

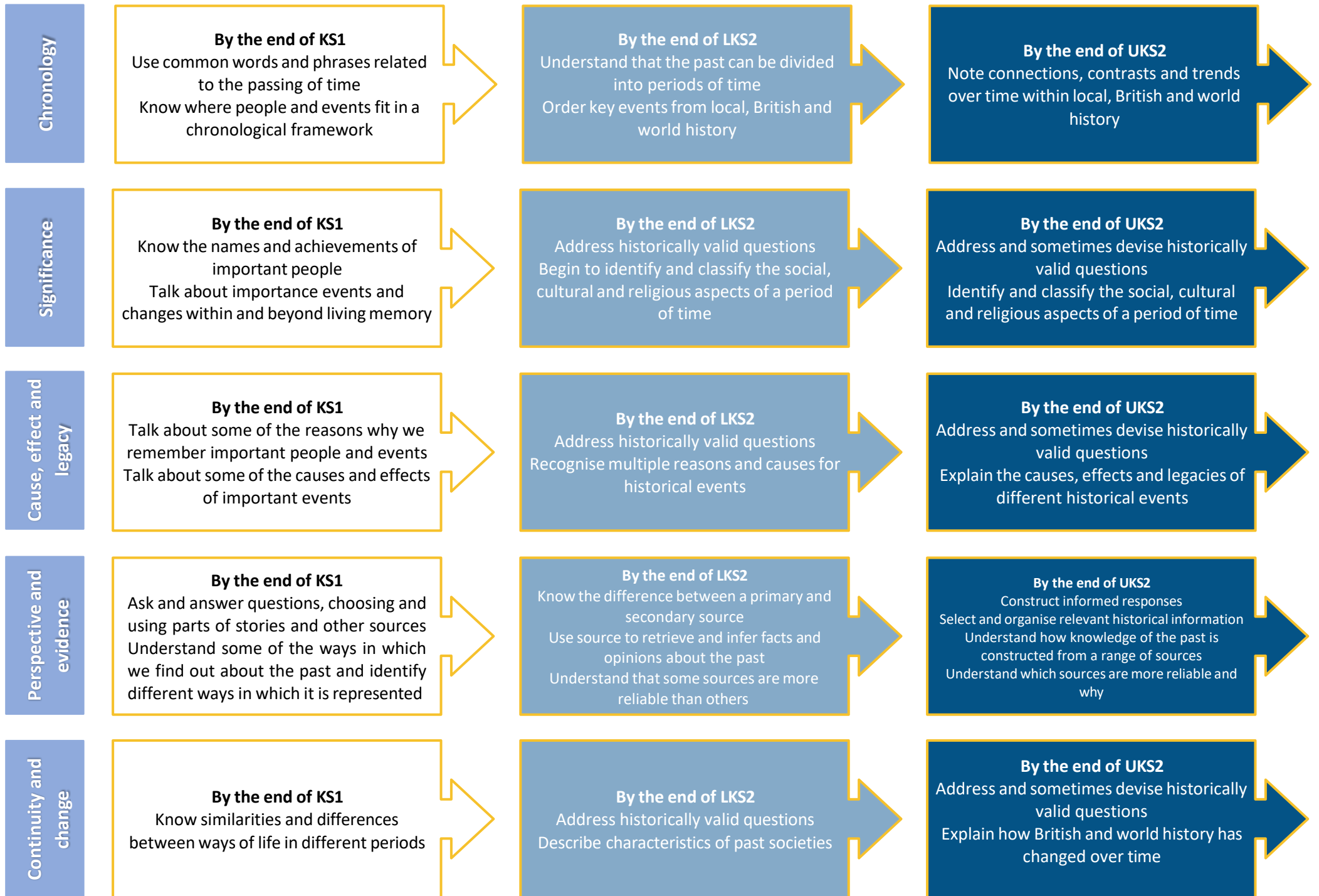


History and geography overview

Nursery	Reception
<p>Topics covered:</p> <p>EYFS Coherence:</p> <p>Age 3-4:</p> <ul style="list-style-type: none">•	<p>Understanding the world</p> <p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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 <p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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?
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 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)
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 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?
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 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?
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	



Physical world	<p>By the end of KS1</p> <p>Know the physical features of Wexham / Slough</p> <p>Identify (locally and beyond) cliff, beach, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather</p> <p>Identify hot and cold areas of the world</p>	<p>By the end of LKS2</p> <p>Identify rivers, mountains, volcanoes and earthquakes</p>	<p>By the end of UKS2</p> <p>Identify climate zones, biomes, vegetation belts and the water cycle</p>
Place and space	<p>By the end of KS1</p> <p>Names and locations of continents and oceans</p> <p>Names and locations of countries in the UK and their capital cities</p> <p>Similarities and differences between Wexham and Port Douglas</p>	<p>By the end of LKS2</p> <p>Know location and characteristics of significant mountains, volcanoes and rivers</p> <p>Locate countries on maps and in atlases</p> <p>Identify the position and significance of equator, latitude, longitude</p>	<p>By the end of UKS2</p> <p>Identify the position and significance of the tropics, (ant)arctic circles, GMT and time zones</p> <p>Know the similarities and differences between the UK, Europe and South America</p>
Human environments	<p>By the end of KS1</p> <p>Identify (locally and beyond) city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>By the end of LKS2</p> <p>Identify different types of settlement and land use,</p> <p>Know the difference between human and physical geography</p>	<p>By the end of UKS2</p> <p>Identify different types trade, distribution of natural resources including energy, food, minerals and water</p>
Fieldwork	<p>By the end of KS1</p> <p>Use maps to identify countries and capitals of the UK, continents and ocean</p> <p>Devise simple maps using symbols in a key</p>	<p>By the end of LKS2</p> <p>Use 4 compass points and 4 figure grid references</p> <p>Use maps to identify key places and features</p>	<p>By the end of UKS2</p> <p>Use the 8 compass points and 6 figure grid references</p> <p>Use maps and atlases to identify key places and features</p> <p>Use fieldwork to measure, record and present the physical and human characteristics</p>
Interdependence	<p>By the end of KS1</p> <p>Notice places that have both human and physical features</p>	<p>By the end of LKS2</p> <p>Know some of examples of how human and physical features affect each other</p>	<p>By the end of UKS2</p> <p>Understand how human and physical processes interact</p>
Change	<p>By the end of KS1</p> <p>Identify seasonal and daily weather patterns</p>	<p>By the end of LKS2</p> <p>Know how the river Thames has changed over time</p>	<p>By the end of UKS2</p> <p>Understand how the earth's features have changed over time</p>