



Maryland History and Geography Progression Map

Interwoven as part of our equality strategy- **describe social, cultural, religious and ethnic diversity in Britain & the wider world.**

	Autumn	Spring	Summer 1	Summer 2
Year 1	<p>Topic: Childhood Specific knowledge; similarities and differences between my own childhood and my grandparents' childhood similarities and differences between my home and a home from the past (in the 1950/60s) To identify how the windrush generation helped Britain.</p> <p>Specific skills</p> <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods use a wide vocabulary of everyday historical terms Ask and answer questions, choosing parts of sources to show that they know and understand key features Understand some of the ways in which we find out about the past Identify different ways in which it is represented. 	<p>Topic: The great explorer (History and geography combined) Specific knowledge; children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams</p> <p>Specific skills: Place known events and objects in chronological order.</p> <ul style="list-style-type: none"> Sequence events and recount changes. Use common words and phrases relating to the passing of time Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past. Relate his/her own account of an event and understand that others may give a different version. 	<p>Geography Topic: Continent and Oceans Specific knowledge; Locate themselves in the world How our food gets to us</p> <p>Specific skills</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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 use basic geographical vocabulary to refer to human and physical features. 	<p>Topic - My local area (History and geography combined) Specific knowledge; Changes to Maryland Primary school Changes to Stratford</p> <p>Specific skills:</p> <ul style="list-style-type: none"> understand some of the ways in which we find out about the past and identify different ways in which it is represented. Ask and answer questions, choosing parts of sources to show that they know and understand key features Use common words and phrases relating to the passing of time
Year 2	<p>Topic: Castles Specific knowledge; Identify key features of a castle British castles in chronological order Different jobs in Medieval castles Purpose of castles</p> <p>Roles of castles Roles of people within historical castles Specific skills:</p> <ul style="list-style-type: none"> Show an awareness of the past Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Describe significant historical events, people and places in 	<p>Topic: The Great fire of London Specific knowledge; Life in 17 th Century London</p> <ul style="list-style-type: none"> Causes, progress and solutions to the fire Impact of the fire (short and long term) <p>Specific skills: Show an awareness of the past Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p>	<p>Geography Topic: Weather (hot and cold places) Specific Knowledge: Describe seasonal weather changes</p> <p>Specific skills:</p> <ul style="list-style-type: none"> To define the climate found in countries on or near the equator. (Kenya) 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 world maps, atlases and globes to identify the United 	<p>Geography Topic - Seasides Specific knowledge: A place by the sea that is usually a beach area or holiday resort. There are lots of features that make the seaside a special place, such as beaches, cliffs, piers and lighthouses.</p> <p>Specific Skills:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom use aerial photographs and plan



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	<p>his/her own locality</p> <ul style="list-style-type: none">• Describe events beyond living memory that are significant nationally or globally• Use a wide vocabulary of everyday historical terms• Speak about how he/she has found out about the past• Record what he/she has learned by drawing and writing.• Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events	<ul style="list-style-type: none">• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.• Describe significant historical events, people and places in his/her own locality• Describe events beyond living memory that are significant nationally or globally• Use a wide vocabulary of everyday historical terms• Speak about how he/she has found out about the past• Record what he/she has learned by drawing and writing.	<p>Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none">• 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	<p>perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none">• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas• 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 shop• 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
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	Autumn	Spring	Summer 1	Summer 2
Year 3	<p>Topic: Prehistoric Britain Specific knowledge:</p> <ul style="list-style-type: none"> Life in the Stone age (neolithic) to the Iron age Need to understand it is prehistory (no written records) Object primary source How we can learn from primary sources to create secondary sources Did London exist? What settlements existed? What was happening outside of Britain during this time period? Tools and resources <p>Specific skills:</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings as a starting point for enquiry Explore concepts and generate questions. Use evidence to support responses to questions about the past Look at resources and present your own findings and understanding of the past, using reliable sources to justify your interpretations Describe objects, people or events in history Communicate ideas about the past through a range of cross curricular links. 	<p>Topic: The Romans Empire Specific knowledge:</p> <ul style="list-style-type: none"> Why the Roman army was successful Life in Roman times Understanding why Roman army was successful Roman invasion of Britain Resistance of the Iceni, focus on Queen Boudicca (30AD) Roman impact on Britain <p>Specific skills</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time Explain how I know someone or something was around at a period of time from the fashion or artefacts. Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings as a starting point for enquiry. Begin to use sources of information and simple observations to answer questions about the past. Describe how items have changed over time. Explore concepts and generate questions. Use evidence to support responses to questions about the past. Visit museums, galleries and historical sites to learn about. Describe/make links between main events, situations and changes within and across different periods/societies Identify and give reasons for, results of, historical events, situations, changes. 	<p>Geography Topic - Earthquakes and Volcanoes Specific knowledge:</p> <p>Earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types</p> <p>Specific skills</p> <ul style="list-style-type: none"> describe and understand the key aspects of volcanoes and earthquakes understand that the distribution of earthquakes and volcanoes follows a pattern be introduced to plate tectonics learn about the 'Pacific Ring of Fire' 	<p>Topic: Ancient Egyptians Specific knowledge</p> <ul style="list-style-type: none"> Daily life of Ancient Egyptians Importance of the Nile Pharaohs and pyramid building Mummification and Egyptian beliefs <p>Specific skills:</p> <ul style="list-style-type: none"> Cause and effect -consider the impact on the modern day and the wider world. Notice trends, contrasts and patterns over time. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Identify and give reasons for, results of, historical events, situations, changes.



