by Anglo-Saxons and Scots. This includes: Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life and Anglo-Saxon art and culture.
	3	Geography	Where shall we live?: Settlement types and land use.	<ol style="list-style-type: none"> 1. Human geography, including: types of settlement and land use, and economic activity including trade links.



	4	Geography	Water World: Rivers, the water cycle, distribution of water and conservation.	<ol style="list-style-type: none">1. Describe the distribution of water.2. Explain why water should be conserved.3. Describe and understand key aspects of the water cycle.4. Describe and understand key aspects of rivers.
	5	History/Geography	Heroes: A local history and geography study of Dartford.	<ol style="list-style-type: none">1. A study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality.
	6	Geography	Where is our food from?: Distribution of food and mapping where our food is from.	<ol style="list-style-type: none">1. Describe the distribution of food.2. Use maps, atlases and digital/computer mapping to locate where different food is grown.3. Explain what food miles are and why we should be encouraged to buy local produce.



5	1	Geography	<u>Danger! Danger!</u> Structure of the earth and plate boundaries, what causes earthquakes and volcanoes and what their effects are.	<ol style="list-style-type: none"> 1. Describe and understand the structure of the Earth and plate boundaries. 2. What earthquakes are, how they are measured, and what damage they do. 3. What volcanoes are, and what damage an eruption can do. 4. How we cope with earthquakes and eruptions and why some countries find it harder than others. 5. Investigate disasters that have made the news and the impact on people and the planet.
	2	History	<u>Kings and Queens:</u> The Viking and Anglo-Saxon struggle for England to the time of Edward the Confessor and the changing power of monarchs.	<ol style="list-style-type: none"> 1. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor including: the resistance by Alfred the Great and Athelstan, first king of England and Edward the Confessor and his death in 1066. 2. The changing power of monarchs through history using case studies such as John, Anne and Victoria.
	4	Geography	<u>Earth and Space:</u> The UK and how we use the land.	<ol style="list-style-type: none"> 1. Name and locate UK counties and cities, geographical regions and their identifying human and physical characteristics, key topographical features,



				<p>and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>2. Describe and understand land use, economic activity and the distribution of natural resources.</p>
	5	History	<p><u>Making the news:</u> Important historical events that have made the news.</p>	<p>1. Investigate historical events that have made the news and the impact on people and the planet.</p> <p><u>Historical events:</u> the first railways, the Battle of Britain and changes in an aspect of social history, such as crime and punishment from the Anglo - Saxons to the present or leisure and entertainment in the 20th Century.</p>
	6	History	<p><u>The ancient world:</u> Earliest civilizations and Ancient Egypt.</p>	<p>1. The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared.</p> <p>2. A depth study of Ancient Egypt.</p>
6	1	Geography	<p><u>Extreme world:</u> Extreme climates (deserts and polar regions).</p>	<p>1. Name and locate desert and polar regions on a map.</p> <p>2. Describe and understand key aspects of physical</p>



				<p>geography, including: climate zones, biomes and vegetation belts.</p> <p>3. Understand geographical similarities and differences through the study of human and physical geography of extreme environments and where we live</p>
	2	Geography	<p>Memories: Geographical skills and similarities and differences between where they live and another country.</p>	<p>1. Use maps to practise creating maps from memory.</p> <p>2. Understand geographical similarities and differences through the study of human and physical geography of Dartford and a place where they have been on holiday.</p>
	3	History	<p>World cultures: Ancient Greece and the legacy of greek culture</p>	<p>1. Ancient Greece-a study of Greek life and achievements and their influence on the western world.</p> <p>2. The legacy of Greek culture (art, architecture and literature).</p>
	3	Geography	<p>World cultures: Tribes</p>	<p>1. What a tribe is.</p> <p>2. Why the world's tribes are disappearing.</p> <p>3. Who the Matis tribe are and their culture.</p>



				<p>4. How the Matis tribe use the tropical rainforest.</p> <p>5. What threats the Matis tribe are facing.</p>
	4	History	<u>Inspirational People:</u> Mayan Civilization	<p>1. A non-European society that provides contrasts with British history: Mayan civilization c. AD 900.</p>
	5	History/Geography	<u>Football and Fashion:</u> History/Geography of football and fashion.	