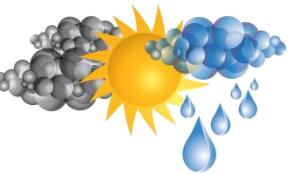


Curriculum Overview: History and Geography

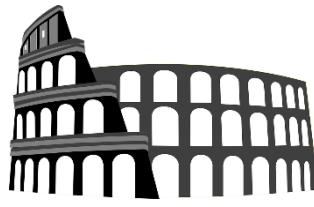
Curriculum Overview: History and Geography

Discovering the past, present, here, there and now

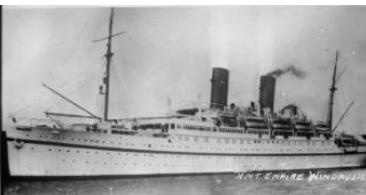
Our thematic curriculum supports children to develop their key skills in History and Geography. These can then be transferred into other situations; ICT, applied Maths and Literacy skills are also developed alongside each theme. Our units are carefully chosen to match the national curriculum and best support our cohorts of children to learn about their own heritage and that of their immediate locality.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|--|--|---|--|
| Year 1 |  <p>London. Is it the place for you?</p> <ul style="list-style-type: none"> • Compass skills • To know where key places in the UK are |  <p>How have I changed?</p> <ul style="list-style-type: none"> • Recognise changes in living memory • Describe aspects of change in national life • Understand past, present, future |  <p>Why were Bessie Coleman and Amy Johnson so remarkable?</p> <ul style="list-style-type: none"> • Investigate their life • Discover why they are so important |  <p>What did Amy Johnson see in Australia?</p> <ul style="list-style-type: none"> • Comparing the geography of the UK and Australia • To know where key places in the UK are |  <p>What's the weather like today?</p> <ul style="list-style-type: none"> • Weather forecasting • Comparing weather in different places |  <p>Who were the nurturing nurses?</p> <ul style="list-style-type: none"> • Investigate the lives of Mary Seacole and Florence Nightingale • Discover why they were so important |
| Year 2 |  <p>Where would you holiday?</p> <ul style="list-style-type: none"> • Comparing the geography of the UK and a non-EU country • To know where key places in the UK are |  <p>Was the Great Fire of London a good thing in the end?</p> <ul style="list-style-type: none"> • Find out about a significant local historical event • Discover events which happened before living memory |  <p>Why live in the countryside?</p> <ul style="list-style-type: none"> • Continents and oceans • Important geographical vocabulary • Human geography • India and Chembakolli |  <p>Who won the Space Race?</p> <ul style="list-style-type: none"> • Find out all about Neil Armstrong • Learn about the race to the Moon |  <p>Who's doing the Hackney Walk?</p> <ul style="list-style-type: none"> • Fieldwork and observation skills • Finding local landmarks • Simple map skills | |

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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|---|--|--|--|
| Year 3 |  | |  |  |  |  |
| | <p>Why is Benin important?</p> <ul style="list-style-type: none"> • Use research skills to find out about Benin • Find out about artefacts and what they tell us today | <p>Why is the UK a good place to visit?</p> <ul style="list-style-type: none"> • Name and locate UK countries • Identify regions and physical features | <p>Which is best: stone, bronze or iron?</p> <ul style="list-style-type: none"> • Understand the chronology of UK history • Changes in Britain from the Stone Age until the Iron Age | <p>Viva España</p> <ul style="list-style-type: none"> • Compare UK and region of Europe • Spain and Catalonia | <p>Who lived in a house like this?</p> <ul style="list-style-type: none"> • Use research skills to find out about Sutton House • Find out about artefacts and what they tell us today • Discover local history | |
| Year 4 |  |  |  |  |  | <p>Who were the citizens of Harappa?</p> <ul style="list-style-type: none"> • Finding out about life in the Indus Valley • Placing significant events on a timeline • Discovering why a successful civilisation vanished <p>Where is the most extreme place on Earth?</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography <p>How do we know the Romans were here?</p> <ul style="list-style-type: none"> • Boudicca • Roman settlements • Life in Roman Britain <p>How close did World War II come to Hackney?</p> <ul style="list-style-type: none"> • The Battle of Britain • Propaganda • Evacuation • Life in wartime Hackney <p>What's life like in Jamaica?</p> <ul style="list-style-type: none"> • Use atlases and digital mapping to describe features • Jamaica |

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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|--|--|----------|----------|
| Year 5 |  |  |  |  | | |
| | Why do people want to move to Britain? <ul style="list-style-type: none"> • End of World War II • Windrush: immigration • Experiences of the Windrush generation | What is Brazil known for other than football? <ul style="list-style-type: none"> • Key characteristics of South America • Compare UK, Spain, Brazil • Human geography and natural resources | Why do people still tell Anglo Saxon stories? <ul style="list-style-type: none"> • The 7 kingdoms • Life as an Anglo Saxon • Anglo Saxon chronology | How did the Ancient Greeks live on and on and on...? <ul style="list-style-type: none"> • Life as an Ancient Greek • Overview of world history • Using evidence to find out about the past • Ancient Greek legacy | | |
| Year 6 |  |  |  |  | | |
| | Why did countries want to create empires and what were the consequences? <ul style="list-style-type: none"> • Raw materials: uses, sources, areas • Impact on humans of supplying these • Eco friendly alternatives • Locate countries and their features electronically • Use 8 compass points • 4 and 6 figure grid references • Map keys and symbols • Use an ordnance survey map • compare empires • impact of empires of all citizens | Who wore the horned helmets: Vikings or Anglo Saxons? <ul style="list-style-type: none"> • The Viking and Anglo Saxon struggle for the Kingdom of England • Where did they come from? • Why did they come? • Similarities and differences • Using evidence to solve historical mysteries | Why is our school in a fashion hub? <ul style="list-style-type: none"> • Raw materials: uses, sources, areas • Impact on humans of supplying these • Eco friendly alternatives • Locate countries and their features electronically • Use 8 compass points • 4 and 6 figure grid references • Map keys and symbols • Use an ordnance survey map • Time lines • Historical adverts • research | | | |