





















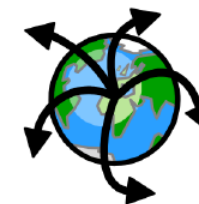
Curriculum Overview: Global Studies

Key Stage 2 Nurture	Term 1 Geography	Term 2 History	Term 3 Geography	Term 4 History	Term 5 Geography	Term 6 History
<p>Year A 2024-2025</p>	 <p>Our Local Area S1.2 I can use simple compass directions and locational and directional language to describe locations, features and routes on a map. S1.4 I can use simple field work and observational skills to study the local area. S1.5 I can use geographical vocabulary including North, South, East, West, key, map, symbol, route, journey, UK, world, map, human and physical.</p>	 <p>Remembrance / The Gunpowder Plot S1.1 I can comment on images of familiar situations in the past. WW2/ Ukraine war S1.2 I can talk or write about events beyond living memory that are significant nationally or globally. WW2, Guy Fawkes S1.6 I can understand the past through settings, characters and events encountered in books and classroom learning. WW2, Guy Fawkes</p>	 <p>The UK (including weather/ seasons) S1.6 I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. S2.4 I can 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>Influential Historical Figures (nurses/monarchs) S1.2 I can talk or write about events beyond living memory that are significant nationally or globally. S1.3 I can compare and contrast characters from stories, including figures from the past. S1.6 I can understand the past through settings, characters and events encountered in books and classroom learning.</p>	 <p>Countries of Interest S1.1 I can use world maps, atlases and globes to identify, name and locate the world's seven continents and five oceans</p>	 <p>Toys through the decades S1.1 I can comment on images of familiar situations in the past S1.4 I can talk about changes within living memory. S1.5 I can talk or write about some similarities and differences between things in the past and now.</p>









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Key Stage 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A 2024-2025	 <p>Marvellous Maps S1.3 I can devise a simple map and construct a basic symbols in a key. S2.5 I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. S2.6 I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	 <p>Remembrance / The Gunpowder Plot S1.1 I can comment on images of familiar situations in the past. WW2/ Ukraine war S2.1 b I can observe and use pictures, photographs and artefacts to find out about the past. S1.2 I can talk or write about events beyond living memory that are significant nationally or globally. WW2, Guy Fawkes S1.6 I can understand the past through settings, characters and events encountered in books and classroom learning. WW2, Guy Fawkes</p>	 <p>Influent Historical Figures (nurses/monarchs) S1.2 I can talk or write about events beyond living memory that are significant nationally or globally. S2.1 b I can observe and use pictures, photographs and artefacts to find out about the past. S2.3 I can talk or write about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	 <p>Survival in the Rainforest S2.3 I can use key vocabulary to demonstrate knowledge and understanding of places and features. (Inc: Continents, Oceans, compare, capital city, country, population, weather, similarities, differences, farming, culture, river, desert, earthquake and volcano). S2.4 I can 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>Countries of Interest S1.1 I can use world maps, atlases and globes to identify, name and locate the world's seven continents and five oceans S2.1 I can compare the UK with a contrasting country in the world. S2.2 I can compare a local city/town in the UK with a contrasting city/town in a different country. S2.3 I can use key vocabulary to demonstrate knowledge and understanding of places and features. (Inc: Continents, Oceans, compare, capital city, country, population, weather, similarities, differences, farming, culture, river, desert, earthquake and volcano).</p>	 <p>Entertainment through the decades S2.1 b I can observe and use pictures, photographs and artefacts to find out about the past. S2.4 I can explain that there are different types of evidence and sources that can be used to help represent the past. S2.5 I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. S2.6 I can choose and select evidence and say how it can be used to find out about the past.</p>
Year B	 <p>Beside the Seaside S2.4 I can identify seasonal and daily</p>	 <p>Remembrance/ WW2</p>	 <p>Frozen Planet (Arctic and Antarctica) S2.4 I can identify seasonal and daily</p>	 <p>Castles/ Defences S2.2 I can talk or write about significant historical events, people</p>	 <p>Countries of Interest S1.1 I can use world maps, atlases and globes to</p>	 <p>Technology through the decades</p>



