## Geography and History curriculum overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N (3&4 Year Olds Development Matters 2020)	OURSELVES  - Begin to make sense of their own life-story and family's history Continue developing positive attitudes about the differences between people.	COLOUR AND LIGHT  - Talk about what they see, using a wide vocabulary Talk about the differences between materials and changes they notice Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Explore collections of materials with similar and/or different properties.	ONCE UPON A TIME & LGBT History Fortnight  - Continue developing positive attitudes about the differences between people.  - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  - Begin to make sense of their own life-story and family's history.	MINI-BEASTS  - Explore collections of materials with similar and/or different properties.  - Talk about what they see, using a wide vocabulary  - Begin to understand the need to respect and care for the natural environment and all living things.	TRANSPORT AND JOURNEYS  - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  - Show interest in different occupations.	GREAT OUTDOOR EXPLORERS  (G/H)  What can we sense on the Parkland Walk?  Use all their senses in handson exploration of natural materials.  Talk about what they see, using a wide vocabulary  Explore collections of materials with similar and/or different properties.  Begin to understand the need to respect and care for the natural environment and all living things.
R (In Reception Development Matters 2020)	OURSELVES  - Talk about members of their immediate family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Understand that some places are special to members of their community Recognise some similarities and differences between life in	- Draw information from a simple map - Recognise some environments that are different from the one in which they live Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community Understand the effect of changing seasons on the	PEOPLE WHO HELP US  - Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different from the one in which they live.	ANIMALS  - Explore the natural world around them.  - Describe what they see, hear and feel whilst outside.  - Understand the effect of changing seasons on the natural world around them.	- Draw information from a simple map - Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them.	Iiving things.  GREAT OUTDOOR EXPLORERS (G/H)  What animals and plants can we find in nature?  Draw information from a simple map Understand that some places are special to members of their community.  Explore the natural world around them.  Recognise some similarities and differences between life in this country and life in other countries.

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	this country and life in	natural world around	- Understand the effect of			- Describe what they see,
	other countries.	them.	changing seasons on the			hear and feel
	- Recognise some environments		natural world around			whilst outside.
	that are different from the one		them.			- Recognise some
	in which they live.					environments that are
	- Understand the effect of					different from the one in
	changing seasons on the natural world around them.					which they live.
	natural world around them.					<ul> <li>Understand the effect of changing seasons on the</li> </ul>
						natural world around
						them.
_						GREAT OUTDOOR EXPLORERS
1	POLES APART (G)	TOYS (H)	EXPLORERS (H)	Journeys (G)	SCHOOL DAYS (H)	(G)
	Hot and Cold Countries	Changes through the	I can use common words and	<ul> <li>I can name and locate the</li> </ul>	Changes in schools in the last	How can we make the Parkland
		generations	phrases related to the passing of	four countries of the UK	100 years	Walk our playground?
	- I can identify how the weather		time	alongside their		waik our playground:
	changes each season and	I can use common words and		surrounding seas.	I can use common words and	
	daily. I can compare the UK to	phrases related to the passing of	I can put three objects/pictures		phrases related to the passing of	- I can use aerial photographs
	other hot and cold countries	time	in chronological order	<ul> <li>I can use world maps,</li> </ul>	time	and plan perspectives to
	including the poles.		in emonological order	atlases and globes to		recognise landmarks and basic
		I can put three objects in	I can say how some significant	identify the countries of	Lean coguence quents in mulifa	human and physical features.
	- I can use world maps, atlases	chronological order	individuals have contributed to	the UK and the seven	I can sequence events in my life	-
	and globes to identify the	cili dildidgical di dei	national/international	continents.		- I can use these to create a
	countries of the UK and the		achievements		I can tell others about things	simple map which uses a key.
	seven continents.	I can ask questions about old			that happened when I was	
		objects	I can use stories to explore	- I can use the four points	younger/a memory	- I can use simple fieldwork and
	- I can name and locate the four		fact/fiction and historical events	on a compass to begin to		observational skills to study the
	countries of the UK alongside	I can answer questions using an		describe routes on a map.	I can discuss fact and fiction, and	geography of their school and
	their surrounding seas.	object or artefact	I can I ask questions about old		use stories to explore fact and	its grounds and the key human
			objects.		fiction	and physical features of its
		I can identify objects from the				surrounding environment.
