



# ROKEBY History/Geography/Science OVERVIEW

## History, Geography, Science

	Autumn 1 Fiction	Autumn 2 Non-fiction	Spring 1 Picture book	Spring 2 Reading stamina	Summer 1 Poetry	Summer 2 Non-fiction
Nursery	The Gigantic Turnip	Our very own dog	Splash! Anna Hibiscus	Yucky worms	Tanka, Tanka, Skunk	Surprising Sharks
Reception						
Year 1	<p><b>The Snail and the Whale</b></p> <p>Geography-geographical vocabulary related to physical features, continents and oceans</p> <p>History ~ changes within living memory ~ change in national life</p> <p>Science-Animals including humans</p>	<p><b>Emperors Egg</b></p> <p>Geography- Study of Antarctica and locate on the globe/world map. Investigate physical features of the landscape Study of weather/climate/seas ons</p> <p>History: events beyond living memory that are significant</p> <p>Science-Everyday materials</p> <ul style="list-style-type: none"> <li>Freezing and melting – investigating how to make ice and what makes it melt</li> </ul>	<p><b>Wild</b></p> <p>Geography- Investigate the difference between the forest and the town.</p> <p>History ~ significant historical events, people and places in their own locality.</p> <p>Science- Beans and seeds</p> <ul style="list-style-type: none"> <li>Link to growing plants, lifecycles of plants in the natural environment of the forest.</li> </ul>	<p><b>Anna Hibiscus</b></p> <p>Geography-Children will be able to investigate the climate, the physical features as well as the human features</p> <p>Science- Weather</p> <ul style="list-style-type: none"> <li>Children could explore differences in climate between Nigeria, Canada and the UK as well as including countries</li> </ul>	<p><b>Out and About: A First Book of Poems</b></p> <p>Geography- To explore human and physical geography. Focus on weather and physical features of the native environment and in context and comparisons made with different localities worldwide inc. UK. Name and map physical features of their locality and explore seashores, hills, woods, forests, parks and open</p>	<p><b>One Day on Our Blue Planet</b></p> <p>Geography- Children can investigate the physical features of the African Savannah explored.</p> <p>Children can relate the Savannah to a world map to look at where it is situated.</p> <p>History: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Science- Scientists and Inventors</p>



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		<ul style="list-style-type: none"> <li>Materials – investigating materials to make egg cosies to keep an unhatched chick warm</li> </ul>		known to them.	<p>spaces near to the school environment. Observe the weather and measure in different ways with specific projects planned to match conditions. (The Wild Weather Book by Fiona Danks and Jo Schofield gives a wide variety of ideas for projects that could support learning in this area.)</p> <p>Science-Seasonal Changes (also ongoing throughout year)</p> <ul style="list-style-type: none"> <li>Through the poetry, children to readily engage with, observe and understand seasonal change. (You may want to visit the collection at the start of each new</li> </ul>	
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					<p>season, revisiting and re-reading poems) allowing children to relate to these in the season in which the poems are based, breathing new life and understanding into the words and emotions within. The weather is a particular focus across the collection.</p>	
<b>Year 2</b>	<b>Grace and Family</b>  Geography-climate and the physical and human features. Compare UK to another country.	<b>Ten Things I Can Do To Help My World</b>  Geography-Children can investigate physical features of the world, describe areas using basic geographical vocabulary.	<b>How To Find Gold</b>  Geography-Children can investigate and describe the climate and the physical features of treasure islands.	<b>Zeraffa Giraffa</b>  Geography-Children can investigate and describe the climate and the physical features of the African savannah and how this differs	<b>Poems to Perform</b>  <b>History-</b> <ul style="list-style-type: none"> <li>Explore the life of significant individuals in the past</li> </ul>	<b>Moth</b>  Geography-Children can investigate the physical features of the African Savannah explored.  Children can relate the Savannah to a world



