

History and Geography

Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	History: Toys through time	Geography: Features in the Local Area	History: Florence Nightingale and Mary Seacole	Geography: From Town to Country (rural and urban environments)	History: Changes in Homes Through Time	Geography: The Seaside
Year 2	History: Fire of London	Geography: Around the UK (location knowledge)	History: Explorers and Pioneers	Geography: Continents and Oceans	Geography: Cold Environments	History: The Titanic
Year 3	History: Stone Age	Geography: Climates Around the World	History: Romans	Geography: Earthquakes	History: Ancient Egypt	Geography: Mapping the world around us
Year 4	History: Ancient Greece	Geography: Brazil	History: Anglo Saxons	Geography: Rainforests	History: Victorians	Geography: Volcanoes
Year 5	History: Vikings	History: Changes in Leisure over the 20 th Century	History: Tudors	Geography: Global Resourcing	History: The Mayan Civilization	Geography: Water Cycle and Rivers
Year 6	History: World at War	Geography: Making Meaningful Maps	Geography: Exploring the UK & Spain (compare and contrast)	Geography: Alaska	History: Movements in time	History: Post War Britain

These are the overall skills that children need to learn to make progress:

- a. undertake investigations and enquiries, using various methods, media and sources
- b. compare, interpret and analyse different types of evidence from a range of sources
- c. present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques
- d. consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

How will the children be enabled to do this? 'Breadth of Learning'

a. When exploring local, national and global contexts children should:

- learn about the ways people, communities, places and environments have changed over time, and how they are interconnected
- develop and extend local and global links through communications and collaboration tools

b. Through the study of people and communities, children should:

- find out about the main political and social institutions that affect their lives
- find out about issues and take action to improve things in their communities and make a positive contribution to society
- engage with different representatives from the community
- explore issues of justice, rights and responsibilities in their own contexts and the wider world

c. In the study of place and space children should:

- use fieldwork, first-hand experience and secondary sources to locate and investigate the geographical features of a range of places and environments, including their own locality, a contrasting area in the UK and a different locality in another country
- learn about and develop informed views and opinions on local, national and global issues such as sustainability, climate change, economic inequality, and their impact on people, places and environments in the past and the present

d. The study of the past should include aspects of local, British and world history, children should:

- study the past in outline and in depth, covering different societies and periods of history from ancient times to modern day
- use dates and vocabulary related to the passing of time
- place events, people and changes within a broad chronological framework
- use a range of sources of information⁸ and visit historic buildings, museums, galleries and sites

Geography

Key Learning Intentions: Years 1 and 2	Key Learning Intentions: Years 3 and 4	Key Learning Intentions: Years 5 and 6
Locational knowledge <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	Locational knowledge <ul style="list-style-type: none"> 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 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 	Locational knowledge <ul style="list-style-type: none"> 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 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
Place knowledge <ul style="list-style-type: none"> 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 	Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography <ul style="list-style-type: none"> 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 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Human and physical geography describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	Human and physical geography describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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
Geographical skills and fieldwork <ul style="list-style-type: none"> 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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 to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-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 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. 	Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-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 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.

