

Class 1 History and Geography Curriculum.

| Cycle A <u>Geography</u> | | | | | |
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| All about me | Toy Box | Homes | Fur, Feet and Feathers | Into the Woods | Dinosaur Roar |
| <p><u>EYFS: Understanding the World</u> <u>People and communities</u> Show interest in the lives of people who are familiar to them. Show interest in different occupations and ways of life . Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> | <p><u>EYFS: Understanding the World</u> <u>People and communities</u> Can talk about some of the objects they have observed Talk about why things happen and how things work. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p><u>EYFS: Understanding the World</u> <u>The World</u> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> | <p><u>EYFS: Understanding the World</u> <u>The world</u> Show care and concern for living things and the environment. Know about similarities and differences in relation to places and living things. Talk about the features of their own immediate environment</p> | <p><u>EYFS: Understanding the World</u> <u>The World</u> Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes.</p> | <p><u>EYFS: Understanding the World</u> <u>The World</u> <u>The world</u> Look closely at similarities, differences, patterns and change.. Know about similarities and differences in relation to places, object and living things. Talk about how environments might vary from one another. Make observations of animals and plants and explain why some things occur and talk about changes.</p> |
| <p>Know the names of the four countries in the UK and locate them and Stow on the map.</p> <p>Know how the weather changes throughout the year and name the seasons.</p> | | <p>Know where they live and tell someone there address.</p> <p>Name and locate some places in their locality</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p> | <p>Look at land use in local area.</p> <p>Name and locate some places in their locality, the UK and wider world</p> | <p>Answer questions about the weather.</p> | <p>Describe some places and features using basic geographical vocabulary.</p> <p>Point to the north and south pole in an atlas or globe.</p> <p>Know the four main points on a compass: North, South, East and West.</p> |
| <p>A weather chart is completed daily where the children discuss the weather and note the changes.</p> | | | | | |

Class 1 History and Geography Curriculum.

Cycle A

| Cycle A <u>History</u> | | | | | |
|---|--|--|--|---|--|
| All about me | Toy Box | Homes | Fur, Feet and Feathers | Into the Woods | Dinosaur Roar |
| <p><u>EYFS: Understanding the World</u> <u>People and communities</u> Remember and talk about significant events in their own experience. Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family. Enjoy joining in with family customs and routines.</p> | <p><u>EYFS: Understanding the World</u> <u>People and communities</u> Talk about past and present events in their own lives in the lives of family members <u>The World</u> Talk about why things happen and how things work .Develop an understanding of changes over time.</p> | <p><u>EYFS: Understanding the World</u> <u>People and communities</u> Show interest in different occupations and ways of life <u>The world</u> Talk about the features of their own immediate environment and how environments might vary. Develop an understanding of changes over time.</p> | <p><u>EYFS: Understanding the World</u> <u>The world</u> Look closely at similarities, differences, patterns and change.</p> | <p><u>EYFS: Understanding the World</u> <u>The world</u> Develop an understanding of growth, decay and changes over time. Make observations of animals and plants and explain why some things occur and talk about changes.</p> | <p><u>EYFS: Understanding the World</u> <u>The world</u> Look closely at similarities, differences, patterns and change. Know about similarities and difference in relation to places, objects, materials & living things. Make observations of animals and plants and explain why some things occur and talk about changes.</p> |
| <p>Y1: Use words and phrases like old, new and a long time ago. Know about changes that have happened since they were born. Give examples of things that were different when their grandparents were children.</p> | <p>Y1: Order and sequence some familiar events and objects. Spot old and new toys in a picture. Use words and phrases like before, after, past, present, then and now. Identify some similarities and differences between ways of life at different times. Give examples of toys that were different when</p> | <p>Y1: Know about changes to homes since they were born. Use words and phrases like old, new and a long time ago. Spot old and new household items in a picture. Identify some similarities and differences between ways of life at different times. Significant event: Stow Horse Fair</p> | <p>Y1: Significant others: Beatrix Potter. Know about someone famous who lived near our town. How farming has changed around Stow over time.</p> | <p>Y1: Ask and answer questions about old and new objects e.g.acorn to oak tree. “Harry’s Hazelnut “ Story Sack</p> | <p>Y1: Ask and answer questions about old and new objects e.g. fossils Use words and phrases like old and a long time ago. Use words and phrases like before, after, past, present, then and now. Significant event: Discovery of first dinosaur bones in Oxfordshire.</p> |