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	<p>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>S2.6 I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>S2.5 I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Why WWII started, where it happened, and who was involved:</p> <p>S1.2 I can talk or write about events beyond living memory that are significant nationally or globally.</p> <p>S1.6 I can understand the past through settings, characters and events encountered in books and classroom learning.</p> <p>S2.6 I can choose and select evidence and say how it can be used to find out about the past.</p>	<p>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>S2.5 I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>and places in my own locality.</p> <p>S2.5 I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p>S2.6 I can choose and select evidence and say how it can be used to find out about the past.</p>	<p>identify, name and locate the world's seven continents and five oceans</p> <p>S2.1 I can compare the UK with a contrasting country in the world.</p> <p>S2.2 I can compare a local city/town in the UK with a contrasting city/town in a different country.</p>	<p>S2.1 b I can observe and use pictures, photographs and artefacts to find out about the past.</p> <p>S2.4 I can explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>S2.5 I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>
<p>Year C</p>	 <p>Our Local Area</p> <p>S2.5 I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	 <p>Remembrance/ WW2 Air Raids and Evacuees:</p> <p>S2.1 b-I can observe and use pictures, photographs and artefacts to find out about the past.</p> <p>S2.2 I can talk or write about significant historical events, people and places</p> <p>S2.6 I can choose and select evidence and say how it can</p>	 <p>Survival in the Desert</p> <p>S2.4 I can 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>The Great Fire of London</p> <p>S2.2 I can talk or write about significant historical events, people and places in my own locality.</p> <p>S2.4 I can explain that there are different types of evidence and sources that can be</p>	 <p>Countries of Interest</p> <p>S1.1 I can use world maps, atlases and globes to identify, name and locate the world's seven continents and five oceans</p> <p>S2.1 I can compare the UK with a contrasting country in the world.</p> <p>S2.2 I can compare a local city/town in the UK with a</p>	 <p>Music through the decades</p> <p>S2.1 b I can observe and use pictures, photographs and artefacts to find out about the past.</p> <p>S2.3 I can talk or write about the lives of significant individuals in the past who have</p>









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	<p>S2.6 I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>S2.5 I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>be used to find out about the past.</p>	<p>S2.5 I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>used to help represent the past.</p>	<p>contrasting city/town in a different country.</p>	<p>contributed to national and international achievements.</p> <p>S2.4 I can explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>S2.5 I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>
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Key Stage 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year A</p>	 <p>Invaders and Settlers in Kent</p> <p>S3.7 I can describe and understand human geography, including: types of settlement and land use.</p> <p>S3.8 I can Use key vocabulary to demonstrate knowledge and understanding in this strand: settlement, settler, site, need, shelter, food.</p> <p>S3.12 I can use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p> <p>S3.17 I can describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</p>	 <p>Remembrance/ WW2</p> <p>Battle of Britain and the Blitz</p> <p>S3.1 I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>S3.2 I can use a range of primary and secondary sources to find out about the past.</p> <p>S3.9 I can understand the past through settings, characters and events encountered in books and classroom learning.</p> <p>S3.11 I can select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>S3.13 I can order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p>	 <p>Sporting Heroes</p> <p>S3.4 I can gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>S3.5 I can regularly address and sometimes devise own questions to find answers about the past.</p> <p>S3.6 I can begin to undertake my own research.</p> <p>S3.8 I can talk or write about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>S3.12 I can investigate my own lines of enquiry by posing historically valid questions to answer.</p>	 <p>Wild Weather</p> <p>S3.6 I can describe and understand physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.</p> <p>S3.8 I can Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution.</p>	 <p>Countries of Interest</p> <p>S3.3 I can use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features,</p> <p>S3.9 I can use maps, atlases, globes and digital/computer mapping to locate countries and describe geographical features.</p> <p>S3.10 I can use symbols and keys (including the use of Ordnance Survey maps), to build my knowledge of the United Kingdom and the wider world.</p> <p>S3.13 I can use maps to locate the world's countries with a focus on Europe, concentrating on their environmental regions, key physical and human characteristics,</p>	 <p>Tech Giants (The Big 5)</p> <p>S3.2 I can use a range of primary and secondary sources to find out about the past.</p> <p>S3.5 I can regularly address and sometimes devise own questions to find answers about the past.</p> <p>S3.6 I can begin to undertake my own research.</p> <p>S3.8 I can talk or write about the lives of significant individuals in the past who have contributed to national and international achievements.</p>


