

Bedenham Primary School History & Geography 2015/16

Year Group Term	Year 1/2 Cycle 1	Year 3/4 Cycle 1	Year 5/6 Cycle 1
Autumn	<p style="text-align: center;"><u>Nelson and the Battle of Trafalgar.</u></p> <p>This unit will incorporate a local history study (HMS Victory) and the concept of a nation's history. The children will be able to compare life at sea in peace time and during war and the unit will look at the causes of the Battle of Trafalgar and the effects this had on Britain. The children will look at the actions of Horatio Nelson and will be able to explain why he is thought of as a significant Britain.</p>	<p style="text-align: center;"><u>Your Ace Place</u></p> <p>Make links to a school in a contrasting area of Britain (local enough to conduct fieldwork)</p> <p>*Describe and understand key aspects of:</p> <p>*Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>*Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>*Use the eight points of a compass, four-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</p> <p>*Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p style="text-align: center;"><u>Tudor Snapshots</u></p> <p>Throughout this unit children will begin to look at portraits and begin to discuss what the painter was trying to convey through their work. We will be exploring how the importance of the Mary Rose on our local history and why Henry VIII needed a war ship. Whilst we are exploring the life of people during the Tudor period we will also conduct an enquiry into Queen Elizabeth's reign and how portraitists depicted Elizabeth I and tried to show how powerful she was.</p>
Spring	<p style="text-align: center;"><u>Our Wonderful World / Around the World in 30 Days</u></p> <p>An exploration of the world as a whole using ch's own interests and experiences.</p> <p>Make a focused study of physical geography</p> <p>*Name and locate the world's continents and oceans</p> <p>*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>*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</p> <p>*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</p> <p>*Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather *Key human features, including: city, town, village, factory, farm, house, office, and shop</p>	<p style="text-align: center;"><u>Man though the ages and the Roman Invasion of Britain</u></p> <p>A unit looking at how man evolved and how technology developed alongside them from the Stone Age to the Iron Age. The children will explore the culture of Early Britons and how they progressed from wandering individuals and small family groups to the early development of villages and settlements.</p> <p>The second half of this unit explores the expansion of the Roman Empire into Britain and how Julius Caesar tried and failed before Claudius finally succeeded. We will look at why Caesar failed and how Claudius learnt from history and adapted his tactics. We will look at Boudicca and how she posed the biggest threat to the expansion of the Roman Empire.</p>	<p style="text-align: center;"><u>Our Ace Place – 2026</u></p> <p>A study of how a locality changes over time (key features & land use). 'Our Place' - Past/Present/Possible Future?</p> <p>*Describe and understand key aspects of:</p> <p>*Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>*Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>*Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p>
Summer	<p style="text-align: center;"><u>Games through time.</u></p> <p>This unit will explore how games for children have changed through time. The children will look at new computer consoles and how they have developed since the 1980's and before. The children will also look at the concept of entertainment and how our preferences have changed. This unit may incorporate a trip to an arcade to experience some of the different types of games available.</p>	<p style="text-align: center;"><u>Continents Contents - What's in a Continent?</u></p> <p>Focus on major land use – Europe and N/S America</p> <p>*Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>*Describe and understand key aspects of:</p> <p>*Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>*Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p style="text-align: center;"><u>The Groovy Greeks</u></p> <p>During this unit the children will be exploring the Greek Senate and how the UK has adopted their democratic way of governing countries. We will explore the similarities and differences between our government and theirs. We will also be looking at the Ancient Greek Civilisation and what life was like during this period. We will be looking at Greek myths and religious ideas and the impact they had on the lives of the Greeks.</p>