

Geography learning challenges		History learning challenges			
<p><i>Year 1: Why can't a meerkat live in the North Pole?</i></p> <p>KS1 geo – identify seasonal and daily weather patterns in the UL and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</p>	<p><i>Year 1: Where do the leaves go to in Winter?</i></p> <p>KS1 geo – identify seasonal and daily weather patterns in the UK</p>	<p><i>Year 1: Where do and did the wheels on the bus go?</i></p> <p>KS1 geo – use world maps, atlases and globes to identify the UK and its countries.</p> <p>KS1 history – pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present.</p>	<p><i>Year 1: Why is the Wii more fun than Grandma and Grandad's old toys?</i></p> <p>KS1 history – changes within living memory – revealing aspects of change in national life.</p>	<p><i>Year 1: who was famous when mum and dad were little?</i></p> <p>KS1 history – the lives of significant individuals in Britain's past who have contributed to our national and international achievements.</p>	
<p><i>Year 2: What would (name from character from current book) find exciting about our town?</i></p> <p>KS1 geo – use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Local area (OSSETT)</p>	<p><i>Year 2: Why do we love to be beside the seaside?</i></p> <p>KS1 geo – identify the seasonal and daily weather patterns in the UK – human and physical features of a small area of the UK.</p> <p>This will be introduced in 2015-2016</p>	<p><i>Year 2: where would you prefer to live: England or Africa?</i></p> <p>KS1 geo – understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a contrasting non-European country. Identify the seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>TANZANIA</p>	<p><i>Year 2 history: What happened in the Great Fire of London?</i></p> <p>KS1 history – event beyond living memory that are significant nationally and globally.</p>	<p><i>Year 2 history: What were the people who lived in Gawthorpe / Ossett like 100 years ago?</i></p> <p>KS1 history – events beyond living memory that are significant nationally and globally.</p>	<p><i>Year 2 history: What can we find out about Louise Braille and Charles Waterton?</i></p> <p>KS1 history – the lives of significant individuals in the past who have contributed to national and international achievements.</p>

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<p><i>Y3: What makes the Earth angry?</i></p> <p>KS2 geo – physical geo including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Link to Y3 science unit on rocks</p>	<p><i>Y3: Why do so many people go to the Mediterranean for their holidays?</i></p> <p>KS2 geo – understand geo similarities and differences through the study of the human and physical geography of a region or area of the UK and a region or area in a European country.</p>	<p><i>Y3 Has Greece always been in the news?</i></p> <p>KS2 geo – understand the geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p>KS2 history – a study of Greek life and achievements and their influence on the Western world.</p> <p>(Ancient Greece unit)</p>	<p><i>Y3 Who first lived in Britain?</i></p> <p>KS1 history – Stone age to the Iron Age including: hunter gatherers, Early farming, Bronze age and Iron age.</p> <p>Stone Age Britain</p>	
<p><i>Y4: Where would you choose to build a city?</i></p> <p>KS2 geo – settlements, land use, economic activity, including natural resources, especially energy and water supplies.</p>	<p><i>Y4: Why is Wakefield such a cool place to live?</i></p> <p>KS2 geo – name and locate counties and cities of the UK, 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>	<p><i>Y4: Why were the Romans so Powerful and what did we learn from them?</i></p> <p>KS2 history – the Roman Empire and its impact on Britain – Julius Caesar, Hadrian’s Wall, Boudicca, Romanisation of Britain.</p> <p>Romans</p>	<p><i>Y5 unit moved to Y4: Were the Anglo Saxons really smashing?</i></p> <p>KS2 history – Britain’s settlements by Anglo-Saxons and Scots – Anglo Saxon invasions, settlements, kingdoms, names and places, art and culture and Christian conversion.</p> <p>Saxons</p>	<p><i>Y4: Why were Norman castles certainly not bouncy?</i></p> <p>KS2 history – a study of an aspect or theme in British history that extends beyond 1066. The Norman invasion and its impact on British society.</p> <ul style="list-style-type: none"> - Link this to local Norman castles. <p>Norman invasion In 2014-2015 Y5 will also cover this unit.</p>

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<p><i>Y5: Why is Brazil in the news again OR what's so special about the USA?</i></p> <p>KS2 geo – locate the world's countries, using maps, to focus on South America / North America and concentrating on their key physical and human characteristics, countries and major cities.</p>	<p><i>Y6 unit moved to Y5: Will you ever see the water you drink again?</i></p> <p>KS2 geo – understand the water cycle.</p>	<p><i>Y5: How can we re-discover the wonders of Ancient Egypt?</i></p> <p>KS2 history – the Achievements of the earliest civilisations – an overview of the impact the Ancient Egyptians had on our society.</p> <p>Egypt</p>	<p><i>Y6 unit moved to Y5: Were the Vikings always victorious and vicious?</i></p> <p>KS2 history – a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 e.g. a significant turning point in British history.</p> <p>To introduce 2015-2016 as covered in previous year.</p>	<p><i>What were the historical implications of Henry VIII's break from the Catholic Church?</i></p> <p>KS2 history – a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 e.g. a significant turning point in British history.</p> <p>Tudors To introduce 2015-2016 as covered in previous year.</p>
<p><i>Y6: I'm a year 6 pupil, can you get me out of here?</i></p> <p>KS2 geo – use the 8 points of a compass, 4 figure grid references, symbols and keys (including OS maps) to build their knowledge of the UK and the wider world. 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><i>Y5 unit moved to Y6: Why should the rainforests be important to us all?</i> (Linked to the Mayan history unit)</p> <p>KS2 geo – locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.</p>	<p><i>Y6: Who were the Mayans and what have we learnt from them?</i></p> <p>KS2 history – a non-European society that provides contrast with British History – Mayan civilisation AD 900.</p> <p>Mayans</p>	<p><i>Local history study – coal mining and Victorians in the local area:</i></p> <p>KS2 history – a study of an aspect or theme in British history that extends beyond 1066.</p>	