

The Geography and History Curriculum for 2019. (2018,2020 & 2021 are part of a 4yr rolling programme.) – (Timeline of history in the KS2 Corridor.)

*Children to know about the richness and history of our world and develop the skills to find out about it so that:
'they can soar on wings like eagles'.*

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>September 2019</u>	<p>Explorers (to include work on oceans)</p> <p>(1) Children need to learn about the layout of the world in terms of continents (continental plates), oceans and larger seas. They need to develop their knowledge of the Equator, N and S Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. (is reinforced in the following year)</p> <p>(2) Children to be familiar with natural movements around the world such as the gulf flow and trade winds. *</p> <p>(3) Children should learn about the key areas of the world and what they are best known for in terms of trade, climatic conditions and what was first discovered. *</p> <p>(4) Children should learn about the routes that a range of explorers used and what they might have looked for.</p> <p>(5) Children should look into the reasons why people explored – fame, to prove theories, to become rich and to spread faith/religion as missionaries.</p> <p>(6) Children should learn how Explorers changed the world in terms of what we know about it, how the world trades today, where we go on holiday and how countries became powerful.</p> <p>(7) Children should understand how our knowledge of the world has changed and how it is recorded using maps and charts has developed.</p> <p>(8) Children should learn about the life of an explorer in detail and investigate the role they played in history.</p> <p>(9) Children to study an ethical question – How did Christian missionaries bring hope to people in new lands? How did exploration help our understanding of other faiths?</p> <p>Possible inspirations for advocacy – Water Aid Christian Aid</p>	<p>Ancient Egypt</p> <p>(1) Be able to identify where Ancient Egypt and its civilisation fit into world history and in relation to British history.</p> <p>(2) Children are able to show how Egyptian power developed under the leadership of the pharaohs.</p> <p>(3) Be able to explain how Egyptian civilisation was structured and what different people had.</p> <p>(4) Children should know how different people lived during these times – what they ate, where they lived, the different jobs that they might have had, how people were educated and how they played.</p> <p>(5) They should explore their belief system and be able to discuss how this influenced their life (and death) decisions.</p> <p>(6) Children should explore how the Egyptians became so powerful through trade, war, developing technologies and cultural statements. *</p> <p>(7) Children should begin to make connections with what is said in the Bible in relation to Egyptian power and the role of slavery. *</p> <p>(8) Be able to source information to answer key questions including stories, the Bible, maps, digital and encyclopaedias and other non-fiction.</p> <p>(9) Be able to retrieve and comprehend information by developing their reading skills.</p> <p>(10) Be able to ask historically valid questions that enable them to think about change, trends, cause, similarity and differences. *</p>	<p>The Local Area (Warwickshire, not just Napton)</p> <p>(1) Children need to learn about the key features of Warwickshire (physical and human) and how Napton is linked to this.</p> <p>(2) Children should learn about how to use and interpret OS Maps and other sources of geographical features.</p> <p>(3) Children should be able to use 8 points of the compass, use 4 and 6 figure grid references and be familiar with map symbolism.</p> <p>(4) Children should use these to record their own findings in field work that includes studies of land use.</p> <p>(5) Children should learn about the impact of new developments in Warwickshire and the local area and discuss and debate issues that might be raised. *</p> <p>(6) Children should learn that Warwickshire is served by parishes and deaneries under the leadership of the Diocese of Coventry. *</p> <p>(7) Children should compare the services that are offered in the local communities incl. local villages, Southam and Leamington Spa / Warwick. They should then be able to discuss what the differences are between hamlets, villages, smaller towns and the county town.</p> <p>(8) Children to study an ethical question – How are people cared for within our community?</p> <p>Possible inspirations for advocacy – Leamington Homeless Shelter Warwick District Food Bank Galonas House Myton Hospice Salvation Army The Church of England</p>

		(11) Children should be able to make connections between historical events and what they know currently.	
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Lives of a significant individual from the past should be studied each term, with a comparison of life in different periods. The individual studied does not have to be just about the above, but should be linked to an area of the curriculum that is being studied.