





Riverside Primary Academy



History and Geography Curriculum Overview - EYFS & Key Stage One

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
EYFS <u>Understanding the World</u> <u>Specific Area</u>	EYFS 1 - Colours, shapes & sizes of leaves, acorns, fir cones, berries (safety), and other natural materials - Tuff tray activities to encourage the use of descriptive language: rough, smooth, prickly, shiny, jagged, bumpy soft and hard.. Watch changes of the leaves on trees within school grounds.	EYFS 1 - Watch changes of weather. Discuss colder weather. Colours of coats, gloves, hats etc. What we need to wear & do to keep us warm. How do birds get their food in the snow & ice? Role play area of bird hide. Experience of feeding birds.	EYFS 1 - Look at pictures of a range of buildings on the interactive whiteboard. Make a game of recognising which are homes for people or not. Dolls house - different rooms within my own home. Which are homes for pets? Introduce multi-cultural buildings. I live in Dunston - address. I go to RPA Nursery. Look at homes from the playgrounds.	EYFS 1 - Be taught how to look after the school pets - Rabbits and fish. To know pets need food & water. To know to be gentle with pets. To know some animals work on a farm. To know all animals are not pets - some are wild animals.	EYFS 1 - Continue to look after the school pets. Grow flowers and vegetables in pots and in planters outside of nursery entrance door. (Sweet peas, potatoes etc.) Show care and concern for living things in the environment	EYFS 1 - To use recycled materials to create items needed on their adventures. (Imaginative items). Create Goldilocks and the Bear Hunt indoor and outdoor learning environment - puppet theatre. Making and tasting porridge, porridge oats in the Tuff tray - using descriptive language.
	EYFS 2 - Note seasonal features (ready to compare to changes later in term). Discuss daily weather. Naming and grouping items collected on visit. Identifying features of items collected. Children to match labels (made by teacher) to items as an example of how they can make their own labels. Discuss what you find in the woods. Is it the same as the school play yard or their street? Explain Harvest Festival. Make food collection & talk about helping others. The story of creation (age appropriate R.E.)	EYFS 2 - To know that birthdays are special days. To know that Christmas is a very important Christian celebration celebrated all around the world. To know that Christmas is a special time. To know Jesus was a special boy who became an important man. To know that some people do not celebrate Christmas if they have a different religion/ God. To use Google Earth to show the children a picture of the world. Physical changes of state - ice melting and freezing	EYFS 2 - Animals Names and categories Collections of animals - vocabulary e.g. herd. Sinking and floating Chinese New Year (culture) <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #e0f0e0;"> British Values Link Mutual Respect Tolerance </div>	EYFS 2 - Recognise the similarities and differences between animals. Categories of animals - farm, pet, wild etc. Know that all animals need to be cared for but wild animals fend for themselves. Some animals are nocturnal. Know that animals can get sick if they are not cared for. Know animals move in different ways - flying, swimming etc. People around the world care for one another and their pets. The Easter Story.	EYFS 2 - To know that some people do jobs that help us keep safe. To know that those jobs need special training & skills but they could learn to do them when they are older. We have rules to keep us safe; in school, in community, in our culture. Discuss tolerance for others who are different to you. <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #e0f0e0;"> British Values Link The Rule of Law Tolerance </div>	EYFS 2 - Discuss the difference between the sea, a river and a pond. What is a holiday? Different holiday activities. What you should wear in warm weather. Make a collage of hot places and cold places to visit. Name places children have heard of in the world. (Diversity). Extend their experience. Identify places on a map of the UK and World.

