

History and geography overview 2023 – 2024

Nursery	Reception
Topics covered:	Topics covered: ??
	Understanding the world
EYFS Coherence:	ELG: Past and Present
Age 3-4:	Children at the expected level of development will:
•	 Talk about the lives of the people around them and their roles in society
	 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
	 Understand the past through settings, characters and events encountered in books read in class and storytelling
	ELG: People, Culture and Communities
	Children at the expected level of development will:
	 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
	 Know some similarities and differences between different religious and cultural communities in this country, drawing on
	their experiences and what has been read in class
	 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge
	from stories, non-fiction texts and – when appropriate – maps

	Autumn (History)	Spring / Summer 1 (Geography)	Summer 2 (History)
Year 1	Victorians In which period would you prefer to live in- now or the Victorian times? Why?	Maps & our school Write a fact file on the geography of one of the UK's countries (What are the human and physical geographical features of our local area and four parts of the UK)	Transport and railways Why is Brunel important?
Concepts	Chronology	Physical world	Chronology
	Significance	Place and space	Significance
	Cause, effect & legacy	Human environments	Cause, effect & legacy
	Perspective and evidence	Fieldwork	Perspective and evidence
	Continuity and change	Interdependence	Continuity and change
		Change	
Year 2	History of WCPS and Slough How has WCPS & Slough trading Estate changed over time?	Comparing Slough to a non-European town A fact file to describe and compare Wexham and Port Douglas (Australia). (Human and physical geography of each town- what are the similarities/ differences?)	The Great Fire of London Why did the Great Fire of London spread so quickly?
Caracanta	Chronology	Physical world	Chronology
	Significance	Place and space	Significance
	Cause, effect & legacy	Human environments	Cause, effect & legacy
Concepts	Perspective and evidence	Fieldwork	Perspective and evidence
	Continuity and change	Interdependence	Continuity and change
		Change	
Year 3	Prehistoric Britain How did Britain change throughout the Stone Age, Bronze age and Iron age?	Mountains, Volcanoes & Earthquakes Fact file 'Why do some people live near Volcanoes?' (Mountains, volcanoes; Earthquakes and Iceland)	Roman impact on Britain "The Romans made life better for the people in Britain". How far do you agree?
Concepts	Chronology	Physical world	Chronology
	Significance	Place and space	Significance
	Cause, effect & legacy	Human environments	Cause, effect & legacy
	Perspective and evidence	Fieldwork	Perspective and evidence
	Continuity and change	Interdependence	Continuity and change
		Change	

Year 4	Anglo Saxons & Vikings What was life like in Anglo-Saxon & Viking Britain?	Rivers Fact file: Comparing three rivers & their impact on people (UK; Europe and N. America- rivers)	Baghdad AD900 Islamic Civilization How significant was Baghdad in AD900 and how different was it to Britain in AD900? (Comparing Viking Britain to Baghdad AD900)
	Chronology	Physical world	Chronology
Concepts	Significance	Place and space	Significance
	Cause, effect & legacy	Human environments	Cause, effect & legacy
	Perspective and evidence	Fieldwork	Perspective and evidence
	Continuity and change	Interdependence	Continuity and change
		Change	
Year 5	Early civilisations Shang Dynasty: How significant was the Shang Dynasty and what was their greatest achievement?	Biomes Writing to inform: Comparing biomes in Slough, Europe & South America (woodland & rainforest) (Biomes; climate zones; time zones)	Local History: Migration in Slough (Post War Britain) Since 1945, why have people migrated to Slough?
	Chronology	Physical world	Chronology
Concepts	Significance	Place and space	Significance
	Cause, effect & legacy	Human environments	Cause, effect & legacy
	Perspective and evidence	Fieldwork	Perspective and evidence
	Continuity and change	Interdependence	Continuity and change
		Change	
Year 6	Crime and punishment through the times How has crime changed since the Anglo-Saxon period to today?	Climate Change Why and how to reduce climate change (persuasive writing) (Natural resources, impact of human geography on physical geography)	Ancient Greece "The Ancient Greek legacy is long lasting & relevant today". How far do you agree?
	Chronology	Physical world	Chronology
Concepts	Significance	Place and space	Significance
	Cause, effect & legacy	Human environments	Cause, effect & legacy
	Perspective and evidence	Fieldwork	Perspective and evidence
	Continuity and change	Interdependence	Continuity and change
		Change	

By the end of KS1

Use common words and phrases related to the passing of time
Know where people and events fit in a chronological framework

By the end of LKS2

Understand that the past can be divided into periods of time
Order key events from local, British and world history

By the end of UKS2

Note connections, contrasts and trends over time within local, British and world history

By the end of KS1

Know the names and achievements of important people

Talk about importance events and changes within and beyond living memory

By the end of LKS2

Address historically valid questions
Begin to identify and classify the social,
cultural and religious aspects of a period
of time

By the end of UKS2

Address and sometimes devise historically valid questions
Identify and classify the social, cultural and religious aspects of a period of time

By the end of KS1

Talk about some of the reasons why we remember important people and events
Talk about some of the causes and effects of important events

By the end of LKS2

Address historically valid questions
Recognise multiple reasons and causes for
historical events

By the end of UKS2

Address and sometimes devise historically valid questions
Explain the causes, effects and legacies of different historical events

By the end of KS1

Ask and answer questions, choosing and using parts of stories and other sources Understand some of the ways in which we find out about the past and identify different ways in which it is represented

By the end of LKS2

Know the difference between a primary and secondary source
Use source to retrieve and infer facts and opinions about the past
Understand that some sources are more reliable than others

By the end of UKS2

Construct informed responses
Select and organise relevant historical information
Understand how knowledge of the past is
constructed from a range of sources
Understand which sources are more reliable and
why

By the end of KS1

Know similarities and differences between ways of life in different periods

By the end of LKS2

Address historically valid questions
Describe characteristics of past societies

By the end of UKS2

Address and sometimes devise historically valid questions
Explain how British and world history has changed over time