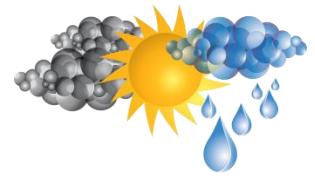
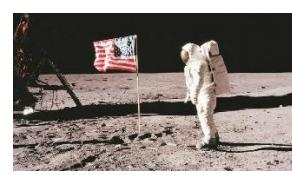


Curriculum Overview: History and Geography

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Discovering the past, present, here, there and now

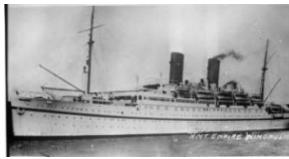
Our thematic curriculum supports children to develop their key skills in History and Geography. These can then be transferred into other situations; ICT, applied Maths and Literacy skills are also developed alongside each theme. Our units are carefully chosen to match the national curriculum and best 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	 How have I changed? <ul style="list-style-type: none"> • Recognise changes in living memory • Describe aspects of change in national life • Understand past, present, future 	 London. Is it the place for you? <ul style="list-style-type: none"> • Compass skills • To know where key places in the UK are 	 How did Bessie Coleman and Amy Johnson reach for the skies? <ul style="list-style-type: none"> • Investigate their lives • Discover why they are so important 	 What did Amy Johnson see in Australia? <ul style="list-style-type: none"> • Comparing the geography of the UK and Australia • To know where key places in the UK are 	 How did Florence Nightingale and Mary Seacole improve nursing today? <ul style="list-style-type: none"> • Investigate the lives of Mary Seacole and Florence Nightingale • Discover why they were so important 	 What's the weather like today? <ul style="list-style-type: none"> • Weather forecasting • Comparing weather in different places
Year 2	 Was the Great Fire of London a good thing? <ul style="list-style-type: none"> • Find out about a significant local historical event • Discover events which happened before living memory 	 How is life in Kenya different from life in the United Kingdom? <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 	 Why did a man go to the moon? <ul style="list-style-type: none"> • Find out all about Neil Armstrong • Learn about the race to the Moon 	 What is different about living in the countryside compared to living in a city? <ul style="list-style-type: none"> • Continents & oceans • vocabulary • Human geography • India and Chembakolli 	 What is significant about Walter Tull? <ul style="list-style-type: none"> • Investigate his life • Discover why he is so important 	 Who's doing the Hackney Walk? <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						
	Why is Benin important? <ul style="list-style-type: none"> Use research skills to find out about Benin Find out about artefacts and what they tell us today 	What makes us a United Kingdom? <ul style="list-style-type: none"> Name and locate UK countries Identify regions and physical features 	What are the main changes to life from the Stone Age to the Iron Age? <ul style="list-style-type: none"> Understand the chronology of UK history Changes in Britain from the Stone Age until the Iron Age 	How would it be different to live in Spain? <ul style="list-style-type: none"> Compare UK and region of Europe Spain and Catalonia 	Who lived in a house like this? <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						
	What's life like in Jamaica? <ul style="list-style-type: none"> Use atlases and digital mapping to describe features Jamaica 	What happened in Harappa? <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 	Where in the world is a safe place to live? <ul style="list-style-type: none"> Mountains Volcanoes Earthquakes 	How did the Romans change life in Britain forever? <ul style="list-style-type: none"> Boudicca Roman settlements Life in Roman Britain 	What was it like to be a child in Hackney during WWII? <ul style="list-style-type: none"> The Battle of Britain Propaganda Evacuation Life in wartime Hackney 	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	 <p>Why were people 'coming to England'?</p> <ul style="list-style-type: none"> • End of World War II • Windrush: immigration • Experiences of the Windrush generation 	 <p>Where does the River Thames come from?</p> <ul style="list-style-type: none"> • How rivers start and form • the importance of rivers for cities and trade • the water cycle 	 <p>Why is ancient Greece known as a cradle of civilisation?</p> <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 		 <p>What is Brazil known for other than football?</p> <ul style="list-style-type: none"> • Key characteristics of South America • Compare UK, Spain, Brazil • Human geography and natural resources 	 <p>What is the cultural legacy of the Anglo-Saxon invasion of Britain?</p> <ul style="list-style-type: none"> • The 7 kingdoms • Life as an Anglo Saxon • Anglo Saxon chronology
Year 6	 <p>Why did countries want to create empires and what were the consequences?</p> <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 	 <p>Do the dark ages matter?</p> <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 		  <p>Why is our school in a fashion hub?</p> <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 		