

# 2020 KS1 CURRICULUM - Geography & History - LONG TERM PLANNING

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'.

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

YEAR 1/2 Year A

## Castles

(History Knowledge)

- Understand similarities and differences between ways of life - particularly medieval, Elizabethan and modern life.
- Understand why and where castles were built and their impact on the people who lived around them.
- How have castles shaped the English landscape?
- Use a variety of historical sources to find out about life in a medieval or Elizabethan castle.
- The life of Queen Elizabeth I - key events in her life, how did she influence Britain? What happened in Britain during her reign?

## All Over the UK (inc Napton & UK weather)

(Geography Knowledge)

- Name the 4 countries of the UK.
- Name the capital cities of the countries of the UK.
- Name the seas which surround the UK.
- Identify daily and seasonal weather patterns of the UK.
- Locate Napton on a map and discover where it is situated within the UK.
- Look at and name key physical geographical features of Napton and the surrounding area (hill, local rivers, natural well, etc.).
- Look at and name key human geographical features of Napton - canal, school, windmill, local towns, post office, etc.).

## Under the Sea

(Geography and History Knowledge)

- Name the 7 continents of the world.
- Name and locate the 5 oceans of the world.
- Be able to locate hot and cold areas of ocean in relation to the equator.
- Understand and name the different layers of the ocean.
- Recognise different habitats within the ocean and how animals have adapted to these areas - polar regions, coral reef, seashore, etc.
- Study the life of an ocean explorer - understand the key events in their life and why they are remembered.

YEAR 1/2. Year B

## A Telescope from the Moon

(History Knowledge)

- Understand their own personal timeline.
- Compare modern life to life in the 1960's - look at toys, music, technology, fashion, etc.
- Understand the timeline for the space race - who was involved? How did technology change through history to allow for space travel?
- Compare the life of Tim Peake with Neil Armstrong - understand the key events in their lives and why they are remembered. Compare their journeys into space in terms of technology.

## An Eye on London

(Geography and History Knowledge)

- Locate and name the 4 countries of the UK.
- Locate London on a map of the UK.
- Investigate the River Thames - where does it begin/end?
- Use key geographical language to recognise key landmarks of London.
- 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.
- Study the life of Samuel Pepys. Understand his diaries are a source of historical evidence.
- Understand how the fire helped to shape modern London.

## A Summer Safari

(Geography Knowledge)

- Name the 7 continents.
- Be able to locate the hot and cold regions of the world in relation to the Equator.
- Be able to use key geographical language associated with physical features such as deserts, mountains, rivers and lakes and know where they might be found.
- Be able to use key geographical language associated with human features including cities, villages and key landmarks such as roads, railways and famous buildings.
- Be able to identify similarities and differences with a part of the UK with a focused area that is not European - including the weather, habitats, rural life and how this compares to city life.

During years 1 and 2, pupils should be taught to use the following practical **geographical** and **history** skills through the teaching of the programme of study content:

- Be able to use world maps, simple atlases and globes.
- Be able to locate continents, countries and oceans.
- Be able to explore and use directional language to describe locations.
- Be able to use aerial photographs and plans.
- Be able to devise simple maps with basic symbols.
- Use simple fieldwork and develop observational skills.

- Be able to use common words and phrases relating to the passing of time.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Be able to ask and answer questions, choosing and using parts of stories or other sources to show understanding of key features of historical events.
- Be familiar with different ways that we find out about the past.