		past, and identify differences	Lean anot old and now this selice			
		between old and new objects	I can spot old and new things in a		I can find out something by	
		between old and new objects	picture		talking to an older person (oral	
		I can match objects to people of			histories)	
		different ages	I can answer questions using an			
			artefact or picture provided.		I can talk to adults and compare	
		I can give examples of things that			their memories of a certain	
		were different when my	I can find out more about famous		event (oral histories)	
		grandparents/parents were	people/events person using			
		young ( changes within living	given sources (books, pictures,		I can give examples of things that	
		memory)	films etc).		were different when my	
		,	,		grandparents/parents were young	
					( changes within living memory)	

					I can ask questions about old objects  I can answer questions using an object or artefact  I can identify objects from the past, and identify differences between old and new objects	
2	'WONDER WOMEN' (H)	INDIAN SPICE (G)	ISLINGTON IN THE LAST 100 YEARS (H)	Weather Around the World (G)	London's Burning (H)	GREAT OUTDOOR EXPLORERS (G)
	I can use a wide vocabulary of everyday historical terms (e.g. Before I was born, when I was younger, before, after, past, present, then, now)  I can do some research about a person using given sources to help me  I can say how some significant individuals have contributed to national and international achievements  I can begin to explain why someone in the past acted in the way they did.  I can compare more than one individual in order to compare different aspects of life in different periods.	India as a contrasting locality  - I can identify things that are the same and different in an area of the UK and a small area of a contrasting non-European country (India).  - I can use a wide vocabulary of geographical terms (eg. Beach, cliff, coast, forest, hill, city, town, factory).  - I can use world maps, atlases and globes to identify the countries of the UK and the seven continents.  - I can use the four points on a compass to begin to describe routes on a map	Changes in Islington overtime  I can use a wide vocabulary of everyday historical terms (eg. 'before I was born' 'when I was younger', and before, after, past, present, then, now)  I can put objects in chronological order, some of them closer together in time  I can sequence photographs  I know where people and events I study fit within a chronological framework  I can say how some significant individuals have contributed to national and international achievements.  I can identify similiarities or differences between ways of life in different periods eg say some things about how my local area was different in the past.	Differences in the weather around the world  - I can identify how the weather changes each season and daily. I can compare the UK to other hot and cold countries including the poles.  - 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.  - I can name and locate the world's seven continents.  - I can name and locate the world's five oceans.	The Great Fire of London  I can use a wide vocabulary of everyday historical terms (e.g. Before I was born, when I was younger, before, after, past, present, then, now)  I can sequence a set of events in order and give some reasons for their order.  I can recount some historical facts from historical events eg where fire of London started  I can research a famous event in Britain using GIVEN sources  I understand some of the ways we find out about the past and how it is represented (pictures, objects, people etc)  I can ask and answer questions using different sources	Can the Parkland Walk support living things?  - I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features I can use photographs to create a simple map using a given key.  - I can use simple fieldwork and observational skills to study the geography of my school and its grounds I can discuss the human and physical geography of the area surrounding my school.

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			I can recount some historical		I can choose parts of stories and	
			facts from historical events eg		other sources to show I	
			where fire of London started		understand key features of	
					events	
			I can ask and answer questions			
			using different sources (books,			
			pictures, objects, films etc).			
			I understand some of the ways			
			we find out about the past and			
			how it is represented (pictures,			
			objects, people, etc)			
			Landa da carra carra da da carra da car			
			I can do some research about a			
			person/event using given sources			
			to help me (books, films,			
			pictures)			
3	ROMAN RULE (H)	EXTREME SURVIVAL (G)	ANCIENT CIVILISATIONS (H)	LANDMARKS (G)	LOCAL TRANSPORT (H)	GREAT OUTDOOR EXPLORERS
3	ROMAN RULE (H)	EXTREME SURVIVAL (G)	ANCIENT CIVILISATIONS (H)	LANDMARKS (G)	LOCAL TRANSPORT (H)	GREAT OUTDOOR EXPLORERS (G)
3						
3	The Roman Empire and its	Adapting to different climates	A comparison of early	Landmarks around the world	LOCAL TRANSPORT (H)  Local Transport	
3				Landmarks around the world - I can describe and		<u>(e)</u>
3	The Roman Empire and its impact on Britain	Adapting to different climates and environments	A comparison of early	Landmarks around the world  - I can describe and understand aspects of	Local Transport	(G) How does nature inspire us?