History and Geography Curriculum Overview -Key Stage One

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 1 <div data-bbox="120 804 327 986" style="border: 1px solid black; padding: 5px;"> <p>Forest School Link to Weather and seasonal Changes</p>  </div>	<p><u>Geography</u> <u>Me And My Family Where I Live</u></p> <p>Discuss immediate & extended family. Understand that family members might have lived a long time ago. How do I know where I live? Where do I live and what is my address? Where do I go to school? What is my school like? Physical and human features near to school. Children use address to write an envelope, add a stamp & post a letter to their family. Inside the letter will be a picture of themselves & their immediate family. Daily weather in Dunston.</p>	<p><u>History</u> <u>Toys From The Past</u></p> <p>Discuss & compare toys from today & in the past. Explain why children had different toys in the past (material/ culture).</p>	<p><u>History</u> <u>Homes And Buildings From The Past</u></p> <p>Identify & compare different types of houses. Identify old and new houses. Which other buildings look old To give opinions on homes and their interiors.</p>	<p><u>History</u> <u>Famous People From The Past</u></p> <p>There are famous people from the past who were real but people feel they have special qualities. Florence Nightingale, Robin hood, Three Musketeers.</p>	<p><u>Geography</u> <u>Contrasting Places</u></p> <p>Contrasting the great outdoors with built up areas. What is a bird's eye view? Investigate the view of a play park using maps and symbols Investigating seasonal weather patterns in the UK. Human and physical features of local area. Use geographical vocabulary to refer to key physical features including forest, hill, valley, mountain, river, soil and vegetation. Geographical vocabulary including city, town, village, factory, farm, house, office, port, harbour, shop. Using aerial photographs and fieldwork. Recap countries and capital cities of the UK</p>	<p><u>Geography</u> <u>Describing Coastal Environments</u></p> <p>Identify where the seaside is on a map of the UK. Discuss what features/ activities you will expect to find at the seaside. Explain why people go to the seaside. Geographical enquiry skills</p>
Year 2 <div data-bbox="120 1283 327 1465" style="border: 1px solid black; padding: 5px;"> <p>Forest School Link to Weather and seasonal Changes</p>  </div>	<p><u>Geography</u> <u>Maps And Routes</u></p> <p>Use Google Earth to have a local and global perspective. Investigate the location of continents, oceans and the UK. Using maps & keys, NSEW and plan routes to Saltwell Park and locate human and physical features. Historical Link to Explorers: Captain Cook, Christopher Columbus etc.</p>	<p><u>Geography</u></p> <p>Make a plan of an African safari park using keys, direction and grid. Comparing places Study of a village in Kenya as a contrasting place. Compare weather patterns for the UK and Kenya</p>	<p><u>History</u> <u>Great Fire of London</u></p> <p>The story, Place events on a time line. How did the fire spread? What does London look like now? Is it still burnt? Do you know there was a similar fire in Newcastle? Investigate local history - the great fire of Newcastle and Gateshead. <u>Geography</u> Locate London and</p>	<p><u>Geography</u></p> <p>To observe weather and seasonal changes.</p>	<p><u>Geography</u> <u>Contrasting habitats</u></p> <p>Field work investigating habitats and physical and human features in the local area. Contrasting habitats and where they are likely to be found. E.g. in and around Dunston, wetlands, ponds.</p>	<p><u>Geography</u> Weather forecasts</p> <p>Compare the Northumberland coastline to Gateshead (Field work) Aerial photographs of Dunston and Gateshead Map and atlas work <u>History</u> <u>Famous People and historical facts</u> George Stephenson & Grace Darling Newspaper articles, diary entry, looking at artefacts and</p>

Newcastle / Gateshead on map. Historical maps and compare to present day.