Skills Development

Core Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	I can ask and respond to simple closed questions. I can use information books/pictures as sources of information. I can investigate my surroundings. I can make observations about where things are e.g. within school or local area.	I can ask simple geographical questions; Where is it? What's it like? I can use books, stories, maps, pictures/photos and internet as sources of information. I can investigate my surroundings. I can make appropriate observations about why things happen. I can make simple comparisons between features of different places.	I can ask/initiate geographical questions. I can use books, stories, atlases, pictures/photos and internet as sources of information. I can investigate places and themes at more than one scale. I can collect and record evidence. I can analyse evidence and draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	I can ask and respond to questions and offer their own ideas. I can use satellite images, aerial photographs. I can investigate places and themes at more than one scale. I can collect and record evidence in a table or graph. I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.	I can suggest questions for investigating. I can use primary and secondary sources of evidence in investigations. I can investigate places with more emphasis on the larger scale; contrasting and distant places. I can collect and record evidence in a table or graph. I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.	I can suggest questions for investigating. I can use primary and secondary sources of evidence in investigations. I can investigate places with more emphasis on the larger scale; contrasting and distant places. I can collect and record evidence in a table or graph. I can analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.
Direction / Location	I can follow directions (up, down, left/right, forwards/backwards). I know the four compass points (NESW).	I can follow directions (up, down, left/right, forwards/backwards). I know the four compass points (NESW).	I can use 4 compass points to follow/give directions. I can use letter/no. co-ordinates to locate features on a map.	I can use 4 compass points to follow/give directions. I can use letter/no. co-ordinates to locate features on a map.	I can use 8 compass points. I can use 4 figure coordinates to locate features on a map.	I can use 8 compass points. I can use 4 figure coordinates to locate features on a map. I can use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	I can draw simple picture maps.	I can draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photograph.	I can make a map of a short route experienced, with features in correct order. I can make a simple scale drawing.	I can make a map of a short route experienced, with features in correct order. I can make a simple scale drawing.	I can draw a variety of thematic maps based on my own data.	I can draw a variety of thematic maps based on their own data. I can draw plans of increasing complexity.
Representation	I can use own symbols on simple picture maps.	I understand the need for a key. I can use class agreed symbols to make a simple key.	I know why a key is needed. I can use standard symbols.	I know why a key is needed. I can recognise symbols on an OS map.	I can draw a sketch map using symbols and a key. I can recognise symbols on an OS map.	I can use/recognise OS map symbols. I can use atlas symbols.
Using maps	Use a simple picture map to move around the school. I can make simple observations when looking at a street map of known places.	I can follow a route on a map e.g. walking to library. I can use a plan view. I can use a simple atlas to locate places.	I can locate places on larger scale maps e.g. map of Europe. I can follow a route on a map with some accuracy e.g. whilst orienteering.	I can locate places on large scale maps e.g. find UK or India on globe. I can follow a route on a large-scale map.	I can compare maps with aerial photographs. I can select a map for a specific purpose, e.g. pick atlas to find Taiwan, OS map to find local village. I can use atlases to find out about other features of places (e.g. find wettest part of the world).	I can follow a short route on an OS map. I can describe features shown on OS map. I can locate places on a world map. I can use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).
Scale / Distance	I can use relative vocabulary (e.g. bigger/smaller, like/dislike).	I can spatially match places e.g. recognise UK on a small scale and larger scale map.	I can match boundaries e.g. find same boundary of a country on different scale maps.	I can match boundaries e.g. find same boundary of a country on different scale maps.	I can measure straight line distance on a plan. I can find/recognise places on maps of different scales e.g. river Nile.	I can use a scale to measure distances. I can draw/use maps and plans at a range of scales.
Map knowledge	I know names of some places within/around the UK. E.g. Home town, cities. I can recall the 7 continents and 5 oceans.	I can locate and name on a UK map major features e.g. London, River Thames, home location, seas. I can name and locate the 4 countries and capital cities of the UK and surrounding seas.	I can identify points on maps A,B and C. I can recognise and find places previously learnt.	I can identify significant places and environments. I can identify locations and discuss previously learnt.	I can identify significant places and environments. I can identify locations and discuss previously learnt.	I can use index and contents page within atlases. I can use medium scale land ranger OS maps.
Style of maps	I can use picture maps and globes. I can use google maps.	I can find land/sea on globe. I can use teacher drawn base maps. I can use large scale OS maps. I can use a simple atlas / google map.	I can use large scale OS maps. I can use map sites on internet. I can use junior atlases. I can identify features on aerial/oblique photographs.	I can use index and contents page within atlases. I can use medium scale land ranger OS maps.	I can use index and contents page within atlases. I can use medium scale land ranger OS maps.	I can use OS maps. I can confidently use an atlas. I can recognise world map as a flattened globe.

History

Key Learning Intentions: Years 1 and 2	Key Learning Intentions: Years 3 and 4	Key Learning Intentions: Years 5 and 6
<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality 	<p>Year 3</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age , this could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture the Roman Empire and its impact on Britain, this could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <p>Year 4</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, this could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>Year 5</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots, this could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne including early Christianity a local history study, for example: a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects 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. a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <p>Year 6</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, for example: 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, e.g. the first railways or the Battle of Britain the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Skills Development