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Year 4	<p>Topic: Ancient Greece Specific knowledge beliefs and achievements of Athens</p> <ul style="list-style-type: none"> ● ● Impact- democracy ● Culture ● Beliefs ● Olympics ● achievements of Alexander the Great <p>Specific skills: -</p> <ul style="list-style-type: none"> ● Place some historical periods in a chronological framework ● Use historic terms related to the period of study ● Use sources of information in ways that go beyond simple observations to answer questions about the past ● Use a variety of resources to find out about aspects of life in the past ● Understand that sources can contradict each other ● Communicate his/her learning in an organised and structured way, using appropriate terminology ● Describe/make links between main events, situations and changes within and across different periods/societies ● Identify and give reasons for, results of, historical events, situations, changes. ● Identify historically significant people and events in situations. 	<p>Topic: Benin Kingdom Specific knowledge</p> <ul style="list-style-type: none"> ● Benin Life inc. food ● Beliefs and rulers ● Benin traditions ● Benin achievement <p>Specific skills: -</p> <ul style="list-style-type: none"> ● Place some historical periods in a chronological framework ● Use historic terms related to the period of study ● Use sources of information in ways that go beyond simple observations to answer questions about the past ● Use a variety of resources to find out about aspects of life in the past ● Understand that sources can contradict each other ● Communicate his/her learning in an organised and structured way, using appropriate terminology ● Describe/make links between main events, situations and changes within and across different periods/societies ● Identify and give reasons for, results of, historical events, situations, changes. ● Identify historically significant people and events in situations. 	<p>Geography Topic: Rivers and the water cycle Specific knowledge: Revisit the water cycle and, the key concept is that water flows downhill, looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features</p> <p>Specific skills:</p> <ul style="list-style-type: none"> ● Make more detailed fieldwork sketches/diagrams of local river, ● Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features ● Use four figure grid references. ● Use the 8 points of a compass 	<p>Geography Topic: Alpine regions Specific knowledge: Children will the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate They will also identify mountains from all over the world and different mountains.nm</p> <p>Specific skills:</p> <ul style="list-style-type: none"> ● use maps to focus on countries, cities and regions in Europe ● Research a region of another European country ● Identify some of the physical and human processes that shape a region ● extend their knowledge and understanding beyond the local area to include Europe.



