**Geography Curriculum Overview**

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| Year group | **Autumn Term** | **Spring Term** | **Summer term** |
| Y1/2 | **Wonderful Weather**  Name weather types in the UK.  • Identify daily changes in weather.  • Identify seasonal changes across a year.  • Recognise weather symbols.  • Use world maps and globes to identify the UK and begin to locate other countries.  • Explain some dangers of the weather.  • Locate hot and cold countries of the world.  • Make comparisons between different places studied.  • Make simple observations about the weather in the UK.  • Use basic subject specific vocabulary.  • Ask simple geographical questions.  • Develop presentation skills. | **Our Country**  Name the four countries of the UK, capital cities and surrounding seas.  • Begin to know the differences between town and country locations.  • Use a range of maps (world, country, street maps, aerial views and plans) to locate places and  landmarks.  • Begin to know simple features of the countries of the UK.  • Use aerial photographs to recognise basic human and  physical features.  • Produce a journey line.  • Describe human and physical features of the capital city London.  • Use internet mapping programmes to observe aerial views.  • Compare the capital cities London and Brasilia.  • Use world maps and globes to begin to locate some continents and countries | **Beside the Seaside**  • use key words to describe different places,  including seaside locations;  • locate their nearest seaside resort on a map and begin to locate some seaside resorts of the  UK;  • explain that seaside resorts can be found in the UK and worldwide;  • begin to classify key features of places into ‘natural’ and ‘man-made’;  • observe aerial photographs of seaside locations to recognise basic human and physical features;  • understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past;  • describe a UK seaside resort (St.Ives, Cornwall) in detail using a range of information;  • explain how an island is different from the mainland and locate some of the main British islands using an atlas;  • visit a seaside resort to carry out fieldwork and observations;  • use and follow simple compass directions (NESW);  • plan and follow routes on a map using map symbols; |
| Y2/3 | **The UK**  Name the countries of the UK, capital cities, surrounding seas and a range of other major cities and landmarks.  • Identify similarities and differences between the countries of the UK.  • Identify national flags and emblems.  • Explain some of the pros and cons of town and country locations.  • Explain the differences between London and their own local city.  • Explain similarities and differences between Brasilia  and London and can give reasoned explanations.  • Identify a range of human and physical features in aerial photographs.  • Use a variety of maps to locate places and landmarks  independently.  • Use world maps and globes to locate and name a range of continents and countries. | **Extreme Earth**  Name the layers that make up the Earth.  • Name the key parts of a volcano.  • Show where most volcanoes are found.  • Explain how to keep safe during an earthquake.  • Describe a tsunami.  • Describe the damage caused by a tsunami.  • Explain how tornadoes form.  • Describe how scientists collect data about storms. | **Sensational Safari**  Explain where Kenya is located in the world and find Kenya on  a world map or globe.  • Draw a map of Kenya and locate the capital city, some main  cities and oceans.  • Understand what some aspects of Kenyan life are like.  • Identify the features of a national park and begin to explain the difference to a game reserve.  • Describe some differences and similarities between Kenya  and the UK.  • Begin to understand the importance of tourism to Kenya.  • Draw a freehand map of Kenya.  • Draw a map of a national park and begin to consider the location of key features.  • Identify animals that live in Kenya and begin to explain the  concept of ‘endangered species’.  • Confidently use compass directions to move around a map.  • Use an atlas/globe to locate accurately places and landmarks  in Kenya.  • Ask geographical questions |
| Y4/5 | **Water**  • Describe water in its solid, liquid and gaseous state.  • List the main events in the water cycle.  • Explain that changes in temperature cause evaporation and condensation.  • Explain that water has to be cleaned for drinking.  • List different types of flooding.  • Describe how flooding affects communities. | **All around the World**  Locate the Equator on a map and globe.  • Locate the Northern Hemisphere on a map and globe.  • Locate the Southern Hemisphere on a map and globe.  • Find the North and South Poles on a globe or map.  • Identify lines of latitude on a map.  • Identify lines of longitude on a map.  • Identify the Arctic Circle on a globe or map.  • Identify the Antarctic Circle on a globe or map.  • Identify the location of the Tropics of Cancer and Capricorn.  • Identify differences between the UK and the tropics.  • Identify the location of the Prime Meridian.  • Find the local time in another city using time differences | **Marvellous Maps**  Use an index to find a place name.  • Find the correct page in an atlas by using the index.  • Explain why maps have symbols on them.  • Recognise some map symbols on an Ordnance Survey map.  • Give co-ordinates by going across first and then up.  • Find a location from four-figure coordinates.  • Find differences between photographs of the same location.  • Find similarities between photographs of the same location.  • Find differences between maps of the same location. |
| Y5/6 | **Marvellous Maps**  Use a key to identify physical features.  • Explain what makes a good map symbol.  • Find a location from six-figure co-ordinates.  • Give six-figure co-ordinates for a location.  • Suggest what the differences they have seen might tell them about why a place has changed. | SATS | **Raging Rivers**  List the main events in the water cycle.  • Use the index in an atlas to find rivers.  • Describe the place in which the source of a river is  found.  • List some features of a river's upper course.  • List some features of a river's middle course.  • List some features of a river's lower course.  • Describe how water erodes a riverbank.  • Describe how deposition changes the shape of a river.  • List some ways that rivers are used.  • List some advantages for different uses of a river.  • List some disadvantages for different uses of a river.  • Describe what a dam is.  • Give the location of one major dam. |