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| | <p>their grandparents were children.</p> <p>Know why there is a monument in the town centre (Remembrance).</p> <p>Retell some events from beyond their living memory which are significant nationally or globally.</p> <p>Significant individual from the past: Guy Fawkes.</p> | | | | |
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Class 2 History and Geography Curriculum.

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| Cycle A <u>Geography</u> | | |
| Fighting Fit | Up and Away | Island Explorers |
| <ul style="list-style-type: none"> Describe a place outside of Europe using geographical vocabulary. | <ul style="list-style-type: none"> Name the capital cities of England, Scotland, Wales and Ireland. Understand what a Capital City is. Know about the facilities that a village, town and city may need and give reasons. | <ul style="list-style-type: none"> Name and locate the world's continents and oceans. Describe places and features using simple geographical vocabulary – compare a small area of the UK to St. Lucia. Know some of the main features in hot place e.g. beach, coast, ocean. Know some features of an island. Know what clothes to wear in hot places Point to the equator in an atlas and globe. Make observations about features that give places their character. Know how jobs may be different in other locations. |
| Cycle A <u>History</u> | | |
| Fighting Fit | Up and Away | Island Explorers |
| <ul style="list-style-type: none"> Know how some people have helped us to have better lives. Recount the life of someone famous from Britain who lived in the past and know what they did to make the world a better place (Mary Seacole and Florence Nightingale). understand that there are reasons why people in the past acted as they did sequence events and objects – closer in time using a reference book. Know what certain objects from the past might be used for. Recognise that their own lives are similar and/or different from the lives of people in the past. Use common words and phrases concerned with the passing of time. | <ul style="list-style-type: none"> Know about events beyond living memory that are significant nationally and globally (first aeroplane flight). Know about the life of significant individual in the past who have contributed to national and international achievements (Neil Armstrong and Amelia Earhart). Use common words and phrases concerned with the passing of time. Order dates from earliest to latest on simple timelines. | <ul style="list-style-type: none"> Know about the life of significant individual in the past who have contributed to national and international achievements (Christopher Columbus). Compare the life and achievements of Christopher Columbus to a modern explorer. Retell some events from beyond their living memory which are significant nationally or globally. Use common words and phrases concerned with the passing of time. |

| Cycle A Geography | | |
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| Rainforests | Britain Through the Decades | Ancient Egypt |
| <ul style="list-style-type: none"> Revise locations and names of the continents on a world map. Name and locate the Equator and the Northern and Southern Hemispheres. Name and locate the Tropics of Cancer and Capricorn On a World Map, locate areas of similar environmental regions and understand how these regions have changed over time. Describe and understand key aspects of biomes and vegetation belts. Name some countries where rainforests are found. Understand that rainforests are found near the equator. Describe the climate of rainforests Name the four layers in a rainforest and understand what the climate is like in each layer. Compare a rainforest with a UK forest. | <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Make observations about places and features that change over time. | <ul style="list-style-type: none"> Name and locate the Tropics of Cancer and Capricorn. |
| Cycle A History | | |
| Rainforests | Britain Through the Decades | Ancient Egypt |
| <ul style="list-style-type: none"> Explore changes over time – using a timeline. | <ul style="list-style-type: none"> Identify where people and events fit into a chronological framework. Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. Explore links and contrasts within and across different periods of time. Use dates and historical terms when ordering events and objects on a timeline. Describe and give reasons for some historical changes Explore trends and changes over time – using a timeline. A study of a significant turning point in British history - the first railways or the Battle of Britain. | <ul style="list-style-type: none"> Understand the achievements of the earliest civilisations – in depth study of Ancient Egypt. Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Understand and use more complex historical terms – e.g – BC/AD Explore links and contrasts within and across different periods of time. Describe and give reasons for some historical changes Understand what was important to people during ancient Egyptian times. Understand why mummification was important. Identify and describe some Egyptian gods. Compare the powers of different Egyptian gods. |

