

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)	<u>OURSELVES</u> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. - Continue developing positive attitudes about the differences between people. 	<u>COLOUR AND LIGHT</u> <ul style="list-style-type: none"> - 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. 	<u>ONCE UPON A TIME & LGBT History Fortnight</u> <ul style="list-style-type: none"> - 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. 	<u>MINI-BEASTS</u> <ul style="list-style-type: none"> - 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. 	<u>TRANSPORT AND JOURNEYS</u> <ul style="list-style-type: none"> - 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. 	<u>GREAT OUTDOOR EXPLORERS (G/H)</u> What can we sense on the Parkland Walk? <ul style="list-style-type: none"> - Use all their senses in hands-on 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)	<u>OURSELVES</u> <ul style="list-style-type: none"> - 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 	<u>SPACE</u> <ul style="list-style-type: none"> - 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 	<u>PEOPLE WHO HELP US</u> <ul style="list-style-type: none"> - 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. 	<u>ANIMALS</u> <ul style="list-style-type: none"> - 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. 	<u>WATER</u> <ul style="list-style-type: none"> - 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. 	<u>GREAT OUTDOOR EXPLORERS (G/H)</u> What animals and plants can we find in nature? <ul style="list-style-type: none"> - 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.

	<p>this country and life in other countries.</p> <ul style="list-style-type: none"> - Recognise some environments that are different from the one in which they live. - Understand the effect of changing seasons on the natural world around them. 	<p>natural world around them.</p>	<ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them. 			<ul style="list-style-type: none"> - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one in which they live. - Understand the effect of changing seasons on the natural world around them.
1	<p><u>POLES APART (G)</u></p> <p>Hot and Cold Countries</p> <ul style="list-style-type: none"> - 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 world maps, atlases and globes to identify the countries of the UK and the seven continents. - I can name and locate the four countries of the UK alongside their surrounding seas. 	<p><u>TOYS (H)</u></p> <p>Changes through the generations</p> <p>I can use common words and phrases related to the passing of time</p> <p>I can put three objects in chronological order</p> <p>I can ask questions about old objects</p> <p>I can answer questions using an object or artefact</p> <p>I can identify objects from the past, and identify differences between old and new objects</p> <p>I can match objects to people of different ages</p> <p>I can give examples of things that were different when my grandparents/parents were young (changes within living memory)</p>	<p><u>EXPLORERS (H)</u></p> <p>I can use common words and phrases related to the passing of time</p> <p>I can put three objects/pictures in chronological order</p> <p>I can say how some significant individuals have contributed to national/international achievements</p> <p>I can use stories to explore fact/fiction and historical events</p> <p>I can I ask questions about old objects.</p> <p>I can spot old and new things in a picture</p> <p>I can answer questions using an artefact or picture provided.</p> <p>I can find out more about famous people/events person using given sources (books, pictures, films etc).</p>	<p><u>Journeys (G)</u></p> <ul style="list-style-type: none"> - I can name and locate the four countries of the UK alongside their surrounding seas. - 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. 	<p><u>SCHOOL DAYS (H)</u></p> <p>Changes in schools in the last 100 years</p> <p>I can use common words and phrases related to the passing of time</p> <p>I can sequence events in my life</p> <p>I can tell others about things that happened when I was younger/a memory</p> <p>I can discuss fact and fiction, and use stories to explore fact and fiction</p> <p>I can find out something by talking to an older person (oral histories)</p> <p>I can talk to adults and compare their memories of a certain event (oral histories)</p> <p>I can give examples of things that were different when my grandparents/parents were young (changes within living memory)</p>	<p><u>GREAT OUTDOOR EXPLORERS (G)</u></p> <p>How can we make the Parkland Walk our playground?</p> <ul style="list-style-type: none"> - I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - I can use these to create a simple map which uses a key. - I can 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>I can ask questions about old objects</p> <p>I can answer questions using an object or artefact</p> <p>I can identify objects from the past, and identify differences between old and new objects</p>	
2	<p><u>'WONDER WOMEN' (H)</u></p> <p>Famous women in history</p> <p>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)</p> <p>I can do some research about a person using given sources to help me</p> <p>I can say how some significant individuals have contributed to national and international achievements</p> <p>I can begin to explain why someone in the past acted in the way they did.</p> <p>I can compare more than one individual in order to compare different aspects of life in different periods.</p>	<p><u>INDIAN SPICE (G)</u></p> <p>India as a contrasting locality</p> <ul style="list-style-type: none"> - 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 	<p><u>ISLINGTON IN THE LAST 100 YEARS (H)</u></p> <p>Changes in Islington overtime</p> <p>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)</p> <p>I can put objects in chronological order, some of them closer together in time</p> <p>I can sequence photographs</p> <p>I know where people and events I study fit within a chronological framework</p> <p>I can say how some significant individuals have contributed to national and international achievements.</p> <p>I can identify similarities or differences between ways of life in different periods eg say some things about how my local area was different in the past.</p>	<p><u>Weather Around the World (G)</u></p> <p>Differences in the weather around the world</p> <ul style="list-style-type: none"> - 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. 	<p><u>London's Burning (H)</u></p> <p>The Great Fire of London</p> <p>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)</p> <p>I can sequence a set of events in order and give some reasons for their order.</p> <p>I can recount some historical facts from historical events eg where fire of London started</p> <p>I can research a famous event in Britain using GIVEN sources</p> <p>I understand some of the ways we find out about the past and how it is represented (pictures, objects, people etc)</p> <p>I can ask and answer questions using different sources</p>	<p><u>GREAT OUTDOOR EXPLORERS (G)</u></p> <p>Can the Parkland Walk support living things?</p> <ul style="list-style-type: none"> - 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.

