



St Peter at Gowts Geography and History Curriculum

	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	Please see the St Peter's EYFS Curriculum		
<b>Year 1</b>	<p><b>Geography and History:</b> A local area study: My street, my school, my city</p> <p><b>Castles and Knights – Lincoln Castle focus</b> 6 week focus on Lincoln – 6 weeks focus on Castle and knights - Locational knowledge, local history castles <b>Why was Lincoln Castle built on a hill?</b></p> <p>Fieldwork Focus: Investigate the physical and human features of the school and school grounds</p> <p>Farming introduction to Lincolnshire when exploring city</p>	<p><b>History: Wheels, wings and other things</b> (Changes in living memory) <b>Which development in transport was the most important to society? Why?</b></p> <p>Farming transport focus – Lincolnshire link</p> <p>Fieldwork Focus: Traffic Survey – comparing traffic at two different sites – <b>Do we need more traffic calming or zebra crossings around school?</b></p> <p>Fieldwork focus: Seasonal changes – forest school links</p>	<p><b>Geography and Science:</b> Hot and cold places /habitats: Iceland and Kenya (non-European study) <b>Where in our wonderful world are hot and cold places?</b></p> <p>Fieldwork Focus: Weather linked to seasons (flashback)</p>
<b>Year 2</b>	<p><b>Geography and Science: Down under:</b> A non-European study <b>How is life different Down Under compared to the UK?</b></p> <p>Fieldwork Focus: Skills -Taking digital photographs of buildings / places of interest on the way to the library – create map once back in school – discuss feeling of 'place' likes / dislikes</p> <p><b>Nurturing Nurses:</b> How 'How have hospitals changed over time?'</p>	<p><b>History: Monarchs</b> Which monarch will be remembered most in history? Why?</p> <p><b>History: The Great Fire of London</b> (Significant people: Samuel Pepys) <b>Why was the fire so damaging?</b></p> <p>Fieldwork Focus: Exploring the environment around school and its suitability for growing plants (science link) <b>Are there enough plants to encourage wildlife in our school?</b></p>	<p><b>History and Geography: Oh I do like to be beside the seaside</b> (Significant people: Grace Darling, Mary Anning) <b>How and why have seaside holidays changed over the years?</b></p> <p>Fieldwork focus: Environmental issues at the beach – exploring litter issues</p>
<b>Year 3</b>	<p><b>History: Scavengers and Settlers</b> Pre-Roman Britain: Iron age to stone age <b>Which changes from Stone Age to Iron age were most significant?</b></p> <p>Farming linked to Skara Brae and Neolithic period, tools</p> <p>Fieldwork focus: Skills – Drawing freehand maps after visit to the cinema</p>	<p><b>Geography: Location, Location, Location:</b> 6 week focus on Lincoln (inclu UK knowledge linked to counties, cities towns, villages) 6 weeks focusing on the world – E.Midlands vs Lazio (Rome) focus <b>Does where you live matter?</b></p> <p>Fieldwork Focus: Landuse – using maps to explore where a good new site for a school would be <b>Where should a new school be built in our local area?</b></p> <p>Farming - Lincolnshire link Y3 – Rand Farm</p>	<p><b>History:</b> The Romans and their impact on Britain – A local area study (History focus) <b>How did the Romans impact the history of Lincoln?</b></p> <p>Farming – villas</p> <p>Fieldwork Focus: Lincolnshire show – Schools Challenge Project – variety of qualitative and quantitative research</p>

Unlocking potential in all, empowering a community of hope. As an inclusive Christian community, we work towards unlocking the potential in all and empowering a community of hope. We seek to achieve this by providing a safe, inspiring and creative learning environment where all can flourish. Our successes are built on the foundation of our shared values and our consistently high expectations. Through challenge and support, we strive for excellence in all we do.

<p><b>Year 4</b></p>	<p><b>History: Britain's settlement by Anglo-Saxons and Scots</b>  <b>What impact did the Anglo-Saxons have on life in Britain?</b></p> <p><b>Farming and settlements</b></p> <p>Fieldwork Focus: Plotting a route of a known journey at forest school and significant sites of interest</p>	<p><b>Geography: Rainforests: South American Study</b>          (biomes, ecosystems, trade and economic activity link)  <b>Should people be allowed to destroy the rainforests?</b></p> <p><b>Farming linked to deforestation</b></p> <p>Fieldwork Focus: Collecting and analysing data from local ecosystem (science links)</p> <p>Fieldwork Focus: Food miles - <b>Does our food need to travel long distances? (Rainforests and food miles)</b></p>	<p><b>History: Ancient Egyptians</b></p> <p><b>Did the pyramids or the River Nile play the more important role in Egyptian society?</b></p> <p><b>Farming and the flooding of the River Nile, trade and tools</b></p> <p>Fieldwork Focus: Planning routes using OS maps to residential site / final forest school visit</p>
<p><b>Year 5</b></p>	<p><b>History: Vicious Vikings &amp; The Anglo-Saxons</b>          Vikings and Anglo-Saxons  <b>Is calling the Vikings vicious killers and thieves fair?</b></p> <p><b>Farming – Vikings in Britain more fertile land</b></p> <p>Fieldwork Focus: DT – how does the cost of items vary depending on how close the shop is to the city centre?</p>	<p><b>Geography: Environment</b></p> <p>Fieldwork Focus: How can our school reduce its plastic waste?</p> <p><b>Geography; Extreme Earth / Active Planet</b>  <b>Does the movement of the Earth's plates, just cause problem?</b></p> <p><b>Farming – fertile soils of volcanoes</b></p> <p>Fieldwork focus: Virtual fieldwork – comparing UK mountain to a mountain on another continent - OS maps looking at mountain ranges and planning a route (pictures from Google earth to support) Wow day?</p>	<p><b>History: Ancient Greece: Myths and Legends</b>          Partly <b>The Great, The Bold and The Brave</b>  <b>What lasting impact did the Ancient Greeks make on the world?</b></p> <p><b>Farming in Greece - comparisons</b></p> <p>Fieldwork Focus: Health and well-being – How do children get to school? – Collecting and analysing data – International Schools link – comparison with schools in Romania or Uganda</p>
<p><b>Year 6</b></p>	<p><b>History: WW1/ WW2</b>  <b>Does anyone actually 'win' a war?</b>          - Bomber County          - Development of the tank</p> <p><b>Farming – Women's land army</b></p> <p>Fieldwork focus: Fieldwork Focus: Mapping route to IBCC</p> <p><b>Geography: Natural resources and sustainability</b></p>	<p><b>History: A non-European society study: The Mayans</b>  <b>What was life like at the height of the Mayan civilization?</b></p> <p><b>Farming, trade and tools</b></p>	<p><b>Geography: Coasts: A local area study with a comparison to Greece and a North American country / Lincolnshire</b>          (Learning about countries, trade, migration etc)  <b>Are rivers and coastal areas a benefit or hindrance to society?</b></p> <p>Fieldwork Focus: Fieldwork sketches of coastal areas - How effectively is the Skegness coastline protected? (Plan focus for fieldwork and follow up after the trip)          Coastal land - focus on scale drawings and annotate photographs taken from fieldwork sites  <b>Which has the biggest impact, coastal erosion or river flooding?</b></p> <p>Fieldwork Focus: London – unfamiliar environments – explore human and physical features</p> <p><b>Farming – using farm land as flood lands to save settlements</b></p>