

Overview Geography/History Year 5

	Autumn Term		Spring Term		Summer Term	
Big Question	Where do we come from?		Could we live anywhere else?		How are we similar? How are we different?	
Other Subject links	Vikings, Forces, Life Cycles		Maya, Space (Earth, Moon and Sun)		Brazil, changing materials, changes and reproduction	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Objectives	<ul style="list-style-type: none"> - use the 8 points of a compass, 4- and 6-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 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - describe and understand key aspects of types of settlement and land use, economic activity including trade links 	<ul style="list-style-type: none"> -Location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, -establishing clear narratives within and across the periods should note connections, contrasts and trends over time should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> - 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. - Use the 8 points of a compass - understand geographical similarities and differences through the study of human and physical geography - describe and understand key aspects of types of settlement and land use, economic activity including trade links - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography - a non-European society that provides contrasts with British history - Mayan civilization c. AD 900 - develop a chronologically secure knowledge and understanding of world history - establishing clear narratives within and across the periods - should note connections, contrasts and trends over time - should regularly address and sometimes devise historically valid questions - should construct informed responses that involve 	<ul style="list-style-type: none"> - extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 	<ul style="list-style-type: none"> -describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of South America. -a local history study

	<ul style="list-style-type: none"> - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. - They should understand how our knowledge of the past is constructed from a range of sources. <p>resistance by Alfred the Great and Athelstan, first king of England</p> <ul style="list-style-type: none"> -the Viking and Anglo-Saxon struggle for the Kingdom of 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 	<ul style="list-style-type: none"> -further Viking invasions and Danegeld -Edward the Confessor and his death in 1066 -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 	<ul style="list-style-type: none"> - a non-European society that provides contrasts with British history – Maya civilization c. AD 900 - develop a chronologically secure knowledge and understanding of world history 	<p>thoughtful selection and organisation of relevant historical information should understand how our knowledge of the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region South America. -a local history study 	
Knowledge	<p>Explain and reason why the Vikings invaded Britain. Compare different accounts of the Lindisfarne invasion. Describe how the Vikings gained control of north-east England (Danelaw). Explain why Alfred is referred to as 'Alfred the Great'. Describe how Aethelstan triumphed at the Battle of Brunanburh to unify Britain under one King. Compare the reigns and achievements of different</p>		<p>Place this period on a timeline concurrently with other history periods studied. Locate the location of the Maya on a map of South America. Describe Maya achievements and their impact on our society. Compare an aspect of British history (Vikings) to the Maya. Explain the significance of artefacts found and what they can tell us/not tell us about the Maya.</p> <p>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.</p>		<p>Describe and understand key physical geography, including: climate zones, biomes, rivers & the water cycle To understand geographical similarities and differences through the study of human and physical geography of a region in Europe and South America To use maps, atlases, globes to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	

	<p>kings of this period, such as Alfred, Aethelstan, Canute, and Edward the Confessor. Identify local sites of Viking or Anglo Saxon significance. Recognise that with the death of Harold Godwinson in 1066 at the Battle of Hastings, the time of Anglo Saxon and Viking rule in Britain was over. To use maps, atlases, globes to locate countries and describe features studied. Name and locate counties and cities of the UK. To use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys. Describe and understand key human geography, including: types of settlement, land use, trade & economic activity.</p>	<p>To use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys. To use maps, atlases, globes to locate countries and describe features studied.</p>	
<p>Skills</p>	<p>Discuss the impact of the Viking invasion on Britain in terms of continuity and change. Place current period of history study on a timeline in relation to past studies. Use terms like century and decade to describe the passing of time, using mathematical knowledge to round up/down. Relate current studies to previous studies and make comparisons between different times in history. Begin to use relevant dates accurately when describing key events. Begin to construct your own timelines using mathematical knowledge to determine intervals. Research what life was like for specific people within the time period being studied (e.g. men/women, rich/poor, adult/child). Communicate knowledge through a variety of ways, such as discussion, drawing, drama and role play, model making, writing, and using ICT. Link to English skills to display information (e.g. a written newspaper article, balanced argument, letter). Work both independently and in groups to carry out enquiry. Recognise and comment on the significance of bias in</p>	<p>Develop a broad understanding of a major civilisation (Ancient Maya). Compare life in 'early' and 'late' times studied (e.g. at the beginning of the Maya and the end). Place current period of history study on a timeline in relation to past studies. Begin to construct your own timelines using mathematical knowledge to determine intervals. Relate current studies to previous studies and make comparisons between different times in history. Communicate knowledge through a variety of ways, such as discussion, drawing, drama and role play, model making, writing, and using ICT. Link to English skills to display information (e.g. a written newspaper article, balanced argument, letter). Work both independently and in groups to carry out enquiry. Use more complex terms such as primary and secondary when referring to sources. Recognise and comment on the significance of bias in sources. Comment on the usefulness of different sources. Compare accounts of events from different sources (including fact and fiction). Begin to offer some reasons for different versions of events.</p>	<p>Compare an aspect of life with the same aspect in another period (e.g. society). Conduct independent research into an event or time period, using digital and physical sources. Use historical knowledge to devise historically valid questions. Communicate knowledge through a variety of ways, such as discussion, drawing, drama and role play, model making, writing, and using ICT. Link to English skills to display information (e.g. a written newspaper article, balanced argument, letter). Work both independently and in groups to carry out enquiry.</p> <p>To use maps, atlases, globes to locate countries and describe features studied. To use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>

	<p>sources. Comment on the usefulness of different sources. Compare accounts of events from different sources (including fact and fiction). Begin to offer some reasons for different versions of events.</p> <p>To use maps, atlases, globes to locate countries and describe features studied. To use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>To use maps, atlases, globes to locate countries and describe features studied. To use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	
<p>Vocabulary</p>	<p>Danelaw, unification/unify, bias, artefact, law and punishment. Direction: north, east, south, west, north east, south east, south west, north west, compass, photograph, aerial photograph, location, map, atlas, globe, grid reference, symbol, key. Human: locality, town, village, city, settlement, trade, money, currency, resources, economic activity.</p>	<p>sacrifice, maize, astrology, calendar Direction: north, east, south, west, north east, south east, south west, north west, compass, photograph, aerial photograph, location, map, atlas, globe, grid reference, symbol, key. Human: locality, town, village, city, settlement, trade, money, currency, resources, economic activity.</p>	<p>heritage, local enquiry Physical: hills, mountains, coasts, rivers, equator, hemisphere, land use, topography, mountains, rivers, coasts, Tropic of Cancer, Tropic of Capricorn, Arctic circle, Antarctic circle. Weather/climate: climate, seasons</p>