**Geography Curriculum Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 andlandmarks.• Begin to know simple features of the countries of the UK.• Use aerial photographs to recognise basic human andphysical 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 theUK;• 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 Brasiliaand 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 landmarksindependently.• 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 ona world map or globe.• Draw a map of Kenya and locate the capital city, some maincities 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 Kenyaand 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 theconcept of ‘endangered species’.• Confidently use compass directions to move around a map.• Use an atlas/globe to locate accurately places and landmarksin 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 isfound.• 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**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 aboutthe 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 understandingthe use of hieroglyphs as a form ofcommunication 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 ofmany 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'.. |