

History/Geography Curriculum Map

Year One

Autumn	Spring	Summer
<p style="text-align: center;">Where do the leaves go to in winter? KS1 Geography – Identify seasonal and daily weather patterns in the United Kingdom</p>	<p style="text-align: center;">Where do, and did, the wheels on the bus go? 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 past</p>	<p style="text-align: center;">Why can't a Meerkat live in the North Pole? KS1 – Geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
<p style="text-align: center;">Geography</p> <p>Devise a simple map: and use and construct basic symbols in a key, use simple grid references (A1, B1) Identify land use around the school</p>	<p style="text-align: center;">History</p> <p>Label time lines with words or phrases such as: past, present, older and newer Recount changes that have occurred in their own lives Use dates where appropriate Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</p>	<p style="text-align: center;">History</p> <p>To use dates where appropriate To ask questions such as, what was it like for people? What happened? How long ago?</p>
<p style="text-align: center;">History</p> <p>William Morris Art link - Describe significant people from the past Observe or handle evidence to ask questions and find answers to questions about the past Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p style="text-align: center;">Geography</p> <p>Use compass directions (north, south, east and west) and locational language ((e.g. near or far) To describe the location of features and routes on a map Name, locate and identify characteristics of the four countries and capital cities of the united kingdom and surrounding seas</p>	<p style="text-align: center;">Geography</p> <p>Use Arial images and plan perspectives to recognise landmarks and basic physical features Use basic geographical vocabulary to refer to: Key physical features, including: Beach, coast, forest, hill, mountain, ocean, river, soil, valley vegetation and weather Key human features including: city, town, village, factory, farm, house, office and shop</p>

Year Two

Autumn	Spring	Summer
<p>What would Lego Len find exciting about our town/city?</p> <p>KS1 - 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>How have Rosa Parks and Nelson Mandela helped to make the world a better place?</p> <p>KS1 - the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Why should the gunpowder treason and plot never be forgotten? -</p> <p>KS1 – Events beyond living memory that are significant nationally or globally</p>
<p>Geography</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal in rural area</p> <p>Name and locate the world's continents and oceans</p>	<p>History</p> <p>Describe historical events</p> <p>Describe significant people from the past</p> <p>Recognise that there are reasons people in the past acted the way they did</p> <p>Use artefacts, pictures and stories and database to find out about the past.</p>	<p>Geography</p>
<p>History</p> <p>Show an understanding of a nation and nations history</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace</p>	<p>Geography</p> <p>Identify seasonal and daily weather patterns in the Untitled Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.</p>	

Year Three

Autumn	Spring	Summer
<p>What makes the Earth angry?</p> <p>KS2: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Who first lived In Britain?</p> <p>KS2 – Stone Age to Iron Age</p> <p>KS2 Geography – understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>	<p>Has Greece always been in the news?</p> <p>Why do so many people go to the Mediterranean for their holidays?</p> <p>KS2 - understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country</p> <p>A study of Greek life and achievements and their influence on</p>

		the western world
<p>Geography</p> <p>Use a range of resources to identify the key physical and human features of a location</p> <p>Describe the key aspects of volcanoes and earth quakes</p> <p>Use the eight points of a compass, four figure grid reference, symbols and key to communicate knowledge of the United Kingdom and the wider world</p>	<p>Geography</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics</p>	<p>Geography</p> <p>Describe geographical similarities and differences between countries</p> <p>Human geography including settlements and land use</p>
	<p>History</p> <p>Use evidence to ask questions and find answers to questions about the past</p>	<p>History</p> <p>Use dates and terms to describe events</p> <p>Describe different accounts of a historical events, explaining some of the accounts may differ</p>

