

Curriculum Map History and Geography

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p style="text-align: center;"><u>People and Communities</u></p> <p style="text-align: center;">Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p style="text-align: center;"><u>Exceeding descriptors</u></p> <p style="text-align: center;">Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>					
1	<u>Memory Box</u>	<u>Moon Zoom</u>	<u>Bright Lights, Big city</u>	<u>Dinosaur Planet</u>	<u>Splendid Skies</u>	<u>Superheroes</u>
	Changes - Changes within living memory.	People - The lives of significant individuals in the past who have contributed to national and international achievements -learn about changes within a living memory.	Events - Significant historical events beyond living memory, people and places in their own locality.	Learn about events beyond living memory that are significant nationally or global.	People - The lives of significant individuals in the past who have contributed to national and international achievements -learn about changes within a living memory.	
	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.	Use basic geographical vocabulary to refer to key physical factors, including: beach, cliff, coast, forest and valley.	§ Location knowledge -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -name and locate the world's seven continents and five oceans key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Place knowledge 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		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 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 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

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			country			
	<u>Land Ahoy!</u>	<u>Beat Band Boogie</u>	<u>Muck, Mess and Mixtures</u>	<u>Wriggle and Crawl</u>	<u>Towers, Tunnels and Turrets</u>	<u>The Scented Garden</u>
2	<p>Significant Historical People- Captain James Cook, Grace Darling; Famous Pirates. Use the stories of famous historical figures to compare aspects of life in different times.</p> <p>Hi 3 Learn about 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>Hi 2 Learn about events beyond living memory that are significant nationally or globally. En SL 4, 5; Co 4</p> <p>Hi 2 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Hi 3 Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	

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	<p>Using and Making Maps; Location Knowledge; Using and Giving Directions. Draw simple maps or plans using symbols for a key.</p> <p>Ge LK 2 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Ge SF 1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Ge SF 3 Use ariel 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.</p> <p>Ge SF 4 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>Ge SF 2 Use simple compass directions (North, South, East and West) and locational and directional language (eg. Near and far, left and right), to describe the location of features and routes on a map.</p>	<p>Ge SF 4 Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment.</p> <p>Ge SF 3 Use ariel 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.</p>			<p>Ge SF 1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Ge LK 1 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. En SL 7; Ge SF 3</p> <p>Ge HP 2b Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Ge HP 2a; Ge SF 1; En SL 7</p>	<p>Using and Making Maps; Location Knowledge; Using and Giving Directions. Draw simple maps or plans using symbols for a key.</p> <p>Ge LK 2 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Ge SF 1 Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Ge SF 3 Use ariel 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.</p> <p>Ge SF 4 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>Ge SF 2 Use simple compass directions (North, South, East and West) and locational and directional language (eg. Near and far, left and right), to describe the location of features and routes on a map.</p>
	Gods and Mortals	Scrumdiddlyumptious!	Tremors	Mighty Metals	Urban Pioneers	Predator!
3	<p>Use appropriate historical vocabulary to describe key features of the time period.</p> <p>Show developing understanding of chronology by beginning to realise that</p>	<p>Explain how a significant figure of the period influenced change</p>	<p>Learn about the Roman Empire and its impact on Britain</p>		<p>Choose the most important source material for a task, showing awareness of a range of sources.</p> <p>Suggest useful research questions.</p> <p>Use appropriate historical</p>	

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	<p>the past can be divided into different periods of time.</p> <p>Choose the most important source material for a task, showing awareness of a range of sources.</p> <p>Explain how a significant figure of the period influenced change.</p> <p>Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.</p> <p>Choose the most important source material for a task, showing awareness of a range of sources.</p>				<p>vocabulary to describe key features of the time period.</p>	
	<p>Draw sketch maps and plans using agreed symbols for a key.</p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.</p>	<p>Locate geographical features on a map or atlas using symbols shown in a key</p> <p>Locate geographical features on a map or atlas using symbols shown in a key</p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations of some of these features</p>	<p>Describe and understand key aspects of physical geography including: volcanoes and earthquakes</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and</p>		<p>Locate appropriate information needed for a task from a source material</p> <p>Make comparisons of the same geographical feature in different countries</p> <p>Draw sketch maps and plans using agreed symbols for a key</p>	<p>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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

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			physical characteristics, topographical features including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.			
4	<u>Burps, Bottoms and Bile</u>	<u>1066</u>	<u>Potions</u>	<u>Misty Mountain Sierra</u>	<u>Playlist</u>	<u>Road Trip USA</u>
		Hi 4 Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Hi 6 Study an aspect or theme in British history that extends chronological knowledge beyond 1066	Hi6 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.			Hi9 Learn about non-European society that provides contrasts with British history.
				Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. GeSF2 Use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of Ordnance		Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Ge HP 1 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,

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				<p>Survey maps) to build their knowledge of the UK and the wider world.</p> <p>Ge HP 1 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Ge PK 1 Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</p>		<p>volcanoes and earthquakes, and the water cycle.</p> <p>Ge HP2 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.</p>
5	<u>Pharaohs</u>	<u>Off with her Head</u>	<u>Scream Machine</u>	<u>Time Traveller</u>	<u>Stargazers</u>	<u>Allotment</u>
	<p><i>Ancient Egypt</i> Achievements of the earliest civilisations</p> <p><i>Egyptian timeline</i></p> <p><i>Tutankhamen</i></p>	<p><i>The Tudors</i> A study of an aspect or theme in British history that extends beyond 1066</p> <p><i>Timeline</i></p> <p><i>Crime and punishment of Henry</i></p>	<p><i>History of the fairground</i></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and</p>	<p><i>Changes over the last century</i></p>	<p><i>Significant individuals - Galileo Galilei, Isaac Newton, 1960's space race</i></p>	<p>History of Cockfosters and Trent Park</p> <p>A local history study</p> <p>A depth study linked to a British area</p> <p>A study over time tracing how several aspects of</p>

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	<p><i>Archaeological dig</i></p>	<p><i>VIII</i></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>			<p>national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
	<p>Human and physical features of Egypt: <i>The river Nile; tourism</i></p> <p>Human and physical geography: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Land use: <i>Farming; weather; climate; landscape</i></p> <p>Map work: <i>Places; cities</i></p>	<p>Historic maps: <i>Maps (London); places (Henry VIII's palaces)</i></p> <p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.</p>	<p>World maps</p> <p>Locational knowledge: 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</p> <p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Changes in the local community</p> <p>Locational knowledge: 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; and understand how some of these aspects have changed over time</p>	<p>Locating physical features</p> <p>Locational knowledge: 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)</p>	<p>Land use: <i>Food origin; geographical skills and field work; map work; climate</i></p> <p>Human and physical geography: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</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>

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	<u>Children at War</u>	<u>Darwin evolution / Shakespeare</u>	<u>Frozen Kingdoms</u>	<u>Circulation/ The Heart</u>	<u>Habitats and Adaptations</u>	<u>ID</u>
6	<p>Select suitable sources of evidence, giving reasons for choices.</p> <ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. <p>Use sources of information to form testable hypotheses about the past.</p> <ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. 	<ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 				
			<p>To investigate places. Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food,</p>	<p>Name and locate the countries of North and South America and identify their main physical and human characteristics. Name and locate some of the countries and cities</p>	

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			<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<p>minerals, and water supplies.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	<p>of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	
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