History and Geography Curriculum Map

Class 4

| Cycle A Geography | | |
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| <p align="center">Earthquakes / Volcanoes</p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Use geographical language to identify and explain some aspects of human and physical features and patterns. On a World Map, locate areas of similar environmental regions Describe and understand key aspects of volcanoes and earthquakes. Locate some of the most famous volcanoes. Name and describe all the layers that make up the earth. Name key parts of a volcano. Explain how to keep safe during an Earthquake. | <p align="center">Mayan Civilisation</p> <ul style="list-style-type: none"> Name and locate an increasing range of places in the world. Name and locate the Tropics of Cancer and Capricorn. | <p align="center">Around the World</p> <ul style="list-style-type: none"> Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Identify longitude and latitude. Name and locate an increasing range of places in the world including globally and topically significant features and events. Explore fair/unfair distribution of resources (Fairtrade) Understand and explain latitude and longitude. Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. |
| Cycle A History | | |
| <p align="center">Earthquakes / Volcanoes</p> <ul style="list-style-type: none"> Use dates and historical terms when ordering events and objects on a timeline. | <p align="center">Mayan Civilisation</p> <ul style="list-style-type: none"> Understand and use more complex historical terms – e.g – BC/AD Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Describe key aspects of a non-European society which provides contrast with British history – Mayan civilisation AD 900. Study different aspects of different people – e.g. differences between men and women in a historical context Understand where the Ancient Maya lived and name the major features and cities in them Know some of the Mayan gods and what they represented Read and write some Mayan numbers, explaining what syllabograms and logograms are. Know some of the important foods for the Mayans. | <p align="center">Around the World</p> |

History and Geography Curriculum Map

Class 5

| Cycle A Geography | | |
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| Ancient Sumer | Benin | Mountains and Deserts |
| <ul style="list-style-type: none"> Describe where in the world ancient Sumer was. | <ul style="list-style-type: none"> Name and locate an extensive range of places in the world including globally and topically significant features and events. | <ul style="list-style-type: none"> Describe and understand key aspects of mountains and deserts. Name and locate an increasing range of places in the world including globally and topically significant features and events. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Understand and explain latitude and longitude. Explain some links and interactions between people, places and environments. Explain different ways areas of higher ground are shown on a map. Understand and explain how different mountains are created. Understand the pros and cons of tourism and why people might want to visit mountains. Describe and identify similarities and differences between mountain climates. |
| Cycle A History | | |
| Ancient Sumer | Benin | Mountains and Deserts |
| <p>Understand the achievements of the earliest civilisations – in depth study of Ancient Sumer.</p> <ul style="list-style-type: none"> Demonstrate more in-depth knowledge of one specific civilisation Use dates and appropriate historical terms to sequence events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Compare life in the early and late stages of ‘times’ studied Describe how advances made in ancient Sumer have impacted the wider world. Describe some key features of this early civilisation. Describe some artefacts that have been discovered. Compare beliefs and behaviour with another time studied. | <ul style="list-style-type: none"> Describe key aspects of a non-European society which contrasts to British history – Benin AD 900 - 1300. Compare beliefs and behaviour with another time studied. Study different aspects of different people – e.g. differences between men and women in a historical context Explore beliefs, behaviour and characteristics of people, recognising not everybody shares the same views and opinions. Describe links and contrasts within and across different periods of time including short-term and long-term time scales. Recall key facts and terms about the Benin Kingdom as well as important dates. Discuss the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15th Century. | |



**Stow-on-the-Wold
Primary School**
Heart Hand Mind

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