historical sources. Key facts and events on a timeline

History and Geography Curriculum Overview - Lower Key Stage Two

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 3	<p><u>History & Geography</u> <u>History Of Dunston</u> Location Of Dunston In the UK / Europe / The World Identify Dunston using Google Earth, aerial photographs, mapping skills - use maps from past and present to investigate differences and similarities. Use 8 points of the compass to describe where Dunston is. Video record / collect evidence local area - looking for improvements - work with School Council to give pupil voice. Identify land-use patterns and understand how these have changed over time. Economic and trade links in the past and present (coal transported from the staiths / Costo and MetroCentre shopping and leisure).</p>	<p><u>History</u> <u>The Stone Age</u> Changes in Britain from the stone Age to the Iron Age. This could include: Late Neolithic hunter-gatherers and early farmers - Skara Brae Bronze Age Religion, technology and travel, for example Stonehenge Iron Age hill forts, tribal kingdoms, farming, art and culture.</p> <p>Bonfire night and the events building up to the November the 5th. The story of Guy Fawkes and his attempt to destroy the Houses of</p> <p>British Values Link The Rule of Law Consequences</p>	<p><u>History</u> <u>Ancient Greece</u> Identify Ancient Greek period on a historical timeline. Use sources and artefacts to help understand what life was like in Ancient Greece. Ancient Greek Olympics - events, costumes, food, venues etc. Locate Greece on map, globe or atlas.</p> <p><u>Geography</u> Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere and the topics of cancer and Capricorn. Teach how to use four figure grid references. Identify the countries of Europe and the countries who make up the European Union.</p>	<p><u>History</u> <u>Ancient Greece</u> Learn about the job of an archaeologist. What do artefacts tell us about Ancient Greek life? Do Ancient Greek myths have any historical truth? E.g. Battle of Troy.</p> <p>Various forms of enquiry and research to find out about Greek Gods and their influences today. Consider religious, ethical, social and cultural diversity of Ancient Greeks. Make comparison about life in Greece then & now.</p>	<p><u>History</u> <u>Venerable Bede and St. Cuthbert</u> Visit to Durham Cathedral to learn about the Cathedral, Venerable Bede and St. Cuthbert. What was life like for a monk during the time of Venerable Bede and St. Cuthbert.</p> <p><u>Geography</u> Plan a route to Durham Cathedral from our school - Comparing the rivers Tyne and Wear Where is Lindisfarne and Holy island. A very brief study of Durham & the fact it is on the River Wear (not the Tyne). The county is- Tyne & Wear.</p>	<p><u>Geography</u> <u>Coastal Features</u> Investigate and have knowledge about Physical and human features of coastlines including cliffs, headlands, bays, stacks, stumps and a range of coastal defences. King Edward's Bay - Tynemouth and Blyth Beach Consider the structure of a cliff face and beach below. Compare and link to the class novel Iron Man.</p> <p><u>Sustainability linked to Geography</u> Identify the Arctic and Antarctic Circle on maps and digital maps - link to global warming and the effects on our planet.</p>
Year 4	<p><u>History</u> <u>Romans</u> Teach the terms 'invade' and 'settle'. Place Celtic and Roman periods on a timeline. Research Celtic and Roman way of life. Make inferences from archaeological evidence at Segedunum. Locate where Romans came</p>	<p><u>Geography</u> <u>Mapping skills</u> Using Ordnance Survey symbols and keys to identify farm land within a county of the UK. Locate the setting of Charlotte's Web on maps, atlases, globes and digital computer mapping. Using four</p>	<p><u>Geography</u> <u>Natural Disasters</u> Well-known Natural Disasters from the recent and distant past which have had lasting effects on society and landscapes. Case studies. World perspective on climate change. World disasters caused</p>	<p><u>Geography - Asia and India</u> Use globes, atlases, maps & Google Earth to locate the continents and oceans of the world. Identify countries within Asia on a world map. Identify India on a map and recognise significant physical features such as mountains, rivers and surrounding seas.</p>	<p><u>History</u> <u>Anglo Saxons and Vikings</u> Explore what Britain was like before the Anglo Saxon and Viking invasions. Understand who the Anglo Saxons were and where they came from - locate Anglo Saxon Kingdoms and settlements. Compare and contrast life in different</p>	<p>The development of technology overtime and the impact on work / life etc. Cars computers, cameras, telephones, toys etc. Track one particular item overtime to see how it has evolved. How have inventions become more useful?</p>





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	<p>from on a world map and revise the concept of Europe. Why are they called Romans? Use internet and digi-maps to plan journey to Segedunum. Sketch 'birds - eye view' of Segedunum site from tower.</p>	<p>figure grid references. Comparison of farm life within the story of Charlotte's Web and life in Dunston or farms in the North East. Can we predict where the story Charlotte's Web is set and give reasons for our own predictions.</p>	<p>by climate change eg. Tsunamis, flooding, volcanic eruption etc. Focus disasters and map work around North and South America . Identify low lying and higher ground -flooding. Map work of tectonic plate boundaries and the precaution citizens have to take when living in high risk areas. Land-use patterns and settlements in and around high risk areas. Monitor the school's energy usage.</p>	<p>Compare human and physical features. Investigate types of settlement and land use in India using key terminology such as forest, pastoral, arable, plantations, industrial, desert. Compare climate, wildlife, home, school, employment, city life, economic activity including trade links etc in India using Internet & secondary sources.</p>	<p>periods of time (compare Romans, Anglo Saxons and Vikings). Who were the Vikings and why did they invade? How did the Vikings travel? Explore Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and his death in 1066. Identify changes to building and landscapes - comparing Anglo Saxon times and today. Focus work around Human Geography including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p>	<p>What might be useful in the future? Link with creative story setting for English and scenes and technical drawing for Art. Creating a different Sci-fi world to be used within story writing. Create a detailed map of Sci-fi setting including futuristic landmarks, plotting character journeys and space aged transport. Population trends - will the development of technology have impact on population and employment.</p>
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History and Geography Curriculum Overview - Upper Key Stage Two