			<p>I can recount some historical facts from historical events eg where fire of London started</p> <p>I can ask and answer questions using different sources (books, pictures, objects, films etc).</p> <p>I understand some of the ways we find out about the past and how it is represented (pictures, objects, people, etc)</p> <p>I can do some research about a person/event using given sources to help me (books, films, pictures)</p>		<p>I can choose parts of stories and other sources to show I understand key features of events</p>	
3	<p><u>ROMAN RULE (H)</u></p> <p>The Roman Empire and its impact on Britain</p> <p>I can begin to use AD, BC, decade, century and ancient accurately</p> <p>I can begin to use dates to describe events</p> <p>I can use a timeline to sequence several events</p> <p>I can begin to recognise the time periods between different groups that invaded Britain – I</p>	<p><u>EXTREME SURVIVAL (G)</u></p> <p>Adapting to different climates and environments</p> <ul style="list-style-type: none"> - 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 can talk about the significance of their position. 	<p><u>ANCIENT CIVILISATIONS (H)</u></p> <p>A comparison of early Civilisations</p> <p>I can begin to use AD, BC and decade, ancient and century</p> <p>I can use a timeline to sequence several events or artefacts</p> <p>I can explain how some past events/people shaped our lives today</p> <p>I can recognise that archaeologists have helped us learn about the past</p>	<p><u>LANDMARKS (G)</u></p> <p>Landmarks around the world</p> <ul style="list-style-type: none"> - 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 major cities in the United Kingdom. - I can identify and discuss how these cities have changed over a period of time. 	<p><u>LOCAL TRANSPORT (H)</u></p> <p>Local Transport</p> <p>I can begin to use dates to describe events</p> <p>I can talk about the lives of people in the period studied</p> <p>I can compare these with our life today (continuity and change)</p> <p>I can use a timeline to sequence several events or artefacts</p> <p>I can explain how some past events/people shaped our lives today</p>	<p><u>GREAT OUTDOOR EXPLORERS (G)</u></p> <p>How does nature inspire us?</p> <ul style="list-style-type: none"> - 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

	<p>can place the period on a wider timeline</p> <p>I can talk about the lives of people in a period studied, understanding abstract term 'peasantry'</p> <p>I can compare these with our life today</p> <p>I can recognise that archaeologists have helped us learn about the past</p> <p>I can ask questions about specific periods using pictures/sources/artefacts</p> <p>I can use sources of evidence to answer questions</p> <p>I can compare versions of events and say how they differ</p>		<p>I can talk about similarity and difference</p> <p>I can ask questions about a specific periods of history, using facts/pictures/artefacts as stimulus</p> <p>I can use sources of evidence to answer questions</p> <p>I can begin to look at two sources to get different information about one event</p>		<p>I can talk about similarity and difference</p> <p>I can ask questions about a specific periods of history, using facts/pictures/artefacts as stimulus</p> <p>I can use sources of evidence to answer questions</p> <p>I can begin to look at two sources to get different information about one event</p>	
4	<p><u>TOMB RAIDERS (H)</u></p> <p>Ancient Egyptians</p> <p>I can recognise that archaeologists have helped us learn about the past</p> <p>I can ask questions about specific periods of history using pictures/facts/artefacts as stimulus</p> <p>I can talk about the lives of people in the period studied,</p>	<p><u>OUR COUNTRY (G)</u></p> <p>Maps</p> <ul style="list-style-type: none"> - I can use the eight points on a compass. - I can read four and six-figure grid references on Ordnance survey maps to locate areas of the United Kingdom. - I can look at the human and physical geography of 	<p><u>EMPIRES (H)</u></p> <p>How should we remember the British Empire?</p> <p>I can describe events from the past using dates</p> <p>I can use a timeline to sequence events</p> <p>I can begin to build a picture of main events in Britain/the world in different centuries</p>	<p><u>RAINFORESTS (G)</u></p> <p>The Amazon Rainforest and the impact of climate change</p> <ul style="list-style-type: none"> - I can identify the position and significance of lines of latitude and longitude and the Tropics of Cancer and Capricorn. - I can describe and understand key aspects of physical geography, 	<p><u>MEET THE FLINSTONES (H)</u></p> <p>Britain in the Stone, Iron and Bronze Age</p> <p>I can ask questions about differences between periods of history</p> <p>I can recognise that archaeologists have helped us learn about the past</p>	<p><u>GREAT OUTDOOR EXPLORERS (G)</u></p> <p>Why do we have the Parkland Walk?</p> <p>-I can use fieldwork to make observations about the local area.</p> <p>I can present my findings using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>