3	The Roman Empire and its	Adapting to different climates	A comparison of early	Landmarks around the world - I can describe and	Local Transport  I can begin to use dates to	(G)  How does nature inspire us?  -I can use fieldwork to make
3	The Roman Empire and its impact on Britain	Adapting to different climates and environments	A comparison of early Civilisations	Landmarks around the world  - I can describe and understand aspects of human geography.	Local Transport	(G)  How does nature inspire us?  -I can use fieldwork to make observations about the local
3	The Roman Empire and its impact on Britain I can begin to use AD, BC,	Adapting to different climates and environments  - I can use a map to locate	A comparison of early Civilisations I can begin to use AD, BC and	Landmarks around the world  - I can describe and understand aspects of human geography.  - I can discuss how land is	Local Transport  I can begin to use dates to describe events	(G)  How does nature inspire us?  -I can use fieldwork to make
3	The Roman Empire and its impact on Britain  I can begin to use AD, BC, decade, century and ancient	Adapting to different climates and environments  - I can use a map to locate the countries of the world	A comparison of early Civilisations I can begin to use AD, BC and	Landmarks around the world  - I can describe and understand aspects of human geography.  - I can discuss how land is use and how this impacts	Local Transport  I can begin to use dates to describe events I can talk about the lives of	(G)  How does nature inspire us?  -I can use fieldwork to make observations about the local
3	The Roman Empire and its impact on Britain  I can begin to use AD, BC, decade, century and ancient accurately	Adapting to different climates and environments  - I can use a map to locate the countries of the world (focusing on Europe).	A comparison of early Civilisations  I can begin to use AD, BC and decade, ancient and century	Landmarks around the world  - I can describe and understand aspects of human geography.  - I can discuss how land is	Local Transport  I can begin to use dates to describe events	(G)  How does nature inspire us?  -I can use fieldwork to make observations about the local area.
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3	The Roman Empire and its impact on Britain  I can begin to use AD, BC, decade, century and ancient accurately  I can begin to use dates to	Adapting to different climates and environments  - I can use a map to locate the countries of the world (focusing on Europe).  - I can identify the position of lines of latitude, longitude and equator. I	A comparison of early Civilisations  I can begin to use AD, BC and decade, ancient and century I can use a timeline to sequence several events or artefacts I can explain how some past	Landmarks around the world  I can describe and understand aspects of human geography.  I can discuss how land is use and how this impacts on economic activity.  I can name and locate the	Local Transport  I can begin to use dates to describe events  I can talk about the lives of people in the period studied	- I can present my findings using a range of methods, including sketch maps,
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	can place the period on a wider timeline  I can talk about the lives of people in a period studied, understanding abstract term 'peasantry'  I can compare these with our life today  I can recognise that archaeologists have helped us learn about the past  I can ask questions about specific periods using pictures/sources/artefacts  I can use sources of evidence to answer questions  I can compare versions of events and say how they differ		I can talk about similarity and difference  I can ask questions about a specific periods of history, using facts/pictures/artefacts as stimulus  I can use sources of evidence to answer questions  I can begin to look at two sources to get different information about one event		I can talk about similarity and difference  I can ask questions about a specific periods of history, using facts/pictures/artefacts as stimulus  I can use sources of evidence to answer questions  I can begin to look at two sources to get different information about one event	
4	TOMB RAIDERS (H)  Ancient Egyptians  I can recognise that	OUR COUNTRY (G)  Maps  - I can use the eight points	EMPIRES (H)  How should we remember the British Empire? I can describe events from the	RAINFORESTS (G)  The Amazon Rainforest and the impact of climate change	MEET THE FLINSTONES (H)  Britain in the Stone, Iron and  Bronze Age	GREAT OUTDOOR EXPLORERS  (G)  Why do we have the Parkland Walk?
	archaeologists have helped us learn about the past  I can ask questions about specific periods of history using pictures/facts/artefacts as stimulus  I can talk about the lives of people in the period studied,	on a compass.  I can read four and six-figure grid references on Ordance survey maps to locate areas of the United Kingdom.  I can look at the human and physical geography of	past using dates  I can use a timeline to sequence events  I can begin to build a picture of main events in Britain/the world in different centuries	<ul> <li>I can identify the position and significance of lines of latitude and longitude and the Tropics of Cancer and Capricorn.</li> <li>I can describe and understand key aspects of physical geography,</li> </ul>	I can ask questions about differences between periods of history  I can recognise that archaeologists have helped us learn about the past	-I can use fieldwork to make observations about the local area.  I can present my findings using a range of methods, including sketch maps, plans and graphs, and digital technologies

	and make comparisons about people's lives within the period eg rich/poor, men/women  I can say how these are different from our lives today  I can explain how an item/artefact/source helps build a picture of the past  I can begin to evaluate how useful a particular source is	an are and discuss how this has changed over a period of time.	I can suggest why certain events happened as they did (cause)  I can talk about the lives of people in the period studied  I can suggest certain consequences of events – and use evidence to make historical claims  I can suggest how past events have shaped our lives today  I can compare versions of events and say how they differ  I can begin to evaluate how useful a particular source is  I can ask questions about a specific periods of history, using facts/pictures/artefacts as stimulus  I can ask questions about differences between periods of history  I can research an event or person using more than one source, and compare these sources.	including: different biomes of the world and vegetation belts  - I can locate countries studied on a map using a range of maps, atlases and globes.  - I can describe the features of countries studied.	I can explain how an item/artefact/source helps build a picture of the past  I can begin to build a picture of main events in Britain in different centuries  I can use AD/BC, decade, century, ancient, civilisation accurately	
5	MIGRATION (H)  Migration to Britain I can use dates and historical language when I describe events from the past	- I can use fieldwork skills to observe the human and physical features in the local area.	ANGLO SAXONS AND SCOTS (H)  The invasion of the Anglo Saxons and Scots  I can use dates and historical language when I describe events from the past	REGIONS OF NORTH AND SOUTH AMERICA (G)  Human Geography Focus  I can study an area of North or South America.	THE MAYAN CIVILISATION (H)  The Mayan Civilisation  I can use dates and historical language when I describe events from the past	GREAT OUTDOOR EXPLORERS  (G)  Should we conserve or redevelop the Parkland Walk?  - I can conduct fieldwork in the local area.