# 2020 KS2 CURRICULUM - Geography & History - LONG TERM PLANNING

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS2 19-20	<p><b>Explorers</b> (Geography and History Knowledge)</p> <ul style="list-style-type: none"> <li>a) Locate and name the continents of the world and understand where the major oceans and seas are located.</li> <li>b) To learn about/revise how the world is organised: Equator, N and S Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Greenwich Meridian/time zones.</li> <li>c) Understand natural movements around the world, e.g. gulf stream, trade winds, etc.</li> <li>d) Learn about the key areas of the world and what they are best known for in terms of trade, climatic conditions and what was first discovered.</li> <li>e) Research a range of explorers investigating the routes they took, what they were looking for and their role in history.</li> <li>f) Understand the reasons why people explored.</li> <li>g) Understand how Explorers changed the world in terms of what we know about it, how the world trades today, where we go on holiday and how countries became powerful.</li> </ul>	<p><b>Ancient Egypt</b> (History Knowledge)</p> <ul style="list-style-type: none"> <li>a) Be able to connect the Ancient Egyptian era with other periods of history.</li> <li>b) Know and understand important events within the Ancient Egyptian era and use timelines to record.</li> <li>c) Develop and understanding of power in Ancient Egyptian society - Pharaohs.</li> <li>d) Understand about every day life in Ancient Egyptian times and make comparisons between modern life.</li> <li>e) Understand the belief system of Ancient Egypt and how this impacted everyday life.</li> <li>f) Be able to discuss how Egyptian society was based largely on the flooding of the Nile (Geog links)</li> <li>g) Explore how Ancient Egyptians became a powerful civilisation through trade, war technologies etc.</li> </ul>	<p><b>The Local Area</b> (Geography Knowledge)</p> <ul style="list-style-type: none"> <li>a) Be able name and recognise key physical and human geographical features of Warwickshire.</li> <li>b) Use and interpret OS maps, be familiar with and use symbols.</li> <li>c) Use grid references to locate areas/features of Warwickshire.</li> <li>d) To understand land use around Warwickshire, with an emphasis on Napton.</li> <li>e) Compare Napton with a Warwickshire town (Warwick/Leamington Spa/Stratford).</li> <li>f) To research differences between hamlets, villages, smaller towns and the county town.</li> </ul>			
KS2 20-21	<p><b>The Elizabethans</b> (History Knowledge with refs to Geography)</p> <ul style="list-style-type: none"> <li>a) Be able to connect the Elizabethan era to other periods of history.</li> <li>b) Be aware of key personalities of the time: what they did/ their influence and how we know - nationally and locally.</li> <li>c) Know about Elizabethan society: how it was structured and how they lived whilst comparing to society today.</li> <li>d) Be able to develop an understanding of power in Elizabethan society: who had it and how they kept it.</li> <li>e) To know how Elizabethan England interacted with the wider world (LKS2). Think Geog /map links.</li> <li>f) To know about the growing influence of Elizabethan England and suggest why this evolved at the time in affected the future relationships with other countries.</li> <li>g) To explore impact of society structures on society.</li> </ul>	<p><b>Extreme Weather &amp; Natural Disasters</b> (Geography Knowledge)</p> <ul style="list-style-type: none"> <li>a) Be familiar with climate zones across the world.</li> <li>b) Be aware of plate tectonics and understand how these play a role in causing natural disasters.</li> <li>c) Locate and describe climate zones and natural disaster zones, referencing countries and continents.</li> <li>d) Be able to explain why some events happen and give geographical reasons, following research.</li> <li>e) Be able to explain how humans have adapted to and cope with extreme conditions.</li> <li>f) Develop an awareness of the impact of humans on the environment, particularly with a reference to floods and droughts.</li> <li>g) To learn about/revise how the world is organised: Equator, N and S Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Greenwich Meridian/time zones.</li> </ul>	<p><b>The Viking &amp; Anglo-Saxon struggle for the Kingdoms of England</b> (History Knowledge with refs to Geography)</p> <ul style="list-style-type: none"> <li>a) Be able to connect the Viking and Anglo-Saxon eras to other periods of history.</li> <li>b) Be aware of key personalities of the time: what they did/ their influence and how we know - nationally and locally.</li> <li>c) Understand about every day life during the Viking and Anglo-Saxon era and make comparisons between modern life.</li> <li>d) To understand how Viking invasions changed Britain and has impacted todays society.</li> <li>e) Look in depth at recent Anglo-Saxon finds which show life during those times - e.g. Sutton Woo.</li> <li>f) Locate where the Viking raiders originated from and the routes they took to reach Britain.</li> <li>g) To understand the influence the Vikings have on modern life - place names, placing of settlements etc.</li> </ul>			

By the end of KS2, pupils should be taught to use the following practical geographical and history skills through the teaching of the programme of study content:

1. Choose & use world maps, atlases, globes, aerial photographs & digital sources to locate & describe physical and human features that are being studied.
2. Be able to use directional language including the 8 points of the compass.
3. Be able to use 4 fig and 6 fig grid references to describe location.
4. Be familiar with and use symbols and keys as seen in OS maps to describe location and to build knowledge of an area.
5. Use fieldwork to observe, measure, record and present human and physical features (including habitats) with sketch maps, plans, graphs and digital technologies.
1. Be able to sequence in a chronological order key events from local, British and world perspectives.
2. Know that society today is a reflection of complex histories.
3. Make connections between periods of history and take note of trends.
4. Use increasingly more advanced vocabulary and terms.
5. Devise historically valid questions about cause, change, similarities/differences and significance and construct informed responses that reference thoughtful historical references.
6. Be able to use a wide variety of sources of historical information increasing through KS2 including books, pictures, maps, first hand sources and those of a digital nature.

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KS2 21-22

## Rainforests and a South American Country Study (Geography Knowledge)

- Study a South American country in detail and contrast between urban and rural life within that country.
- be familiar with the key climate zones, biomes and vegetation belts across South America.
- Study the environment, how it works as an ecosystem and how it is sustained.
- Study the Amazon River (river features), with a focus on the water cycle.
- Investigate who lives in these areas, how they adapt to conditions and how they use the environment.
- Understand the impact of man on the environment and wildlife.
- To be familiar with today's uses of the rainforest - e.g. medicinal properties of rainforest plants.
- Understand the impact of modern life on the rainforest.

## The impact of Romans on Early Britain (History Knowledge)

- Be able to connect the different eras of Early Britain (incl Stone, Bronze and Iron Ages) with other periods of history and sequence on a timeline.
- Recall key facts about how early communities adapted, lived and developed early technologies.
- Be able to recall key facts about how the Romans invaded and changed Early (pre Roman) Britain.
- Be able to compare and contrast Early British Civilisations with the Romans and recognise change.
- Be able to identify key Roman sites and features across the country and discuss their influence and power.
- Begin to develop an understanding of the impact of leadership structures and what happened once the Romans left.
- Understand how Roman occupation shaped today's society.

## Modern UK (Geography Knowledge)

- Be able to recall the key countries and regions of the UK.
- Know that countries are divided into counties and city areas.
- To study a range of key cities or towns and compare them.
- Locate key physical features of the UK including rivers, hills, mountains and seas, using different sources.
- Compare and contrast different areas of the UK.
- To understand what different parts of the country are famous for - for industry, tourism, farming, mining, centres of religion and culture.
- Understand how transport links have been built in the UK and how it has impacted our trade links with the rest of the world.
- Understand how the coastline of the UK has changed time both - erosion and land use.

KS2 22-23

## World War II (History Knowledge)

- Be able to place WWII in the context of world history with specific reference to WWI.
- Begin to understand the events that led to WWII and important events that occurred during the war.
- Understand effects of the war on how people lived, in what people believed (religious faith and faith in the country) and how it affected families afterwards.
- Develop an understanding into how WWII changed Britain, Britain's place in the world (UKS2) and helped to shape modern Britain.
- Be aware of key personalities of the time: what they did/ their influence and how we know - nationally and locally.
- Be aware of how and why WWII is remembered.

## A Study of Europe and a European Country (Geography Knowledge)

- Be able to name and locate countries and regions of Europe.
- Be able to identify major geographical features in Europe (e.g. mountain ranges, major rivers, etc)
- Study ONE European country in detail and be able to name and locate major physical and human features of that country.
- Understand the diversity of languages that are used, cultures that have evolved and are evolving, the influence of religion in Europe and how country borders have evolved because of these.
- Understand how the EU is organized, how it affects different countries and why it was formed.

## Ancient Greece (History Knowledge)

- Be able to connect the Ancient Greece era with other periods of history.
- Know and understand important events within the Ancient Greece era and use timelines to record.
- Understand about every day life in Ancient Greek times and make comparisons between modern life.
- Understand the belief system of Ancient Greece and how this impacted everyday life.
- Understand how much Ancient Greek society has shaped the modern world.
- Be aware of key personalities of the time: what they did/ their influence and how we know - nationally and locally.

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