Core Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can place people and events in a chronological framework	I can sequence events in my life. I can sequence artefacts (such as toys) from different points in history.	I can order people and events from different points in history on an unsealed timeline.	I can order events on a scaled time line including BC and AD.	I can order events on a scaled time line (centuries), including BC and AD.	I can order events on a scaled time line (created by pupils).	I can order events on a scaled timeline, including dates BC and AD (in particular overlapping points in History).
I can describe the characteristic ideas, beliefs and attitudes of different cultures over time.	I can describe people's beliefs from the past.	I can describe people's beliefs from the past and why they might be different to our own.	I can describe people's beliefs from the past and how that affected their actions.	I can describe people's beliefs from the past, how that affected their actions and what was the result.	I can investigate different aspects of people's beliefs in the past. I can compare the lives of different people within one place or era and suggest reasons for the differences in attitudes to gender, wealth and ethnicity.	I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. I can compare beliefs and behaviour with another time studied.
I can recognise and describe similarities and differences, continuity and change .	I can compare similarities and differences about individuals or items (such as toys) from the past.	I can describe what has changed as the result of an event or an individual (such as city design after the Great Fire of London).	I can compare lives of people from the distant past to our own and identify differences.	I can compare lives of people from the distant past to our own and explain why there are differences.	I can compare lives of people from the past to our own, giving reasons for the differences based on own understanding of the period.	I can evaluate similarities and differences between studied civilisations and our own. I can describe similarities and differences between concurrent civilisations and begin to give reasons for the differences.
I can talk about the significance of historical events.	I can describe why an event or individual from the past is important to learn about (e.g. in discoveries and exploration).	I can describe how an important event or an individual is remembered and why (such as GFOL).	I understand how the earliest events in history contributed to the formation of civilisation.	I can explain how individuals or events contributed to national change and identity.	I can describe how national and international events affected local lives in the past.	I can show an awareness of how the same event could impact different groups in different ways (e.g. how growth of democratic ideas led to civil rights/female emancipation).
I can identify and describe reasons for and results of , events, situations and changes.	I know and can recount episodes from stories about the past, saying why it happened.	I can recognise why people did things, why events happened and what happened as a result.	I can explain why people did things (e.g. move towards living in villages in Stone Age) and why some events happened.	I can identify key features and events of time studied, looking for links and effects across the periods (such as invasion and settlement in Britain). I can offer a reasonable explanation for some events.	I can examine causes and results of significant events and their impact on people and society.	Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
I can discern how and why contrasting arguments and interpretations of the past have been constructed.	I can compare stories/myths to different accounts of events. I can distinguish between fact and fiction.	I can compare 2 versions of a past event. I can compare pictures or photographs of people or events in the past. I can discuss reliability of photos/ accounts/stories.	I can identify and give reasons for different ways in which the past is represented.	I can evaluate the usefulness of different sources, looking at the evidence available.	I can compare accounts of events from different sources – fact or fiction – and offer some reasons for different versions of events.	I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion. I can show awareness that different evidence will lead to different conclusions.
I can make connections, draw contrasts and analyse trends.	I can compare the lives of different people within one place or era.	I can describe the impact of an individual on modern lives in Britain and beyond (e.g. Florence Nightingale and medicine).	I can describe links between the Geography of an area and it's History. I can explain how individual sites can inform our wider understanding of a civilisation (e.g. Stonehenge, Skara Brae, Pyramids).	I can describe links between the Geography of an area and its History and use this to make inferences.	I can explain how individuals, civilisations and events contributed to national or worldwide change.	I can explain how ideas and movements, as well as individuals, civilisations and events, contributed to national or worldwide change.
I can describe how evidence is used to make historical claims (includes evaluation)	I can use a source of information to find out about someone's life in the past. I can give examples of different sources of evidence (e.g. artefacts like old toys).	I can make simple inferences about the lives of people from the past based on physical evidence (e.g. diary of Samuel Pepys, alive at the time as GFOL).	I can explain what is meant by a primary and secondary source. I can use a range of sources to find out about a period and the lives of people from the past.	I can use a range of sources to build up a picture of a past event and choose relevant material to build up a picture of an aspect of life in the past.	I can identify primary and secondary sources and select relevant evidence to present a picture of an aspect of life in the past/a past event.	I recognise primary and secondary resources and explain the importance of using a variety of sources to make a judgement about the past. I can show an awareness of bias and how this impacts our understanding of the past. I can bring knowledge gathered from several sources together in a fluent account.
I can create structured accounts , including written narratives and analyses .	I can use key terms: yesterday, last week, last year, when I was younger, a long time ago, before I was born, when my parents were younger, king, queen, similar, different, timeline, invention. Use 'because' to explain why events happened.	I can use key terms specifically linked to content on curriculum map. I can use 'because' in writing and terms such as investigate and evidence to justify historical inferences.	I can use key terms: dates, time period, change, primary and secondary source, chronology, year, decade, influence, cause, consequence, archaeology, excavate, artefact, continuity, ancient, significance. I can use more than one piece of evidence to justify a historical inference.	I can use key terms: legacy, century, era, conquer, settlers, settlement, invasion, invaders, resistance, culture, reputation, conclusion, conversion. I can use primary and secondary sources together to justify inferences.	I can use key terms: development, civilisation, discovery, reliable, unreliable, suggest, kingdoms, empire. I can give my own opinions about subjective debates from the past by justifying my opinions with evidence.	I can use key terms specifically linked to content on curriculum map. I can give opinions about subjective debates from the past, justifying them with multiple pieces of evidence. I can write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.