shown  I can create timelines that outline development of specific features e.g. medicine, transport – note trends/contrasts  I can address historical questions about change, cause and consequence, similarity, different and significance. To do this, I can seed and organise relevant historical information.  I can examine causes and results of events and the impact on people  I can evaluate how useful a certain source is I can evaluate how our knowledge of the past.  I am beginning to understand how our knowledge of the past is constructed from a range of sources  I can ask questions about change, cause and significance.  I can ask questions about change, cause and significance.  I can evaluate how useful a certain source is I can evaluate hom our knowledge of the past.  I can ask questions about change, cause and significance.  I can ask questions about change, cause and significance.  I can address historical questions about change, cause and coultine development of specific features e.g. medicine, transport – note trends/contrasts of the local area.  I can create timelines that outline development of specific features e.g. medicine, transport – note trends/contrasts of the local area.  I can create timelines that outline development of specific features e.g. medicine, transport – note trends/contrasts of the local area.  I can exertain source is a can dresults of events and the impact on people  I can examine causes and results of events and the impact on people  I can examine causes and results of events and the impact on people  I can compare an aspect of life with the same aspect in another period  I can evaluate how useful a certain source is  I can evaluate how useful a certain source is  I can explain how artefacts and archaeologists have helped us to understand the past.  I can give more than one reason, sometimes from different sources, to support an argument.						
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6	Greece Lightening (G/H)	DISASTER! (G)	PROSTEST AND UPRISING (H)	RULE BRITANNIA (H)	GREAT OUTDOOR EXPLORERS
	A study of Modern and Ancient Greece I can look at the human and	Natural Disasters - Volcanoes and Earthquakes	Social change in Britain I can say where a period sits on a timeline in relation to other periods studied	Viking Invaders and Settlers  I know how artefacts and archaeologists have helped us understand the past	(G)  How does nature view us?  - I can conduct fieldwork in
	physical geography in a European country (Greece) and compare this to a region within North or South America.	understand aspects of physical geography including: mountains, volcanoes and earthquakes.	I can place multiple specific events on timelines in order of chronology  I can place features of historical societies on a timeline – note	I can begin to develop my understanding of primary and secondary sources, and what this means  I can suggest how to approach finding out about the past – I	the local area.  - I can observe the human and physical features of the local area.
	I can begin to develop my understanding of primary and secondary sources, and what this means	<ul> <li>I can identify the position of lines of latitude, longitude, and the equator.</li> <li>I can talk about the significance of their position.</li> </ul>	I can place people from different eras on a timeline  I can use dates and historical	understand our knowledge of the past is constructed from a range of sources  I can compare beliefs and behaviour between times studied, and then and now	<ul> <li>I can present my findings about the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul>
	I can suggest how to approach finding out about the past – I understand our knowledge of the past is constructed from a range of sources	- I can describe and understand key aspects of human geography.	I can compare beliefs and behaviour, between periods of time studied, and between then and now	I can say where a period of history sits on a wider timeline, related to past eras studied  I can place features of historical societies on a timeline – note trends/contrasts	
	I can summarise what Britain has learnt from other civilisations	I can discuss types of settlement and land use.  I can discuss the distribution of natural	I know key events and characters from time periods studied	I can use dates, historical language and abstract terms when I talk about the past	
	I can describe features of people and societies from past periods  I can say where a period of	resources and how this may be impacted after a natural disaster.	I am aware that different evidence might lead to different conclusions	I know key events and characters from time periods studied  I can address historical questions about change, cause and	
	history sits on a wider timeline, related to past eras studied	- I can identify the importance of natural resources and the impact	I can begin to develop my understanding of primary and secondary sources, and what this means	consequence, similarity, different and significance. To do this, I can select and organise relevant historical information and evidence.	
	I can appreciate that some societies show greater	these disasters can have on them.			

advancement than those living after them I can use dates, historical language and abstract terms when I talk about the past (empire, civilisation)	I can suggest how to approach finding out about unknowns from the past – I understand how our knowledge of the past is constructed from a range of sources	
	I can compare two or more sources of information and say which is most useful and reliable.	
	I can ask questions about change, cause and significance, similarity	