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		<p><b>History</b> Changes within living memory, changes in national life. (invention of the TV)</p> <p><b>Science- Living things</b></p> <ul style="list-style-type: none"> <li>Children can design and conduct simple conservation experiments, following practical scientific methods, processes and skills.</li> </ul>	<p>Children can name continents and oceans of the world in which they might seek and find treasure. Children can experience using a compass to follow directions, North, East, South, West.</p> <p><b>Science- Materials</b></p> <ul style="list-style-type: none"> <li>Children can explore properties of materials they think most appropriate for a sea monster, such as those that allow for flexibility and mobility, those that protect from attack, those that enable a</li> </ul>	<p>from the climate and landscape in France to determine its suitability for a place for Zeraffa to live.</p> <p><b>History-</b></p> <ul style="list-style-type: none"> <li>Compare aspects of life in different periods</li> <li>Events beyond living memory that are significant nationally or globally.</li> </ul> <p><b>Science- Habitats</b></p> <ul style="list-style-type: none"> <li>Children can learn about the basic needs, food chains and habitats of the animals that inhabit the African</li> </ul>	<p><b>Science- The Environment</b></p> <ul style="list-style-type: none"> <li>Children can learn animals' basic needs for survival, how to look after animals, particularly those in their immediate environment, and how to put them back safely.</li> </ul>	<p>map to look at where it is situated.</p> <p><b>Science- Scientists and Inventors</b></p> <ul style="list-style-type: none"> <li>Within the context of studying this text, children will have opportunity to engage in deepening their knowledge of the natural world and engage in the science curriculum.</li> </ul>
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## Science- Plants

- Children can identify and name the different kinds of plants and animals of The Gambia and the UK, their habitat and simple food chains.



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			<p>life aquatic. They could also explore the properties of materials like neoprene in diving suits or lycra in swimsuits.</p> <ul style="list-style-type: none"> <li>• Children could explore floating and sinking, especially comparing metals and (precious) stones for sunken treasure.</li> <li>• Children could design a bag that is both waterproof and strong in which to carry sunken treasure back to the</li> </ul>	<p>savannah and how the new habitat Zeraffa has in France differs from this. They can explore how her needs could be met alternatively.</p>		
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			ship. They could design an underwater mountain-proof boat using impenetrable materials that will also float.			
Year 3	<b>Oliver and The Sea Wigs</b>  <b>History-the Achievements of early civilisation</b>  <b>Science- Rocks</b> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> </ul>	<b>One Plastic Bag</b>  Geography – Human and physical geography Describe and understand key aspects of 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.  <b>-History</b> Pupils should be taught about a study of an aspect or theme in British history that	<b>The Tin Forest</b>  Geography- local area study, including the impact of our environment on an individual or group and vice versa  <b>Science- Light</b> <ul style="list-style-type: none"> <li>The children could study sources of light, shadows and reflections linked to their shadow puppet theatres</li> </ul>	<b>The Wild Robot</b>  <b>History- history of robotics and artificial intelligence and how futuristic models match up to modern time</b> <ul style="list-style-type: none"> <li>Explore the history of settlement, industrialisation and consumerism and its impact on the natural environment</li> </ul>	<b>Hot Like Fire</b>  Geography- Through the inspiration of the poetry children will be encouraged to deepen their understanding of, '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.'	<b>The Great Kapok Tree</b>  Geography- <ul style="list-style-type: none"> <li>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 physical and human characteristics, countries, and major cities.</li> </ul>