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 5	<p><u>History</u> <u>Tudors</u></p> <p>Horrible Histories books & DVD Historical timeline of Tudor Monarchy. Interpret and analyse historical evidence. - Henry VIII - Queen Elizabeth - Crime and punishment - Rich and Poor - Cotes of arms</p> <div data-bbox="358 842 618 919" style="border: 1px solid green; padding: 5px; margin-top: 10px;">  Forest School Link Orienteering </div>	<p><u>Geography</u> <u>The planet Earth and its composition (land and water).</u></p> <p>Locate the worlds countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrate on their environmental regions, key physical and human characteristics. Use six figure grid references. Teach the equator, continents, world map skills to learn capital cities & flags. Why is water so important to our planet?</p> <div data-bbox="658 948 918 1024" style="border: 1px solid green; padding: 5px; margin-top: 10px;">  Forest School Link Orienteering </div>	<p><u>Geography</u> <u>Rainforest</u></p> <p>Obtain information from maps, atlases & Google Earth - latitude, longitude, equator, tropic of Cancer & Capricorn, Arctic and Antarctic. Continue learning about world weather patterns and their impact. Research climates, biomes, vegetation belts. Make maps and plans. Identity the rainforests of the world on a map. What are the geographical features of a rainforest? What is the climate of a rainforest? Differences between tropical and temperate rainforests.</p>	<p><u>Geography</u></p> <p>Mapping skills relating to the magical world of Harry Potter, Hogwarts and Diagon Alley. Six figure grid references, locating specific places around Hogwarts eg Quiddich pitch, Hagrid's hut. Investigating land elevation in and around Hogwarts grounds. Cross section of land.</p>	<p><u>History</u> <u>Victorians</u></p> <p>Queen Victoria, Prince Albert and the monarchy Key events in their life and reign. * Prepare the children from the early Spring Term to know they are expected to go to Beamish in a Victorian outfit. All staff and volunteers included. (Victorian toys & some costumes already in school). Victorian Life - life, work, industrial revolution, childhood, Schools, costumes, toys</p> <p><u>Geography</u></p> <p>Revise the previously learned knowledge regarding the Dunston Staiths & the import and export from docks in front of our school. mapping skills - comparing land use from the past to present day. Compare Dunston past and present through use of sources - photographs, maps, plans etc.</p>	<p><u>History</u></p> <p>Victorian Dunston How did Dunston Change during Victorian times Industrial revolution Ancestors Famous Victorians from the North East e.g. Timothy Hackworth , Geordie Ridley</p>
Year 6	<p><u>Geography</u> <u>Features of a river</u> (3 phases). Journey of a river. Describe human and physical features of a <u>wide range</u> of places. Make good comparisons confidently. Recognise ways in which places can be interdependent. Mapping skills.</p>	<p><u>Geography</u></p> <p>Weather of Egypt & proximity to Equator. Importance of The River Nile. Study of the importance of the River Nile & compare to the importance of the River</p>	<p><u>History</u> <u>WWII</u></p> <p>Investigation of life during 1940's wartime. Opportunity for pupils to see first-hand a range of historical artefacts. Dig for Victory - work with Y5 to plant & maintain one of the allotment beds every year. Key events, key people, evacuation, rationing, comparing locations, countryside and city, blitz, shelters etc.</p>	<p><u>Geography</u></p> <p>Investigate economic activity including trade links in our local area, nationally and worldwide. (Case study of local Team</p>		



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	<p>Learning about rural location and contrast with urban. Mapping skills. Ordnance survey six figure grid reference & using keys.</p> <p>Orienteering. North & South Tyne meet at Hexham & Tyne starts at Alston</p> <p>Field work and sketches of the River Tyne.</p> <p>One lesson on Dunston and how the river influenced the land use in Dunston and surrounding areas- pupils have prior knowledge from Y3 and Y5 about historical Dunston.</p> <div data-bbox="353 635 613 715"><p>Forest School Link Orienteering</p></div>	<p>Tyne (children have prior knowledge of Tyne study).</p> <p><u>History</u></p> <p>Ancient Egypt Wonders Of The World Timeline Historical Events - Place Them In History Tombs, pyramids, kings, gods & goddesses, mummification, hieroglyphics, rituals etc.</p>	<p><u>Geography</u></p> <p>Identifying significant places and events of WWII on a world map.</p> <p>Identify where children might have been evacuated to on a map of UK - contrasting locations of city and countryside.</p> <p>How did the war end?</p>	<p>Valley Trading Estate)</p> <div data-bbox="1570 272 1823 376"><p>British Values Link Democracy, Mutual Respect, Citizenship</p></div>	
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