	<p>and make comparisons about people's lives within the period eg rich/poor, men/women</p> <p>I can say how these are different from our lives today</p> <p>I can explain how an item/artefact/source helps build a picture of the past</p> <p>I can begin to evaluate how useful a particular source is</p>	<p>an are and discuss how this has changed over a period of time.</p>	<p>I can suggest why certain events happened as they did (cause)</p> <p>I can talk about the lives of people in the period studied</p> <p>I can suggest certain consequences of events – and use evidence to make historical claims</p> <p>I can suggest how past events have shaped our lives today</p> <p>I can compare versions of events and say how they differ</p> <p>I can begin to evaluate how useful a particular source is</p> <p>I can ask questions about a specific periods of history, using facts/pictures/artefacts as stimulus</p> <p>I can ask questions about differences between periods of history</p> <p>I can research an event or person using more than one source, and compare these sources.</p>	<p>including: different biomes of the world and vegetation belts</p> <ul style="list-style-type: none"> - I can locate countries studied on a map using a range of maps, atlases and globes. - I can describe the features of countries studied. 	<p>I can explain how an item/artefact/source helps build a picture of the past</p> <p>I can begin to build a picture of main events in Britain in different centuries</p> <p>I can use AD/BC, decade, century, ancient, civilisation accurately</p>	
5	<p style="text-align: center;"><u>MIGRATION (H)</u></p> <p style="text-align: center;">Migration to Britain</p> <p>I can use dates and historical language when I describe events from the past</p>	<p style="text-align: center;"><u>WILD WATER (G)</u></p> <p style="text-align: center;">Rivers</p> <ul style="list-style-type: none"> - I can use fieldwork skills to observe the human and physical features in the local area. 	<p style="text-align: center;"><u>ANGLO SAXONS AND SCOTS (H)</u></p> <p style="text-align: center;">The invasion of the Anglo Saxons and Scots</p> <p>I can use dates and historical language when I describe events from the past</p>	<p style="text-align: center;"><u>REGIONS OF NORTH AND SOUTH AMERICA (G)</u></p> <p style="text-align: center;">Human Geography Focus</p> <ul style="list-style-type: none"> - I can study an area of North or South America. 	<p style="text-align: center;"><u>THE MAYAN CIVILISATION (H)</u></p> <p style="text-align: center;">The Mayan Civilisation</p> <p>I can use dates and historical language when I describe events from the past</p>	<p style="text-align: center;"><u>GREAT OUTDOOR EXPLORERS (G)</u></p> <p style="text-align: center;">Should we conserve or redevelop the Parkland Walk?</p> <ul style="list-style-type: none"> - I can conduct fieldwork in the local area.

