Diptford Long Term Topic Overview – Geography and History

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| **YR/1/2** | **Autumn** | | **Spring** | | **Summer** | |
| **Topic Title**  **(2019/20)** | **Toy Story** | | **Intrepid Explorers** | | **Farm to Fork** | |
| Key Enquiry Questions | What would Victorian Children think of modern toys? | How are toys different around the world? | Who is the best explorer? | Where in the World would you like to explore? | What is special about where we live? | How has our school changed? |
| History/Geography NC Links | History  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Geography  Name and locate the world’s seven continents and five oceans  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 | History  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  Blackbeard and Anne Bonny | Geography  Identify hot and cold areas of the world in relation to the Equator and the North and South poles, oceans and continent, use world maps, atlases and globes. | Geography  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  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 | History  Changes within living memory. Where appropriate, these should be used to reveal  aspects of change in national life |
| Trip Idea | **Toy Day** | | **Golden Hind** | | **Farm Visit** | |
| **Topic Title**  **(2020/21)** | **Wild Weather** | | **Fire Fire!** | | **We do like to be beside the seaside** | |
| Key Enquiry Questions | How is living in Madagascar different to living in Diptford? | What’s worse, a flood or a big freeze? | Who was affected by the Great Fire of London? | Which cities are important in the UK? | Would you rather go on a Victorian holiday or a modern holiday? | Why do we go on holiday? |
| History/Geography NC Links | Geography  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | History  Significant historical events, people and places in their own locality | History  Events beyond living memory that are significant nationally or globally, for example, the  Great Fire of London | Geography  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | History  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Geography  Identify seasonal and daily weather patterns in the United Kingdom  Pollution |
| Trip Idea | **MET Office** | | **Fire Station** | | **Beach trip/Aquarium** | |

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| **Year 3/4** | **Autumn** | | **Spring** | | **Summer** | |
| **Topic Title**  **(2019/20)** | **Remarkable Romans** | | **Rivers and Coasts** | | **Walk like an Egyptian** | |
| Key Enquiry Questions | How do we know the Romans changed our lives? | What evidence of Roman life can we still see today? | What features do you find on rivers or coasts? | Why might we find fossils of sea creatures in cliffs today? | Who did the Egyptians worship? | Why did the Egyptians settle on the Nile? |
| History/Geography NC Links | History  The Roman Empire and its impact on Britain | Geography  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Geography  Describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  (KS1 Objective to be recapped and developed)  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 | Geography  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features  (including hills, mountains, coasts and rivers), and land-use patterns; and understand  how some of these aspects have changed over time | History  The achievements of the earliest civilizations – an overview of where and when the first  civilizations appeared and a depth study of one of the following: Ancient Sumer; The  Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | Geography  Describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts * human geography, including: types of settlement and land use |
| Trip Idea | **Ipplepen Dig** | | **A Dam? South West Water?** | | **Egyptian Day** | |
| **Topic Title**  **(2020/21)** | **Dartmoor Rocks!** | | **Eruptions and Explosions** | | **Greece is the Word** | |
| Key Enquiry Questions | Where would you make a settlement on Dartmoor? | What would be the hardest thing about being a Stone Age Farmer? | Why would people choose to live on the slope of a volcano? | When and where do earthquakes happen? | What Greek ideas do we still use today? | Is there a difference between where Winter and Summer Olympics are held? |
| History/Geography NC Links | Geography  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  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. | History  Changes in Britain from the Stone Age to the Iron Age | Geography  Describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Geography  Describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | History  Ancient Greece – a study of Greek life and achievements and their influence on the  western world | Geography  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) |
| Trip Idea | **Merrivale** | | **Visitor** | | **Healthy Living Week** | |

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| **Year 5/6** | **Autumn** | | **Spring** | | **Summer** | |
| **Topic Title**  **(2022/23)** | **World at War** | | **Chocolate** | | **You are what you eat!** | |
| Key Enquiry Questions | How did the war change people’s lives? | How does war change the landscape? | How do we know the Aztecs valued chocolate? | What could we eat if we did not have imports? | Where does our food come from? | STEM PROJECT |
| History/Geography NC Links | History  A study of an aspect of history or a site dating from a period beyond 1066 that is  significant in the locality – WW2 | Geography  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 | History  A non-European society that provides contrasts with British history - Aztecs | Geography  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America | Geography  Describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts  Describe and understand key aspects of:  human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |  |
| Trip Idea | **Torre Abbey** | | **South Devon Chilli Farm/Chocolatier Visit** | | **Healthy Living Week/Sports Visitor/Chef** | |
| **Topic Title**  **(2020/21)** | **Out of this World** | | **Terrible Tudors** | | **Vicious Vikings** | |
| Key Enquiry Questions | What is our place in the Universe? | How could you get back to Earth? | Henry VIII: Hero or villain? | Was Plymouth more important in Tudor times or today? | Why did the Vikings leave Scandinavia? | Is 1066 the most important date in British History? |
| History/Geography NC Links | ***Science Focused Topic*** | Geography  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)  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 | History  A study of an aspect or theme in British history that extends pupils’ chronological  knowledge beyond 1066  Sir Francis Drake/Henry VIII focus | Geography  Describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water   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. | Geography  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 | History  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| Trip Idea | **STEM Centre** | | **Plymouth Tudor House** | | **Museum?** | |