

Class 1 History and Geography Curriculum

Cycle B <u>Geography</u>					
Marvellous Me	Material World	Frozen	Gardeners World	Hot Places	Buckets and Spades.
<p>EYFS: Understanding the World <u>People and communities</u></p> <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Show interest in different occupations and ways of life. <p>*Enjoy joining in with family customs & routines.</p>	<p>EYFS: Understanding the World <u>The World</u></p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Children know about similarities and differences in relation to objects, and materials 	<p>EYFS: Understanding the World <u>People and communities</u></p> <p>Show interest in different occupations and ways of life.</p> <p><u>The world</u></p> <p>Look closely at similarities, differences, patterns and change.</p>	<p>EYFS: Understanding the World <u>The World</u></p> <p>Children know about similarities and differences in relation to places and living things.</p>	<p>EYFS: Understanding the World <u>The World</u></p> <p>Children know about similarities and differences in relation to places and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>EYFS: Understanding the World <u>People and communities</u></p> <p>Children know about similarities and differences between themselves and others, and among communities .</p> <p><u>The World</u></p> <p>Children know about similarities and differences in relation to places, objects and living things.</p> <p>They talk about how environments might vary from one another.</p> <p>They make observations of sea life.</p>
<p>Y1: Know the names of the four countries in the UK and locate them on the map.</p> <p>Know where they live and can tell someone their address.</p> <p>Share likes and dislikes about where they live.</p>	<p>Y1: Know which clothes they would wear in different weather conditions.</p> <p>Know how the weather changes throughout the year and name the seasons.</p>	<p>Y1: Know about some of the features of cold places.</p> <p>Can point to the North and South poles on an atlas and globe.</p> <p>Know which clothes they would wear in cold places.</p>	<p>Y1: Answer questions about the weather.</p>	<p>Y1: Know some of the features of hot places.</p> <p>Know which clothes they would wear in hot places.</p> <p>Point to the equator on an atlas or globe.</p> <p>Know the four main directions on a compass.</p>	<p>Y1: Know about some of the features of an island.</p> <p>Know which clothes they would wear in a hot place.</p>
<p>A weather chart is completed daily where the children discuss the weather and note the changes through the seasons.</p>					

Cycle B <u>History</u>					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades.
<p>EYFS: Understanding the World <u>People and communities</u></p> <p>Show interest in the lives of people who are familiar to them. Remember and talk about significant events in their own experience. Recognise and describe special times or events for family or friends. 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>EYFS: Understanding the World <u>The World</u></p> <p>Children know about similarities & differences in relation to places, objects, and materials</p>	<p>EYFS: Understanding the World <u>People and communities</u></p> <p>Show care and concern for living things and the environment. <u>The World</u> Know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>EYFS: Understanding the World <u>The World</u></p> <p>Develop an understanding of growth, decay and changes over time. Children talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>EYFS: Understanding the World <u>The World</u></p> <p>Talk about how environments might vary from one another. Talk about changes.</p>	<p>EYFS: Understanding the World <u>People and communities</u></p> <p>Children talk about past and present events in their own lives and in the lives of family. Talk about how environments may have changed.</p>
<p>Y1: Know about some changes that have happened since they were born, e.g. toys, baby photos</p> <p>Use words and phrases like old and new and a long time ago.</p> <p>Give examples of things that were different when my grandparents were children.</p>	<p>Y1: Give examples of clothes that were different when my grandparents were children,</p> <p>Know why there is a monument in the town centre (Remembrance).</p> <p>Significant individual from the past: Guy Fawkes.</p>	<p>Y1: Significant individual: Captain Scott of the Antarctic.</p>	<p>Y1: Significant individual: Edward Beard Budding (Inventor of the lawnmower) from Stroud.</p> <p>How gardening tools have changed over time.</p>		<p>Y1: How seaside holidays have changed over time.</p> <p>Spot old and new things in a picture.</p> <p>Use words and phrases like before, after, past, present, then and now.</p> <p>Know how to ask and answer questions about old and new objects.</p> <p>Significant individual: Mary Anning.</p>