	<p>I can draw a timeline with two/three different time periods shown</p> <p>I can create timelines that outline development of specific features e.g. medicine, transport – note trends/contrasts</p> <p>I can address historical questions about change, cause and consequence, similarity, different and significance. To do this, I can select and organise relevant historical information.</p> <p>I can examine causes and results of events and the impact on people</p> <p>I can evaluate how useful a certain source is I can offer some reasons for different versions of events</p> <p>I am beginning to understand how our knowledge of the past is constructed from a range of sources</p> <p>I can ask questions about change, cause and significance.</p>	<ul style="list-style-type: none"> - - I can record findings using a range of methods, including sketch maps, plans and graphs and digital technologies. - I can describe key aspects of physical geography and make links to the water cycle. 	<p>I can draw a timeline with two/three different time periods shown</p> <p>I can create timelines that outline development of specific features e.g. medicine, transport – note trends/contrasts</p> <p>I can examine causes and results of events and the impact on people</p> <p>I can compare life in early and late eras studied</p> <p>I can compare an aspect of life with the same aspect in another period</p> <p>I can evaluate how useful a certain source is</p> <p>I can appreciate that significant events in history have shaped the country we have today.</p> <p>I can explain how artefacts and archaeologists have helped us to understand the past.</p> <p>I can give more than one reason, sometimes from different sources, to support an argument</p> <p>I can offer some reasons for different versions of events</p> <p>I can compare two or more sources of information and say which is most useful.</p> <p>I am beginning to understand how our knowledge of the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> - I can study a region of the UK or a European country. - I can make comparisons between the human and physical geography in these places. 	<p>I can draw a timeline with two/three different time periods shown</p> <p>I can create timelines that outline development of specific features e.g. medicine, transport – note trends/contrasts</p> <p>I can examine causes and results of events and the impact on people</p> <p>I can compare life in early and late eras studied</p> <p>I can compare people's lives within a time period e.g. rich and poor, men and women</p> <p>I can compare an aspect of life with the same aspect in another period</p> <p>I can evaluate how useful a certain source is</p> <p>I can explain how artefacts and archaeologists have helped us to understand the past.</p> <p>I can give more than one reason, sometimes from different sources, to support an argument</p> <p>I can offer some reasons for different versions of events</p> <p>I can compare two or more sources of information and say which is most useful.</p> <p>I am beginning to understand how our knowledge of the past</p>	<ul style="list-style-type: none"> - I can observe the human and physical features of the local area. - I can present my findings about the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
--	---	---	--	---	--	---

			I can ask questions about change, cause and significance.		is constructed from a range of sources I can ask questions about change, cause and significance.	
6	<p><u>Greece Lightening (G/H)</u></p> <p>A study of Modern and Ancient Greece</p> <p>I can look at the human and physical geography in a European country (Greece) and compare this to a region within North or South America.</p> <p>I can begin to develop my understanding of primary and secondary sources, and what this means</p> <p>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</p> <p>I can summarise what Britain has learnt from other civilisations</p> <p>I can describe features of people and societies from past periods</p> <p>I can say where a period of history sits on a wider timeline, related to past eras studied</p> <p>I can appreciate that some societies show greater</p>	<p><u>DISASTER! (G)</u></p> <p>Natural Disasters - Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> - I can describe and understand aspects of physical geography including: mountains, volcanoes and earthquakes. - I can identify the position of lines of latitude, longitude, and the equator. I can talk about the significance of their position. - I can describe and understand key aspects of human geography. - I can discuss types of settlement and land use. - I can discuss the distribution of natural resources and how this may be impacted after a natural disaster. - I can identify the importance of natural resources and the impact these disasters can have on them. 	<p><u>PROTEST AND UPRISING (H)</u></p> <p>Social change in Britain</p> <p>I can say where a period sits on a timeline in relation to other periods studied</p> <p>I can place multiple specific events on timelines in order of chronology</p> <p>I can place features of historical societies on a timeline – note trends/contrasts</p> <p>I can place people from different eras on a timeline</p> <p>I can use dates and historical language in my work.</p> <p>I can compare beliefs and behaviour, between periods of time studied, and between then and now</p> <p>I know key events and characters from time periods studied</p> <p>I am aware that different evidence might lead to different conclusions</p> <p>I can begin to develop my understanding of primary and secondary sources, and what this means</p>	<p><u>RULE BRITANNIA (H)</u></p> <p>Viking Invaders and Settlers</p> <p>I know how artefacts and archaeologists have helped us understand the past</p> <p>I can begin to develop my understanding of primary and secondary sources, and what this means</p> <p>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</p> <p>I can compare beliefs and behaviour between times studied, and then and now</p> <p>I can say where a period of history sits on a wider timeline, related to past eras studied</p> <p>I can place features of historical societies on a timeline – note trends/contrasts</p> <p>I can use dates, historical language and abstract terms when I talk about the past</p> <p>I know key events and characters from time periods studied</p> <p>I can address historical questions about change, cause and consequence, similarity, different and significance. To do this, I can select and organise relevant historical information and evidence.</p>	<p><u>GREAT OUTDOOR EXPLORERS (G)</u></p> <p>How does nature view us?</p> <ul style="list-style-type: none"> - I can conduct fieldwork in the local area. - I can observe the human and physical features of the local area. - I can present my findings about the local area using a range of methods including sketch maps, plans and graphs and digital technologies. 	

	<p>advancement than those living after them</p> <p>I can use dates, historical language and abstract terms when I talk about the past (empire, civilisation)</p>		<p>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</p> <p>I can compare two or more sources of information and say which is most useful and reliable.</p> <p>I can ask questions about change, cause and significance, similarity</p>		
--	--	--	--	--	--