



# History and Geography Curriculum

History	
Geography	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>Understanding the world- People and Communities</b></p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others. (22-36)</li> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50)</li> </ul>		<p><b>Understanding the world- People and Communities</b></p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others. (22-36)</li> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50)</li> </ul>		<p><b>Understanding the world- People and Communities</b></p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others. (22-36)</li> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50)</li> </ul>	
Reception	<p><b>Understanding the world- People and Communities</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines. (40-60)</li> </ul> <p><b>Early Learning Goal</b> - Children talk about past and present events in their own lives and in the lives of family members.</p>		<p><b>Understanding the world- People and Communities</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines. (40-60)</li> </ul> <p><b>Early Learning Goal</b> -Children talk about past and present events in their own lives and in the lives of family members.</p>		<p><b>Understanding the world- People and Communities</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines. (40-60)</li> </ul> <p><b>Early Learning Goal</b> -Children talk about past and present events in their own lives and in the lives of</p>	



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Year 1	<p>Has St Teresa's R.C Primary School always been like it is today?</p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul> <p>Where can the Naughty Bus take us?</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds</li> </ul>	<p>Changes in shopping since Great Grandma was little</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life"</li> </ul> <p>What will we find in our local area?</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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.</li> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<p>How were the lives of these famous explorers the same or different? – Ibn Battuta, Christopher Columbus, Shackleton and Neil Armstrong.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>An Introduction to the Seven Continents and the Five Oceans of the World</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>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</li> <li>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</li> </ul>



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<p>Year 2</p>	<p>Was the Great Fire of London really that Great? Which events should we remember in November? Gunpowder Plot and Remembrance Day</p> <ul style="list-style-type: none"><li>• events beyond living memory that are significant nationally or globally</li></ul> <p>What are the four countries and capital cities and surrounding seas of the UK?</p> <ul style="list-style-type: none"><li>• name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li><li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li><li>• 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</li><li>• identify seasonal and daily weather patterns in the United Kingdom</li></ul>	<p>What is special about the life of Walter Tull?</p> <ul style="list-style-type: none"><li>• 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</li></ul> <p>What are the Seven Continents and Five Oceans of the world? (Revision from Year 1)</p> <ul style="list-style-type: none"><li>• name and locate the world's seven continents and five oceans</li><li>• 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</li><li>• location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li><li>• 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</li></ul>	<p>The significant people, places and events in Salford – Emmeline Pankhurst and L.S Lowry.</p> <ul style="list-style-type: none"><li>• significant historical events, people and places in their own locality.</li><li>• 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</li></ul> <p>How are Irlam and Pointe-a-Pierre (in Trinidad) the same and different?</p> <ul style="list-style-type: none"><li>• 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</li><li>• 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 Pole.</li><li>• 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</li><li>• Use simple compass directions</li><li>• 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.</li></ul>
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<p>Year 3</p>	<p>When would you prefer to live – Stone Age, Bronze Age and Iron Age?</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul> <p>What makes the different regions of the UK different?</p> <ul style="list-style-type: none"> <li>UK's geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> </ul> <p>Describe and understand key aspects of human geography, including types of settlement, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>What did the first civilisations have in common and what were their achievements?</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>The importance of rivers to the earliest settlements in the U.K. and the 4 ancient civilizations of the world (including studying different types of coastlines around Britain and coastal processes – Are all coasts the same in the UK?)</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including types of settlement, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> </ul>		
<p>Year 4</p>	<p>How did the Ancient Greeks influence us today?</p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> <p>What are the similarities and differences between the different areas of Europe?</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on Europe's environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Describe and understand key aspects of human geography, including types of settlement, economic activity including trade links</li> </ul>	<p>What did Romans do for Britain?</p> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul>	<p>Why are water and rivers so important?</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of rivers and the water cycle.</li> </ul>	<p>How is the North West of the UK similar or different to the Naples Bay region in Italy?</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch</li> </ul>



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	<ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude</li> </ul>			<p>maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of volcanoes</li> <li>Describe and understand key aspects of earthquakes</li> </ul>
<p>Year 5</p>	<p>Why was there a struggle between the Anglo Saxons and Vikings and who won what?</p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p>What are the counties and cities of the UK?</p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> </ul>	<p>In which ways was the Mayan Civilization more or less advanced than Britain in AD 900?</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Did the geography of the Mayan Civilisation cause it to disappear?</p>	<p>Democracy and Conflict Through Time – Peterloo Massacre, Suffragette Movement and WWI Overview.</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p>Is South America just one big rain forest?</p>	



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		<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on North America, concentrating on North America's environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on South America concentrating on South America's environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>Describe and understand key aspects of climate zones and vegetation belts</li> </ul>
Year 6	<p>WW2 and its impact on Irlam and Greater Manchester</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>a local history study</li> </ul>	<p>North America in depth and regional comparison of North West to Great Lakes/ Niagara Falls</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on North America concentrating on North America's environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a North American country</li> </ul>	<p>Exploring Irlam and Cadishead</p> <ul style="list-style-type: none"> <li>a local history study</li> </ul> <p>Exploring Irlam and Cadishead (Inc. Fieldwork study of what improvements can be made in our local area?)</p> <ul style="list-style-type: none"> <li>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</li> </ul>



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		<ul style="list-style-type: none"><li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li><li>• Describe and understand key aspects of climate zones and vegetation belts</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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</li></ul>
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