Class 2 History and Geography Curriculum

Cycle B Geography		
Life in the Cotswolds	London's Burning	Oceans and Seas
<ul style="list-style-type: none"> • Know the names of the four countries that make up the UK and locate them on a map. • Name the capital cities of England, Scotland, Wales and Ireland. • Locate Stow on a map. • Know about the facilities that a village, town and city may need and give reasons. • Know the key features of a place using words like forest, hill, mountain, and valley. • Make observations about features that give places their character. • Know and use the directional vocabulary near, far, left and right to explain where a location is. 	<ul style="list-style-type: none"> • Name the capital cities of England, Scotland, Wales and Ireland. • Locate London on a map of the UK. • Understand what a Capital City is. • Express their views on some features of their environment e.g. what they do or do not like. • Know how jobs may be different in other locations. • Describe places and features using simple geographical vocabulary. 	<ul style="list-style-type: none"> • Name the world's oceans and locate them on a map. • Name and locate the continents of the world on a map. • Describe a place outside Europe using geographical vocabulary. • Know the four main directions on a compass. • Focus on the Pacific Ocean and the Great Barrier Reef. • Compare Stow to the Galapagos islands focusing on the physical and human geography.
Cycle B History		
Life in the Cotswolds	London's Burning	Oceans and Seas
<ul style="list-style-type: none"> • Know how some people have helped us to have better lives (Remembrance). • Link to Stow British Legion. • Know and find out things from the past by talking to someone from the older generation. • Develop awareness of significant historical events, people and places in their own locality. • Understand why events happened and what happened as a result. • understand that there are reasons why people in the past acted as they did 	<ul style="list-style-type: none"> • Know about and research the life of a famous person (Samuel Pepys). • Know events beyond living memory that are significant nationally and globally (The Great Fire of London). • Understand why the Great Fire of London spread and eventually stopped. • Know what certain objects from the past might have been used for. • Retell some events from beyond their living memory which are significant nationally or globally. • Understand why events happened and what happened as a result. • Use common words and phrases concerned with the passing of time. • Order and sequence events and objects. • Explain how we know about the Great Fire of London from a variety of primary sources. 	<ul style="list-style-type: none"> • Significant individuals who have contributed to national and international achievements (Charles Darwin). • Identify some of the basic ways in which the past can be represented.

Cycle B Geography		
Stone Age – Iron Age	Gloucestershire	The Romans
	<ul style="list-style-type: none"> • Name and locate a wider range of places in their locality and the UK, including major cities. • Use geographical language to describe some aspects of human and physical features and patterns. • Make observations about places and features that change over time. • Name and locate geographical regions and key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. • Revise locations and names of the continents on a world map. • Know how to plan a journey from Stow to another place in England. • Know and understand why people may choose to live in one place and not another. 	<ul style="list-style-type: none"> • Locate the main countries of Europe.
Cycle B History		
Stone Age – Iron Age	Gloucestershire	The Romans
<ul style="list-style-type: none"> • Understand changes in Britain from the Stone Age to the Iron Age. • Find out and compare everyday lives and how that contrasts to our lives today • Explore trends and changes over time – using a timeline. • Use dates and historical terms when ordering events and objects on a timeline. • Explore links and contrasts within and across different periods of time. • Identify where people and events fit into a chronological framework. • Understand and use more complex historical terms – e.g – BC/AD • Know about how stone age people hunted for their food and what their diet was. • Know about many of the differences between the stone, bronze and iron ages. • Know what people learnt from stone age paintings. • Describe what a typical day would be like for a stone age man, woman or child.. 	<ul style="list-style-type: none"> • Demonstrate knowledge of aspects of history significant in their locality. 	<p>Understand the Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> • Use dates and historical terms when ordering events and objects on a timeline. • Explore links and contrasts within and across different periods of time. • Describe and give reasons for some historical changes • Understand and use more complex historical terms – e.g – BC/AD • Offer a reasonable explanation for some events and how they have impacted our lives. • Find out and compare everyday lives and how that contrasts to our lives today • Know about at least three things that the Romans did for the country. • Know why the Romans needed to build forts in this country. • Know that Rome was a very important place and that many decisions were made there. • I know about the life of at least two famous Romans.

