

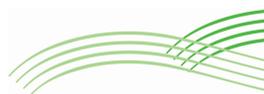


# History and Geography

Curriculum Offer



Proud to be part of The White Horse Federation Multi Academy Trust



## Key Stage One.

Geography	History
<p>Pupils should be taught to:</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>▪ name and locate the world’s seven continents and five oceans</li> <li>▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><i>Place knowledge</i></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> </ul> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <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> <li>▪ use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <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 (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> </ul>	<p>Pupils should be taught about:</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> <li>▪ 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]</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 [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]</li> <li>▪ significant historical events, people and places in their own locality.</li> </ul>



Each year group will develop their curriculum offers through cross curricular topics with a specific History or Geography focus.

Year Group	Cycle	Geography	History
Rec/Y1 & Y1	A	Around our School Around the World	Festivals & Anniversaries Old Toys New Toys
	B	Out and About Travelling	Let's Celebrate
Y2 Y2/3	A	Home and Away: Africa	Tudor Life Great Fire of London
	B	Local Area Study Home and Away: India	Famous People Brunel & Stevenson



## Key Stage Two

Geography	History
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</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, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><i>Place knowledge</i></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, a region in a European country, and a region within North or South America</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and 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>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>▪ changes in Britain from the Stone Age to the Iron Age</li> <li>▪ the Roman Empire and its impact on Britain</li> <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> <li>▪ a local history study</li> <li>▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <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> <li>▪ Ancient Greece – a study of Greek life and achievements and their influence on the western</li> </ul>



<p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>▪ describe and understand key aspects of: <ul style="list-style-type: none"> <li>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</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> </li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <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>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</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>
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Year Group	Cycle	Geography	History
Y3	A	Around the World	Ancient Egyptians
	B	Explorers Local Area Study	Adventurers Meet the Flintstones
Y4/5	A	A European Country:	Ancient Greece
	B	A European Country:	Celts, Saxons, Vikings & Romans
Y5/6	A	Mexico	The Great War Victorians The Mayans
	B	South America	The Blitz

