

History and Geography Overview

This document shows the Early Learning Goals and National Curriculum coverage for History and Geography. It highlights when each subject should be taught, which aspect of the National Curriculum is to be planned for and where necessary, where links are made between the two subjects.



This is the starting point for the planning of a sequence of learning in each area. The placement of each objective has been carefully planned to allow for chronological teaching of time periods and clear progression of knowledge and skills.

This document should be used alongside the individual Subject Knowledge Progression Maps. Here, the links to previous knowledge, specific knowledge, skills, vocabulary and any links to planning resources are highlighted.

This is not a working document and should not be changed or altered without discussion with the History and Geography lead.



Abbreviations

ELG	EYFS Early Learning Goals
NC	National Curriculum
H	History
G	Geography
Where there are more than one NC objective the main focus will be highlighted in bold.	

	AUT 1	AUT 2	SPR 1	SRP 2	SUM 1	SUM 2
EYFS	<p>What is my life story? How have I changed? Who is my family?</p> <p>ELG- Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>		<p>How did Mummy and Daddy get to school? Mrs Armitage/Mr Gumpy. What were Mummy and Daddy’s favourite foods when they were children? The Tiger Who Came to Tea</p> <p>ELG- Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>What is it like to live in Africa? Focus on Mwanjati Primary School in Kenya Text- We’re Going on a Lion Hunt Summer - How do we know it’s summer?</p> <p>ELG- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps -explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class -Understand some important processes and changes in the natural world around them, including the seasons</p>	
	<p>What is in my classroom? Our Local Area - What places of interest are in our local area? Autumn - How do we know it’s autumn? Text-Storm Whale in Winter - What is it like to live in a cold place? Winter - How do we know it’s winter?</p> <p>ELG-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Understand some important processes and changes in the natural world around them, including the seasons</p>		<p>Where do different fruits and vegetables grow? How does our food get to the supermarket? Spring - How do we know it’s spring?</p> <p>ELG-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Understand some important processes and changes in the natural world around them, including the seasons -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,</p>			

			<p>non-fiction texts and – when appropriate – maps.</p> <p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>		
YEAR 1	<p>G -Our Lovely School Grounds NC-use simple field work and observational skills to study the Geography of their school and grounds</p> <p>(Aut 1 and Aut 2)</p>	<p>H - What was life like for Grandma and Grandad? NC-Changes within living memory. Grandparents Christmas</p> <p>(2 week unit)</p>	<p>H – What were holidays like in the past? NC-Changes within living memory</p>	<p>G - A Tour of the United Kingdom NC-name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>H - Who was the greatest explorer? Space and Polar Explorers NC-Life of significant others. Compare aspects of life in different periods</p>
	<p>Geography Link- NC- name and locate the world’s seven continents and five oceans -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p>				
	<p>G - Seasonal and daily weather patterns ongoing throughout the year -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>				

YEAR 2	<p>G - Hot and cold places NC-Location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. -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>H - Why do we remember? NC- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>H - What happened on the night of Sept. 2nd 1666? NC- events beyond living memory that are significant nationally or globally</p>	<p>H - Who was George Stephenson and why was he significant? NC- Significant historical events, people and places in their own locality Reference to: A significant turning point in British history (KS2)</p>	<p>G - Contrasting Locality NC-understand 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 - 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 Mugurameno village – Zambia</p>
	<p>G – Mapping of our Local Area- linked to Railway topic and its impact on the local area NC- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills... the key human and physical features of its surrounding environment.</p>				

<p>Year 3</p>	<p>G - The North West NC-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p>G - Brilliant Britain NC-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns - use the eight points of a compass, four and, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>H - Stone Age to Iron Age- Who first lived in Britain? NC-Changes in Britain from Stone Age to Iron Age</p>	<p>G – Journey of the River Field study NC-Describe and understand key aspects of physical geography: rivers and the water cycle</p>	<p>H - Why was the Nile so important to Egypt? NC-The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>
<p>YEAR 4</p>	<p>H- What did the Greeks do for us? NC-Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>H-Were the Romans really Rotten, and what was their legacy? NC-Roman Empire and its impact on Britain G - Escape from Pompeii NC-Describe and understand key aspects of physical geography - volcanoes, earthquakes</p>	<p>G – Europe: the holiday destination NC-understand geographical similarities and differences through the study of human and physical geography of a region in a European country - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		

			-use the eight points of a compass, four -figure grid references, symbols and key to build their knowledge the wider world identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
YEAR 5	<p>H- Were the Anglo-Saxons really smashing?</p> <p>NC- Britain’s settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>G - North America</p> <p>NC- locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</p> <p>-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts</p> <p>- 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</p>	<p>H – Mayans</p> <p>NC- A non-European society that provides contrasts with British history</p>
	<p>G – Settlements- Linked to History</p> <p>NC-UK 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 (Mapping)</p> <p>-land-use pattern; and understand how some of these aspects have changed over time</p>		<p>G -Global Focus</p> <p>NC-describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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</p>

YEAR 6	<p>H - Local Study- What was the impact of conflict in Warrington?</p> <p>NC- a local history study... a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>G - South America- Roaring Rio</p> <p>NC-locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities</p> <ul style="list-style-type: none"> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) -understand geographical similarities and differences through the study of the human and physical geography a region within South America -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>(NB 21/22- Taught Autumn Term)</p>	<p>H-Crime and Punishment- How has crime and punishment changed since 1066?</p> <p>NC- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Weave in KS3 skills</p>
	<p>G - Field Study- Linked to impact of conflict in Warrington</p> <p>NC-six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <ul style="list-style-type: none"> - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		