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		<p>extends pupils' chronological knowledge beyond 1066.</p> <p>Science- States of matter</p>		<p>Geography-</p> <ul style="list-style-type: none"> <li>Human and physical geography types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p>Science- Plants</p> <ul style="list-style-type: none"> <li>Encourage the children to start a gardening club, to grow wild flowers, fruits and vegetables or to transform part of the school grounds into a garden</li> </ul>	<p>Science- Scientists and Inventors</p>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of</li> </ul>
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				<p>that supports both humans and wildlife.</p> <ul style="list-style-type: none"> <li>If you are able to maintain a class garden or a school allotment, this will provide the children with ample and rich opportunities to study a variety of plants: drawing and identifying their anatomy, observing their life cycle and by necessity becoming aware of the conditions in which they can thrive.</li> </ul>		<p>Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> </ul>
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				<ul style="list-style-type: none"> <li>The research the children undertake on the animals will impact on the quality of writing and presentation when producing a Survival Manual later on.</li> </ul>		<p>volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p>Science-Animals including humans</p> <ul style="list-style-type: none"> <li>Use the rainforest</li> </ul>
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						<p>habitat-recognise that living things can be grouped in a variety of ways</p> <ul style="list-style-type: none"> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment – use the animals in the endpapers and those shown in the illustrations throughout the text.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things – explore the destruction of the rainforest in wider detail and the impact</li> </ul>
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						it has on the eco-system.
<b>Year 4</b>	<b>Iron Man</b>  Geography- <ul style="list-style-type: none"> <li>Locate the world's countries, environmental regions, key physical and human characteristics, countries and major cities, maps, atlases and globes.</li> </ul> Science- Electricity	<b>Pebble in My Pocket</b>  History- <ul style="list-style-type: none"> <li>Know and understand significant aspects of the history of the wider world</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts.</li> </ul> Science- Rocks Compare and group together different kinds of rocks on the basis of their	<b>Arthur and the Golden Rope</b>  <ul style="list-style-type: none"> <li>Geography- Geographical language and vocabulary to describe the weather and climate, as well as the human and physical features.</li> </ul> History- <ul style="list-style-type: none"> <li>Norse myths, gods and monsters in the story, could lead naturally to a study of the Viking era and cultures.</li> </ul>	<b>Ug Boy Genius</b>  Geography- <ul style="list-style-type: none"> <li>Develop their knowledge and understanding of physical geography by considering what features a Stone Age community might look for in choosing a place to settle.</li> </ul> History- <ul style="list-style-type: none"> <li>Changes from Britain from the stone age to the iron age.</li> </ul>	<b>Werewolf Club Rules</b>  Geography- <ul style="list-style-type: none"> <li>The focus on the well-travelled 'Dada' allows exploration and location of the world's countries, which is a key element of the Geography programmes of study in Key Stage Work locating these in atlases is embedded in Part 2 of the sequence.</li> </ul> Science- Living Things <ul style="list-style-type: none"> <li>The focus on Nature in Part 3 of the</li> </ul>	<b>Ice Trap</b>  Geography- <ul style="list-style-type: none"> <li>Map work to identify the Antarctic, environmental concerns the Antarctic today. Children can research Antarctica and present their information to the rest of the class.</li> </ul> History- <ul style="list-style-type: none"> <li>Children can investigate what else was happening at the time? Explore the historical context of the First World War.</li> </ul>



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		<p>appearance and simple physical properties</p> <p>☐ Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>☐ Recognise that soil are made from rocks and organic matter.</p>	<p>Science- <b>Animals including humans</b></p>	<p>Science- <b>Sound</b></p>	<p>sequence links to scientific knowledge in Key Stage 2 around the life cycles of plants and animals. Work done in science could provide the stimulus for the poetry writing at the end of Part 3.</p>	<p>Find out about other famous explorers such as Scott and Amundsen.</p> <p>Science- <b>Scientists and Inventors</b></p>
Year 5	<p><b>Floodland</b></p> <p>Geography-</p> <ul style="list-style-type: none"> <li>Study locations in the novel, physical and human geography. Global changes in weather and climate.</li> </ul>	<p><b>Goodnight Mr Tom</b></p> <p>History-</p> <ul style="list-style-type: none"> <li>A local history study</li> </ul> <p>Science- <b>Properties and changes of materials</b></p>	<p><b>The Journey</b></p> <p>History-</p> <ul style="list-style-type: none"> <li>A local history study focusing on migration</li> </ul> <p>Geography-</p> <ul style="list-style-type: none"> <li>Focus on describing physical environments</li> </ul> <p>Science- <b>Electricity</b></p>	<p><b>The Last Wild</b></p> <p>Geography-</p> <ul style="list-style-type: none"> <li>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</li> </ul>	<p><b>Dark Sky Park</b></p> <p>Geography- Poems in the collection allow for a wide scope of study connected to the KS2 Geography Curriculum. You could use focus poems such as 'from the Extreme Sports Olympics: LavaBoarding', 'Glacier Worm', 'from The Extreme Music Festival 1.The Storm Harp' to link to the</p>	<p><b>The Adventures of Odysseus</b></p> <p>History-</p> <p>Children should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>The study of The Adventures of Odysseus could form part of a</p>