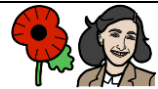






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	of natural resources including energy, food, minerals and water.				countries, and major cities.	
Year B	 <p>Enough for Everyone (Land Use and Farming) S3.6 I can describe and understand physical geography, including: the water cycle. S3.7 I can describe and understand human geography, including: types of settlement and land use. S3.11 I can use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. S3.12 I can use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. S3.17 I can describe and understand human geography, including: types of settlement and land use, economic</p>	 <p>Remembrance/ WW2 The Unsung Heroes: To understand the role of women and animals during WW2 S3.7 I can find and analyse a wide range of evidence about the past S3.8 I can talk or write about the lives of significant individuals in the past who have contributed to national and international achievements S3.11 I can select relevant sections of information to address historically valid questions and construct detailed, informed responses. S3.16 I can understand how some historical events/periods occurred concurrently in different locations. S3.18 I can examine causes and results of great events and the impact these had on people. S3.19 I can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	 <p>Ancient Egypt S3.3 I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. S3.4 I can gather more detail from sources such as maps to build up a clearer picture of the past. S3.7 I can find and analyse a wide range of evidence about the past. S3.18 I can examine causes and results of great events and the impact these had on people.</p>	 <p>Climate Change S3.4 I can explore Climates inc: tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. S3.16 I can use key vocabulary to demonstrate knowledge and understanding of; latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. S3.18 I can use key vocabulary to demonstrate knowledge and understanding of environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import,</p>	 <p>Countries of Interest S3.3 I can use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, S3.5 I can explore similarities and differences, comparing the human geography of a region of the UK and a contrasting region in the world. S3.9 I can use maps, atlases, globes and digital/computer mapping to locate countries and describe geographical features. S3.10 I can use symbols and keys (including the use of Ordnance Survey maps), to build my knowledge of the United Kingdom and the wider world.</p>	 <p>NASA S3.4 I can gather more detail from sources such as maps to build up a clearer picture of the past. S3.5 I can regularly address and sometimes devise own questions to find answers about the past. S3.6 I can begin to undertake my own research. S3.8 I can talk or write about the lives of significant individuals in the past who have contributed to national and international achievements. S3.13 I can order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p>



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	activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			export, trade, efficiency, conservation, carbon footprint, peak, earthquake, volcanic mountain, tourism, positive, negative, economic, social, environmental.		
Year C	 <p>Geography of the UK S3.2 I can name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed. S3.3 I can use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, S3.4 I can understand geographical similarities and differences through the study of human geography of a region of the United Kingdom. S3.10 I can use symbols and keys (including the use of Ordnance Survey maps), to build my knowledge of the United</p>	 <p>Anne Frank and The Holocaust S3.1 I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past S3.2 I can use a range of primary and secondary sources to find out about the past. S3.18 I can examine causes and results of great events and the impact these had on people. S3.19 I can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. S3.9 I can understand the past through settings, characters and events encountered in books and classroom learning. S3.17 I can use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>	 <p>Ancient Greeks S3.3 I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. S3.4 I can gather more detail from sources such as maps to build up a clearer picture of the past. S3.10 I can use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p>	 <p>Wonderful Water S3.3 I can use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, S3.6 I can describe and understand physical geography, including: the water cycle. S3.14 I can name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time.</p>	 <p>Countries of Interest S3.3 I can use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, S3.5 I can explore similarities and differences, comparing the human geography of a region of the UK and a contrasting region in the world. S3.9 I can use maps, atlases, globes and digital/computer mapping to locate countries and describe geographical features. S3.10 I can use symbols and keys (including the use of Ordnance Survey maps), to build my knowledge of the</p>	 <p>Gaming and Arcades S3.2 I can use a range of primary and secondary sources to find out about the past. S3.5 I can regularly address and sometimes devise own questions to find answers about the past. S3.6 I can begin to undertake my own research. S3.14 I can understand and describe in some detail the main changes to an aspect in a period in history. S3.13 I can order an increasing number of significant events, movements and dates on a timeline using dates accurately. S3.14 I can understand and describe in some detail the main changes</p>



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	<p>Kingdom and the wider world. S3.19 I can use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>				<p>United Kingdom and the wider world.</p>	<p>to an aspect in a period in history.</p>
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