**History Curriculum Overview**

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| Year group | Autumn term | Spring term | Summer term |
| Y1/2 | **Gunpowder plot**  Objectives:  • Talk about some of the key events and people involved in the Gunpowder Plot.  • Explain why the Gunpowder Plot happened.  • Sequence the main events of the Gunpowder Plot. | **Nurturing Nurses**  Objectives:  Provide some criteria about what makes a person significant in history.  • Talk about what they know about Florence Nightingale, Mary Seacole and Edith Cavell.  • Know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today. | **Great Explorers**  Objectives:  • Provide some criteria about what makes a person significant in history.  • Talk about what they know about the great explorers studied in this unit.  • Know how some of these great explorers have helped us to understand more about  the world and beyond. |
| Y2/3 | **War and Remembrance**  Objectives:  Talk about some of the key events and countries involved in the First World War.  • Recall key facts about the life of Walter Tull and why he is significant in history.  • Describe some experiences of men, women and animals involved in the First World War.  • Explain what happens on Remembrance Day and why it is marked. | **Romans**  Objectives:   * Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives * To understand where the Roman Empire began. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information * Understand how our knowledge of the past is constructed from a range of sources. | **Egypt**  Objectives:  ...all children should be able to:  • Understand what was important to people during ancient Egyptian times.  • Compare the powers of different Egyptian gods.  • Find Egypt on a map.  • Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding  the use of hieroglyphs as a form of  communication and recording. |
| Y4/5 | **World War 2**  Objectives:  say when the war started;  • tell you some of the countries and key individuals involved;  • recall some details about key events;  • describe what evacuation and rationing were, explain how they worked and how different people were affected;  • describe some of the jobs women did during the war;  • describe what the holocaust was and who suffered as a result. | **Anglo Saxons**  Objectives:  Say who the Anglo-Saxons and Scots were and when and why they invaded Britain.  • Be able to explain some key features of life in Anglo-Saxon Britain.  • Describe some artefacts that have been discovered. | **Shang Dynasty**  Objectives:  Pinpoint the location of the Shang on a map of China and describe and name some cities and physical features of the land.  • Describe the roles of different members of Shang society and know where they fitted in the Shang social hierarchy.  • Describe a range of artefacts and know what they were made of and what they were used for.  • Explain what oracle bones were and how the Shang used them. |
| Y5/6 | **World War 2**  Objectives:  offer reasons to explain why the war started;  • explore the significance of key events;  • explain how and why the changing role of women was significant to the war effort;  • recall key facts about rationing, evacuation and the holocaust. | **Maya Civilisation**  Objectives:  Say where the ancient Maya people lived, naming some major features and cities in them.  • Know some of the main Maya gods and what they represented.  • Read and write some basic Maya numbers, explaining what syllabograms and logograms are.  • Know that corn and chocolate were important foods and be able to identify some reasons for this. | **Egypt**  Objectives:  Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of  many ancient Egyptian people.  • Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  • Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.  • Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'.. |