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	<p>Science- <b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>The children could satisfy components of the 'living things and their habitats' strand of the science programmes of study.</li> <li>Children to start a gardening club, to grow fruits and vegetables or to transform part of the school grounds into a garden.</li> </ul>			<p>This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p>Science- <b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>This sequence links to the science focus on classification</li> <li>Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail.</li> </ul>	<p>study of physical geography, such as exploring volcanoes, glaciers, the oceans and seas and weather.</p> <p>You can also explore aspects of human geography such as animal extinction, war, climate change and the impact these have on the natural world through poems such as 'Aleppo Cat', 'Creatures, Great and Small' and 'Everything is Relative'.</p> <p>Science- <b>Scientists and Inventors</b></p>	<p>much larger study of Ancient Greece, which would allow or much more in-depth contextualisation of the stories.</p> <p>Science- <b>Forces</b></p> <ul style="list-style-type: none"> <li>Upthrust, water resistance, gravity using boats</li> </ul>
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				<p>They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.</p> <ul style="list-style-type: none"> <li>Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles,</li> </ul>		
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				<p>birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p> <ul style="list-style-type: none"> <li>• Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification</li> <li>• Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment</li> </ul>		
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				<ul style="list-style-type: none"> <li>They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</li> </ul>		
Year 6	<b>Journey to the River Sea</b>  Geography- <ul style="list-style-type: none"> <li>Geographical similarities and differences UK and European country with a north our south America.</li> </ul>	<b>Shackleton's Journey</b>  History- <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066'</li> </ul> Geography- <ul style="list-style-type: none"> <li>Children should use maps, atlases, globes and</li> </ul>	<b>Varmints</b>  Geography- <ul style="list-style-type: none"> <li>Human and physical geography</li> </ul> History- <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge</li> </ul>	<b>Rooftoppers</b>  History- <ul style="list-style-type: none"> <li>Complete a cross-curricular project on Edwardian Britain and the lead up to World War One; explore London and Paris in particular during this period</li> </ul>	<b>Cosmic Disco</b>  Science-Light	<b>Sensational</b>  Science-Evolution and inheritance





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	<p>Science- Animals including humans</p>	<p>digital/computer mapping to locate countries and describe features studied’.</p> <ul style="list-style-type: none"> <li>Children could study area of Antarctica and identify physical features and environmental concerns around this area.</li> </ul>	<p>beyond 1066’</p> <p>Science- Living things and their habitats-</p> <ul style="list-style-type: none"> <li>Following a consideration of the types of plants referenced in the book children could be given the opportunity to conduct a seed and plant study and consider which plants, vegetables and herbs they think would be most useful to grow if they knew that the changes that arise in the book were likely to</li> </ul>	<p>comparing the historical settings in the book to the contemporary cities.</p> <p>Geography-</p> <ul style="list-style-type: none"> <li>Study a location</li> </ul> <p>Science- Scientists and their inventors</p>		
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KS2

			<p>become a reality.</p> <ul style="list-style-type: none"> <li>Children could be given the opportunity to grow food and devise recipes that would be nutritious. A class 'Survivors' Cook book could be developed from this work.</li> </ul>			
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History areas to cover during Poetry text

The Roman Empire and its impact on Britain

Britain's settlement by Anglo-Saxons and Scots

A non-European society that provides contrasts with British history