

Baslow St. Anne's Key Stage 2 History & Geography Overview – Kapow resourced

		Autumn		Spring		Summer	
		1	2	1	2	1	2
Cycle 1 2026-2027							
Topics	Lions Y3	Geography Why do people live near volcanoes?	History Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	History What was important to ancient Egyptians?	Geography Why are rainforests important to us?	History How did the achievements of the Ancient Maya impact their society and beyond?	Geography What are rivers and how are they used?
Objectives/End of unit outcomes		Pupils who are secure will be able to: Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano.	Pupils who are secure will be able to: Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods.	Pupils who are secure will be able to: Identify where and when ancient civilisations first appeared. Ask historically valid questions about sources. Identify Ancient Egypt's location and its key geographical features. Explain why the River Nile was important to ancient Egyptians. Explain the significance of the Rosetta Stone. Explain the importance of gods and goddesses to people in ancient Egypt. Analyse mummification's connection to ancient Egyptian beliefs about the afterlife. Decide what was important to people in ancient Egypt.	Pupils who are secure will be able to: Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.	Pupils who are secure will be able to: Sequence the key periods of the Ancient Maya civilisation. Identify periods that were happening in Britain at the same time. Explain how the Ancient Maya settled in the rainforest and the challenges they faced. Describe Ancient Maya beliefs. Name the features of the Ancient Maya cities. Make deductions about the Ancient Maya cities. Evaluate the reasons for the decline of the Maya civilisation. Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.	Pupils who are secure will be able to: Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.

		State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.	Explain which period they would prefer to have lived in, providing evidence for their choice.		Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.		
Enrichment		Field trip Orienteering	Creswell Crags	Mummifying a tomato	Agents of change/ courageous advocacy	Memorable moment day	River Derwent investigation
	Pumas Y4+5	Geography Where does our energy come from?	History Were the Vikings raiders, traders or something else?	History What is the legacy of the ancient Greek civilisation?	Geography Why are rainforests important to us?	History How did the achievements of the Ancient Maya impact their society and beyond?	Geography What are rivers and how are they used?
Objectives/End of unit outcomes		Pupils who are secure will be able to: Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy.	Explain where the Vikings came from and why they invaded Britain. Sequence events according to their significance for groups of people. Find evidence and make inferences from sources.	Pupils who are secure will be able to: Describe the features of Ancient Greece. Identify the key periods in the ancient Greek civilisation. Make inferences about Greek gods.	Pupils who are secure will be able to: Describe a biome and give an example. State the location and some key features of the Amazon rainforest.	Sequence the key periods of the Ancient Maya civilisation. Identify periods that were happening in Britain at the same time. Explain how the Ancient Maya settled in the rainforest and the challenges they faced.	Pupils who are secure will be able to: Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river.

		Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.	Name Viking trade routes. Explain why trade routes were important to the Vikings. Identify the differences between Viking sagas. Evaluate the impact of Viking achievements.	Research a Greek god. Compare Athens and Sparta. Understand the different types of democracy. Explain how Athenian democracy worked. Explain what philosophy is. Identify the achievements of the ancient Greek philosophers. Identify the ancient Greeks' legacies and their impact.	Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.	Describe Ancient Maya beliefs. Name the features of the Ancient Maya cities. Make deductions about the Ancient Maya cities. Evaluate the reasons for the decline of the Maya civilisation. Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.	Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.
Enrichment		Orienteering/map work	History van/Jorvick/Horrible Histories	Greek mythology movie/Troy/History van	Agents of change/courageous advocacy	Chocolate making	Local field study: River Derwent investigation

	Jaguars Y6	Geography Would you like to live in the desert? Can I carry out an independent fieldwork enquiry?	History What was the impact of World War 2 on the people of Britain? Geography Why does population change? What can the census tell us about local areas?	History Who should go on the £10 banknote?
Objectives/End of unit outcomes		Pupils who are secure will be able to: Desert: Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why. Local field work: Give examples of issues in the local area. Identify questions to be asked to find the relevant data.	Pupils who are secure will be able to: WW2 Identify the causes of World War 2. Identify the different phases in the Battle of Britain. Make deductions about the Blitz from photographs. Describe how children may have felt when evacuated. Evaluate the accuracy, reliability and usefulness of sources. Describe the impact WW2 had on women's and African-Caribbean migrant lives. Pupils who are secure will be able to: Population change/census: Identify the type of information the census gives about people. Use the census to make inferences about people from the past. Identify the most densely and sparsely populated areas. Use other primary and secondary sources to verify the data in a census. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them.	Pupils who are secure will be able to: Name the features of a banknote. Make inferences about a historical figure using a banknote. Research and explore the achievements of different historical figures. Make inferences about historical figures from sources. Describe the legacies of historically significant people Apply criteria to decide if a person is historically significant and explain why.

		Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.	Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.	
Enrichment		Go Ape Bushtucker challenge	World War 2 Day Plan a local history enquiry using the census.	Enterprise fiver challenge Farmers' Market KS2 production

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Cycle 2 2027-2028							
Topics	Lions Y3+4	History Why did the Romans invade and settle in Britain?	History What changed in Britain after the Anglo-Saxon invasion?	Geography Who lives in Antarctica?	Geography Are all settlements the same?	History How have children's lives changed?	Geography Where does our food come from?
Objectives/ End of unit outcomes		Pupils who are secure will be able to: Explain what was important to people in Ancient Rome. Explain the meaning of the words 'empire', 'invasion' and 'settlement'. Analyse the different reasons for the Roman invasion of Britain. Explain how the Celts responded to the Roman invasion. Explain how the Roman army's structure, discipline and equipment made it so successful.	Pupils who are secure will be able to: Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain.	Pupils who are secure will be able to: Describe lines of latitude and longitude, giving an example. Understand that the Northern and Southern Hemispheres have seasons at different times. Define climate zones, giving an example. Describe Antarctica's position in the far south and its polar	Pupils who are secure will be able to: Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use.	Pupils who are secure will be able to: Make inferences and deductions from primary and secondary sources. Explain why children needed to work. Identify the jobs Tudor and Victorian children had. Describe the working conditions of Tudor and Victorian children.	Pupils who are secure will be able to: Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production.

		Use artefacts to make deductions about the lives of Roman soldiers in Britain. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo-Saxons. Identify the qualities needed to be a monarch in 1066.	climate of ice sheets, snow and mountains. Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. Describe the equipment and clothing researchers use in Antarctica. State the outcome of Shackleton's expedition. Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them. Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map. Describe a similarity and a difference between life in the UK and life in Antarctica. Draw a map of the route taken on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.	Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.	Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases past children suffered from and discuss how effective the treatments were.	Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.
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Enrichment		History van/Horrible Histories	Artefacts investigation	Memorable Moment Day to Antarctica	Residential	Cromford Mill Tour of Baslow	Cooking D&T project
	Pumas Y4+5	Geography Why do oceans matter?	History What changed in Britain after the Anglo-Saxon invasion?	Geography What is life like in the alps?	History What was life like in Tudor England?	History How have children's lives changed?	Geography Where does our food come from?
Objectives/ End of unit outcomes		Pupils who are secure will be able to: Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	Pupils who are secure will be able to: Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo-Saxons. Identify the qualities needed to be a monarch in 1066.	Pupils who are secure will be able to: Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	Pupils who are secure will be able to: Extract information about Henry VIII from sources. Explain their interpretation of Henry VIII using evidence from sources. Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period. Reflect on the role of absolute power in the Tudor period. Describe why royal progresses are considered propaganda. Consider the reliability of primary sources. Write an eyewitness account of Elizabeth	Pupils who are secure will be able to: Make inferences and deductions from primary and secondary sources. Explain why children needed to work. Identify the jobs Tudor and Victorian children had. Describe the working conditions of Tudor and Victorian children. Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases past children suffered from and discuss how effective the treatments were.	Pupils who are secure will be able to: Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances.

					I's Worcester Progress. Use evidence from the inventories to support their interpretations of a Tudor person's life and explain how inventories are useful to historians. Use their knowledge of inventories, to create a realistic Tudor inventory.		Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.
Enrichment		David Attenborough experience	Artefacts investigation	Ski Sunday!	Residential	Cromford Mill	Cooking D&T project
	Jaguars Y6	Geography Would you like to live in the desert? Can I carry out an independent fieldwork enquiry?		History What was the impact of World War 2 on the people of Britain? What can the census tell us about local areas? Geography Why does population change?		History Who should go on the £10 banknote?	
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