Year Four

Autumn	Spring	Summer
<p style="text-align: center;">Why were the Romans so powerful and what did we learn from them?</p> <p>The Roman Empire and its impact on Britain, Julius Caesar, Hadrian's Wall Boudica, Romanisation of Britain</p>	<p style="text-align: center;">Why is the <i>*Thames</i> so important to London?</p> <p>Settlements, land use, economic activity, including natural resources, especially energy and water supplies</p>	<p style="text-align: center;">Were the Anglo-Saxons really smashing?</p> <p style="text-align: center;">Britain's settlements by Anglo Saxons and Scots</p> <p style="text-align: center;">- Anglo Saxon invasion; settlements; kingdoms; names and places; art and culture and Christian conversion</p>
<p style="text-align: center;">History</p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men women and children</p>	<p style="text-align: center;">Geography</p> <p>Name and locate countries and cities of the United Kingdom, Geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use. Use patterns to understand change. Understand how aspects have changed over time</p> <p>Describe key aspects of physical geography, including river, the water cycle</p> <p>Use field work to observe and record the human physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies</p>	<p style="text-align: center;">History</p> <p>Use more than one source of evidence for historical enquiry in order to gain more accurate understanding of history</p> <p>Suggest causes and consequences of some of the main events and changes in history</p> <p style="background-color: yellow;">Need more history skills</p>
<p style="text-align: center;">Geography</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of the geographical areas</p>	<p style="text-align: center;">History</p> <p>Suggest suitable sources of evidence for historical enquires</p> <p>Use literacy numeracy and computing skills to do a good standard in order to communicate information to communicate about the past</p>	<p style="text-align: center;">Geography</p> <p>Explain own views about locations giving reasons</p> <p>Name and locate countries and cities of the United Kingdom 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 overtime</p>

Year Five

Autumn	Spring	Summer
--------	--------	--------

<p style="text-align: center;">How did the Battle of Britain change World War 2?</p> <p>KS2 History – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>A study of local history taking account of a period off history that shaped the locality</p>	<p style="text-align: center;">How can we re–discover the wonders of Ancient Egypt?</p> <p>KS2 History - The achievements of the earliest civilizations – an overview of the impact the Ancient Egyptians had on our society</p>	<p style="text-align: center;">Why should the rainforest be important to us all?</p> <p>KS2 GEOGRAPHY - 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 style="text-align: center;">History</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</p> <p>Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural)</p> <p>Use sources of evidence to deduce information about the past</p>	<p style="text-align: center;">History</p> <p>Select suitable sources of evidence, giving reason for choices</p> <p>Identify periods of rapid change in history and contrast them with the times of relatively little change</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past</p>	<p style="text-align: center;">Geography</p> <p>To identify and describe the geographical significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night)</p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers mountains and the water cycle</p> <p>Use the eight points of a compass, four figured grid references, symbols and a key (that uses standard ordnance survey symbols) to communicate knowledge of the united kingdom and the world</p>
<p style="text-align: center;">Geography</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location such as aerial images compared with maps and topographical representations of a location (such as real images compared with maps and topographical maps – as in London’s tube map)</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations</p>	<p style="text-align: center;">Geography</p> <p>Use a range of geographical resource to give detailed descriptions and opinions of the characteristics features of a location</p> <p>Identify and describe how the physical features affect the human activity within a location</p>	

	<p>History</p> <p>Select suitable sources of evidence, giving reasons for choices</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change</p> <p>Seek out and analysis a wide range of evidence in order to justify claims about the past</p>	
--	---	--

Year Six

Autumn	Spring	Summer
<p>Were the Vikings always victorious and vicious?</p> <p>KS2 History - The Viking and Anglo-Saxon struggle for the kingdom of England</p> <p>Viking raids - Edward the Confessor</p>	<p>Why was the Islamic Civilization around AD900 known as the 'Golden Age'?</p> <p>KS2 – A non European society that provides contrast with British History</p> <p>-Early Islamic Civilisation, including a study of Baghdad in AD 900</p>	<p>I'm a Year 6 pupil, can you get me out of here?</p> <p>KS 2 Geography - use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> • 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>KS2 History – Leisure and Entertainment in the 20th Century</p>
History	History	Geography

<p>Use sources of information to form testable hypotheses about the past</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence on a timeline</p> <p>Use dates and terms accurately in describing events</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Describe how locations around the world are changing and explain some of the reasons for change</p> <p>Describe geographical diversity across the world</p> <p>Use different types of fieldwork sampling (random and Systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways</p>
<p>Geography</p> <p>Create maps of locations identifying patterns (such as land use, climate zones, population densities height of land)</p>	<p>Geography</p> <p>Describe how countries and geographical regions are interconnected and interdependent</p> <p>Understand some of the reasons for geographical similarities and differences between countries</p> <p>Human Geography including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies</p>	<p>History</p> <p>Refine lines of enquiry as appropriate</p> <p>Identify continuity and change in history of the locality of the school</p>