

New National Curriculum - History and Geography KS1

*Children to know about the richness and history of our world and develop the skills to find out about it so that:
'they can soar on wings like eagles'.*

Year	Autumn Term	Spring Term	Summer Term
B	<p style="text-align: center;">Telescope from the Moon</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • The Space Race - children will look at the Space Race and study the keys events. • The life of Neil Armstrong - what was his impact on the world? Key events in his life and why we remember him. • Compare Neil Armstrong to Tim Peake - how has space travel changed? • About daily life in the 1960. • About changes in technology during this time. • To compare fashions through the years and compare them to modern fashion. • To look at toys of their grandparents and compare them to modern toys. <p>Skills children will be taught:</p> <ul style="list-style-type: none"> • To use a variety of sources for research - books, Internet etc. • Interview skills to use eye witness accounts for events that occurred/what it was like. 	<p style="text-align: center;">An Eye on London</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • To locate and name the four countries of the UK. • To locate London on a map of the UK. • To study the River Thames as it flows through London - look at where it starts in the UK and ends. • To study human features of London - famous landmarks. • To look at transport within London. • To compare life in modern London to life in 1666. • About the Great Fire of London - events of the fire, how we know what happened, effects of the fire on London. • About Samuel Pepys diary. • About Christopher Wren and his part in rebuilding London after the fire. • Children may also study Guy Fawkes and the Gunpowder plot. <p>Skills children will be taught:</p> <ul style="list-style-type: none"> • To use a map of the UK to locate London and the River Thames. • To use a map of London to locate major landmarks. • To look at photographs of London in the past and compare them to photos of modern London. 	<p style="text-align: center;">Summer Safari</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • To locate and name the seven continents. • To locate China/India/Kenya within a map of the continent. • To locate capital city on a map of China/India/Kenya. • To locate major physical features - mountains, rivers, lakes, deserts etc. • To identify surrounding seas and oceans. • To locate countries that border China/India/Kenya. • To look at life within China/India/Kenya and to compare and contrast life in rural and urban areas. • To compare and contrast life in China/India/Kenya with life in England. • To study weather within China/India/Kenya. • To investigate animals and habitats. • To study major landmarks - e.g. Great Wall of China or Taj Mahal or Masai Mara. • To look at different foods, clothes and traditions. <p>Skills children will be taught:</p> <ul style="list-style-type: none"> • To use an atlas to locate continents, countries and capital cities. • To study aerial photos of China/India/Kenya.

		<ul style="list-style-type: none"> • Use a variety of sources to find out about the fire of London - books, Internet, objects. <p>To use eyewitness accounts to find out about the Great Fire.</p>	<ul style="list-style-type: none"> • To look at photos of chosen urban and rural areas. • To use websites to research life living in these countries. <p>Children to study an ethical question -</p> <p>What is life like in rural India/China/Kenya? How does this compare to life in Napton? What support is there for people in need in India/China/Kenya?</p> <p>E.g. Christian Aid Sal's Shoes Save the Children</p>
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Lives of a significant individual from the past should be studied each term, with a comparison of life in different periods. The individual studied does not have to be the above, but should link to another area being covered in the curriculum.