

**History and Geography KS1 Overview** (all planning is subject to change with regard to significant events in the national or school calendar)

Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Young Historians	WE ARE GEOGRAPHERS
1	<p><u>Changes within Living Memory</u></p> <p><b>Toys in the Past</b></p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Understand some of the ways in which we find out about the past identify different ways in which it is represented</p>	<p><u>Changes within Living Memory</u></p> <p><b>Homes and Wash Day</b></p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Understand some of the ways in which we find out about the past identify different ways in which it is represented</p>	<p><u>Events beyond living memory that are significant nationally or globally</u></p> <p><b>The Great Fire of London 1666</b></p> <p>Know where the people and events they study fit within a chronological framework</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p><u>Aspects of change in national life</u></p> <p><b>The Seaside Mystery</b></p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p><b>When and where shall we have a picnic?</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p><u>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</u></p> <p><b>An Island Home</b></p> <p><b>(supporting materials The Katie Morag Stories by Mairi Hedderwick)</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p><u>Aspects of change in national life.</u></p> <p><b>How families celebrate Christmas in the past?</b></p> <p>Ask and answer questions</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Understand some of the ways in which we find out about the past identify different ways in which it is represented</p>	<p>How can we record what the area close to our school is like?</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>

<p>2</p>	<p><u>events beyond living memory that are significant nationally or globally</u></p> <p><b>Castles (Tower Of London) connecting to Gunpowder Plot</b></p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past identify different ways in which it is represented</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p>	<p><u>events beyond living memory that are significant nationally or globally</u></p> <p><b>Armistice Day 11.11.11 &amp; VE Day (Remembrance Sunday)</b></p> <p>(Local War Memorial) Understand some of the ways in which we find out about the past</p> <p>Identify different ways in which it is represented</p> <p>Significant historical events, people and places in their own locality</p>	<p><b>Simples!-Hot and Cold Climates</b></p> <p>( supporting materials Meerkat Mail by Emily Gravett and Follow the Swallow by Julia Donaldson)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><u>The lives of significant individuals in the past who have contributed to national and international achievements</u></p> <p><b>Christopher Columbus/Neil Armstrong</b></p> <p>Ask and answer questions, choosing</p>	<p><u>compare aspects of life in different periods</u></p> <p><b>Queen Elizabeth I and Queen Victoria</b></p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Local Significant Place</p> <p><b>Hatfield House</b></p> <p>Significant historical events, people and places in their own locality</p>	<p><u>understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</u></p> <p><b>Why would people move from London to Sydney?</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>	<p><u>events beyond living memory that are significant nationally or globally</u></p> <p>(Black History) <b>Mary Seacole</b></p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past identify different ways in which it is represented</p>	<p><u>significant historical events, people and places in their own locality</u></p> <p><b>Why is a road near our school called Lieutenant Ellis Way?</b></p> <p>Ask and answer questions,</p> <p>Understand key features of events.</p> <p>Understand some of the ways in which we find out about the past</p> <p>Significant historical events, people and places in their own locality</p>	<p><b>Street Detectives! What is our local area like?</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its</p>
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			and using parts of stories and other sources to show that they know and understand key features of events.		continents and oceans studied at this key stage			surrounding environment.
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**Geography Across the Key Stage:** These aspects of geographical learning happen across the year, often linking with areas the children are studying in other curriculum subjects, within *We Are Geographers Week* or are taught as stand-alone lessons geography lesson.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Use **basic geographical vocabulary** to refer to:

**Key Physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

**Key Human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Locational Knowledge**

Name and locate the world's seven continents and five oceans

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas