History and Geography Curriculum Overview – EYFS & Key Stage One

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| **Year group**  **Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **EYFS**  **Understanding the World**  **Specific Area**  **Outdoor Learning Link to Weather and seasonal Changes**    **Outdoor Learning Link to Weather and seasonal Changes** | 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)  **British Values Link**  Mutual Respect  Tolerance | 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.  **British Values Link**  The Rule of Law  Tolerance  **British Values Link**  The Rule of Law  Tolerance | 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

Red Text – History in the local area. Blue Text – Geography in the local area

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| **Year group**  **Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **Year 1**  **Outdoor Learning Link to Weather and seasonal Changes** | Geography  Me and My Family Where I Live  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. | History  Toys from The Past  Discuss & compare toys from today & in the past.  Explain why children had different toys in the past (material/ culture). | History  Homes and Buildings from The Past  Identify & compare different types of houses.  Identify old and new houses.  Which other buildings look old  To give opinions on homes and their interiors. | History  Famous People from The Past  There are famous people from the past who were real but people feel they have special qualities.  Florence Nightingale, Robin hood, Three Musketeers. | Geography  Contrasting Places  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 | Geography  Describing Coastal Environments  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  Plastic pollution at the bottom of the sea.  **Sustainability**  **Link** |
| **Year 2**  **Outdoor Learning l Link to Weather and seasonal Changes** | Geography  Maps and Routes  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. | Geography  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 | History  Great Fire of London  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.  Geography  Locate London and Newcastle / Gateshead on map. Historical maps and compare to present day. | Georgraphy  To observe weather and seasonal changes. | Geography  Contrasting habitats  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. | Geography  Weather forecasts  Compare the Northumberland coastline to Gateshead (Field work)  Arial photographs of Dunston and Gateshead  Map and atlas work  History  Famous People and historical facts George Stephenson & Grace Darling  Newspaper articles, diary entry, looking at artefacts and historical sources.  Key facts and events on a timeline |

History and Geography Curriculum Overview – Lower Key Stage Two

Red Text – History in the local area. Blue Text – Geography in the local area

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| **Year group**  **Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **Year 3** | History & Geography  History of Dunston  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). | History  The Stone Age  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.  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 Parliament.  **British Values Link**  The Rule of Law  Consequences | History  Ancient Greece  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.  Geography  Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere and the tropics 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. | History  Ancient Greece  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.  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. | History  Venerable Bede and St. Cuthbert  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.  Geography  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. | Geography  Coastal Features  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.  **Sustainability linked to Geography**  **Sustainability**  **Link**  Identify the Arctic and Antarctic Circle on maps and digital maps - link to global warming and the effects on our planet. |
| **Year 4** | History  Romans  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 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. | Geography  Mapping skills  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 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. | Geography  Natural Disasters  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 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. | Geography – Asia and India  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. 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. | History  Anglo Saxons and Vikings  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 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. | History  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?  What might be useful in the future?  **Fossil Fuels**  What are fossil fuels  Why is it important to reduce them?  What can you do to help reduce them what are the government and world leaders doing about them? What are the consequences of NOT reducing Fossil Fuels? what effect is this having upon wildlife / people. Why are the ice caps melting and how will this impact upon us?  **Sustainability**  **Link**  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. |

History and Geography Curriculum Overview – Upper Key Stage Two

Red Text – History in the local area. Blue Text – Geography in the local area

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| **Year group**  **Subject** | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| **Year 5** | History  Tudors  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  **Outdoor Learning Link**  **Orienteering** | Geography  The planet Earth and its composition (land and water).  Locate the worlds countries using maps to focus on Europe (including the location of Russia), concentrate on their environmental regions, key physical and human characteristics.  Teach the equator, continents, world map skills to learn capital cities & flags.  Why is water so important to our planet?  Image result for woodland tree  **Outdoor Learning Link**  **Orienteering** | Geography  Rainforests and the Americas  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.  Locate the worlds countries using maps to focus on North and South America, concentrate on their environmental regions, key physical and human.  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.  **Sustainability**  **Link** | Geography  Maps and Plans  Make maps and plans  Mapping skills relating to the magical world of Harry Potter and Hogwarts.    Six figure grid references, locating specific places around Hogwarts eg Quiddich pitch, Hagrid’s hut and compare to our school grounds. | History  Victorians  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  Geography  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. | History  Victorian Dunston  How did Dunston Change during Victorian times?  Industrial revolution  Ancestors Famous Victorians from the North East e.g. Timothy Hackworth, Geordie Ridley |
| **Year 6** | **Geography**  **Features of a river** (3 phases). Journey of a river. Describe human and physical features of a **wide range** of places. Make good comparisons confidently. Recognise ways in which places can be interdependent. Mapping skills. Learning about rural location and contrast with urban. Mapping skills. Ordinance survey six figure grid reference & using keys. Orienteering. North & South Tyne meet at Hexham & Tyne starts at Alston  Field work and sketches of the River Tyne.  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.  **Outdoor Learning Link**  **Orienteering**  Image result for woodland tree | Geography  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 Tyne (children have prior knowledge of Tyne study).  History  Ancient Egypt  Wonders Of The World  Timeline Historical Events – Place Them In History  Tombs, pyramids, kings, gods & goddesses, mummification, hieroglyphics, rituals etc. | History  WWII  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.  Geography  Identifying significant places and events of WWII on a world map.  Identify where children might have been evacuated to on a map of UK – contrasting locations of city and countryside.  How did the war end? | | Geography  Investigate economic activity including trade links in our local area, nationally and worldwide. (Case study of local Team Valley Trading Estate)  **British Values Link**  Democracy, Mutual Respect, Citizenship | Mayan Civilisation  An introduction to the ancient Maya - homes, farming, clothing, trade, architecture, Maya maths and the calendar.  What did the ancient Maya believe? Pakal the Great. The Maya empire – growth and decline. |