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Year 5	<p>Topic: Anglo saxon and Vikings Specific knowledge Why the Anglo -Saxons invaded Britain and their settlement in Britain -Anglo - Saxon artefacts - Anglo - Saxon beliefs - Anglo- Saxon daily life -Anglo - Saxon place names -What happened at Lindisfarne? - examining written sources - Push and pull facts why the Vikings came to Britain - King Alfred the Great</p> <p>Specific skills: - Use dates to order and place events on a timeline. • Compare sources of information available for the study of different times in the past. • Make comparisons between aspects of periods of history and the present day . • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources. • Present findings and communicate knowledge and understanding in different ways . • Provide an account of a historical event based on more than one source . • Give some reasons for some important historical event</p>	<p>Topic The Tudors Specific Knowledge - To explore how Queen Elizabeth I came to power -To explore what it would have been like as a child during the reign of Queen Elizabeth I. -The Spanish Armada -Why did Spain and Britain go to battle? -Why the Spanish Armada failed. -How and why did Queen Elizabeth I's reign come to an end.</p> <p>Specific skills: - Use dates to order and place events on a timeline. • Compare sources of information available for the study of different times in the past. • Make comparisons between aspects of periods of history and the present day . • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources. • Present findings and communicate knowledge and understanding in different ways . • Provide an account of a historical event based on more than one source . • Give some reasons for some important historical event</p>	<p>Geography Topic: Biomes and Climate Zones Specific knowledge: They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, and human activity.</p> <p>Specific skills:</p> <ul style="list-style-type: none"> • 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) <p>Risk physical geography, including: climate zones, biomes and vegetation belts</p> <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 • 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 	<p>Geography Topic: The Amazon Specific knowledge: Where is the Amazon located? Compare London to Manaus Shifting cultivation Deforestation in the Amazon rainforest The importance of looking after our environment</p> <p>Specific skills:</p> <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond their local area to include South America • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and



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			physical and human characteristics, countries and major cities	understand key aspects of physical and human geography • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied
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Year 6	<p>Topic: Crime and punishment over time Specific knowledge Tower of London</p> <ul style="list-style-type: none"> Different societies and eras Local history - Elizabeth Fry Use sources to research the life of Dick Turpin, Georgian highwayman, and put him on trial. Was he a villain or a modern Robin Hood? Research Anglo Saxon and Medieval crime and punishment. Do punishments always fit the crime? / Guy Fawkes/ Suffragettes/ Civil Rights Activists evaluate how far the criminal justice system has progressed <p>Specific skills: - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources Make confident use of a variety of sources for independent research. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show 	<p>Topic World War II - War and aftermath Specific knowledge</p> <p>when and where WWII took place and the leaders at the time. investigate the Blitz and its impact. investigate the types of shelters that were used to keep members of the public safe. propaganda is and its significance during WW2 Pearl harbour - Japanese and American conflict historical perspective about Britain's cultural diversity in the 1940s recognise the contribution of the African Caribbean community during WW2</p> <p>Specific skills: - Use relevant dates and historical terms. • Order up to 10 significant events, movements and dates on a timeline. • Identify and compare changes within and across different periods. • Note connections/contrasts and trends over time. • Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world</p> <ul style="list-style-type: none"> Begin to identify significant events, connections, contrasts and trends over time. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant 	<p>Geography Topic: Climate change Specific knowledge:</p> <ul style="list-style-type: none"> Explore threats to the health of the planet and possible solutions Explore different perspectives on climate change Identify different minerals and question whether they can be used sustainably. Compare different types of energy - advantages and disadvantages Discuss the importance of protecting the ocean. <p>Specific skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>use the 8 points of a compass, 4- and 6-figure grid references,</p>	<p>Geography Topic: Fairtrade Specific knowledge:</p> <ul style="list-style-type: none"> UK's top 10 trade links with other countries Trade links between the UK and El Salvador Why is fairtrade important? Global supply chain - Some products are made from raw materials from several countries Negatives and positives impact of multinational companies <p>Specific skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>use the 8 points of a compass, 4- and 6-figure grid references,</p>



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		<p>historical information</p> <ul style="list-style-type: none">• Understand how our knowledge of the past is constructed• Make confident use of a variety of sources for independent research• Discern how and why contrasting arguments and interpretations of the past have been constructed.• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using computing.• Plan and present a self directed project or research about the studied period. Writing, drawing, role-play, storytelling and using computing.• Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies• Describe a local history study• Use evidence to support arguments	<p>symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
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