Cycle B Geography		
<p>Anglo-Saxons</p> <ul style="list-style-type: none"> Name and locate a wider range of places in the UK. Demonstrate understanding of how and why some places are similar or different and how and why they change. 	<p>European Study</p> <ul style="list-style-type: none"> Name and locate an increasing range of places in Europe including globally and topically significant features and events. Locate the main countries of Europe. On a World Map, locate areas of similar environmental regions 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. Name and locate capital cities of some European countries. Know the countries which make up the European Union Know some of the trade links in Europe 	<p>Ancient Greece</p> <ul style="list-style-type: none"> Re-cap locate the main countries of Europe.
Cycle B History		
<p>Anglo-Saxons</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots – including Roman withdrawal and the fall of the western Roman Empire. Use dates and appropriate historical terms to sequence events and periods of time. Describe links and contrasts within and across different periods of time including short-term and long-term time scales. Study different aspects of different people – e.g. differences between men and women in a historical context Examine causes and results of great events and the impact of these Know where the Anglo-Saxons came from. Know two famous Anglo-Saxons Use a timeline to show when the Anglo-Saxons were in England. Know that the Anglo-Saxons gave us many words that we use today. 	<p>European Study</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world. Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Use dates and appropriate historical terms to sequence events and periods of time. Compare life in the early and late stages of 'times' studied Offer a reasonable explanation for some events. Explore links and contrasts within and across different periods of time. Identify where people, places and periods of time fit into a chronological framework. Understand the struggle between the Athenians and the Spartans. Know about some of the things that the Greeks gave the world. Know that the Greeks were responsible for the birth of the Olympics. Know that the Greek Gods were an important part of Greek culture.

Cycle B Geography		
<p style="text-align: center;">Stow at War</p> <ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events. Explain some links and interactions between people, places and environments. 	<p style="text-align: center;">Vikings</p> <ul style="list-style-type: none"> 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. Show on a map where the Vikings came from and where they invaded our country. 	<p style="text-align: center;">Rivers and Coastlines</p> <ul style="list-style-type: none"> Describe and understand key aspects of Rivers, Coastlines and the Water Cycle. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments. Know why most cities are situated near rivers. Name and locate many of the world's most famous rivers. Describe how deposition changes the shape of a river. Describe how water erodes a riverbank. Know and understand about the course of a river. Know why ports are important and the role they play in distributed goods around the world. Explore fair/unfair distribution of resources (Fairtrade)
<p>Cycle B History</p>		
<p style="text-align: center;">Stow at War</p> <ul style="list-style-type: none"> A local history study of Stow focussing on the two world wars. Accurately use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Explore beliefs, behaviour and characteristics of people, recognising not everybody shares the same views and opinions. Know key dates, people and times studied. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past Examine causes and results of great events and the impact of these Study different aspects of different people – e.g. differences between men and women in a historical context 	<p style="text-align: center;">Vikings</p> <ul style="list-style-type: none"> A study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Know that Britain was invaded on more than one occasion. Understand that the Anglo-Saxons and the Vikings were often in conflict. Accurately use dates and a wide range of historical terms when sequencing events and periods of time e.g. a timeline to show when the Vikings raids started. Identify where people, places and periods of time fit into a chronological framework. Understand that many of the Vikings came to the country as peaceful farmers. Know key dates, people and times studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. 	<p style="text-align: center;">Rivers and Coastlines</p>



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