

**History - Curriculum Overview 2021-22 and 2022-23**

* Denotes statements taken from the National Curriculum indicating areas that **Should** be taught for each Key Stage.
* Denotes Geog NC statements

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS- Reception and Nursery | Sequenced across Nursery and Reception, the EYFS curriculum has been formed from aspects focussed on Maths and Understanding the World. These include sense of place, community and map skills. |
| Year 1 | **Geog** **Area – Why was The Dream** created? / Sutton Manor Colliery**Skills and Fieldwork**Use of aerial photographs and plans to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key. | **History** The role of significant women, locally and nationally. Case studies of women in Parliament and Lilly Parr (1905 – 1978).Lives of significant individuals who contributed to national /international achievements | **History** **Local Area – Colliery** (1906-1991)Changes within living memory | **Geog** Weather – How does it affect our lives? **Human and Physical Geography**Identify seasonal and daily weather patterns in the Uk and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. | **Geog** **Countries and capitals (UK)****Locational Knowledge**Name, locate and identify characteristics of the four countries of the UK and its surrounding seas, | **History**The history of glass making in St Helens – Pilkington Glass (1826 –current day.)Events beyond living memory significant nationally or globally |
| Year 2 | **History** Local Area – Stephenson’s Rocket (1829)Significant historical events, people and places in own locality | **Geography****7 Continents and oceans****Locational knowledge**Vocab – sea, ocean, beach, coast, cliff  | **Geography**Similarities and differences – UgandaWeather patterns in relation to the equator.**Place knowledge** **Human and physical geography**Similarities and differences through studying human and physical features. Vocab – city, town, village, farm, house | **History**Compare and contrast Mary Seacole (1805 – 1881) / Florence Nightingale (1820 -1910) – how represented. Lives of significant individuals who contributed to national /international achievements | **History**Beecham Family members (1820-1907)Lives of significant individuals who contributed to national /international achievements | **Geography**Field work local – The Dream, and the local area (library + landmarks) Maps/atlases/globes**Geographical Skills and fieldwork**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.Use simple compass directions and locational directional language to describe the location and features of routes on a map. |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | **History** Stone Age -Iron Age (3.4 million years ago – 500BC) Changes in Britain from the Stone Age to the Iron Age | **Geog****Looking at the region in the North-West.** **Place Knowledge**Human and physical geography including types of region of the United Kingdom.**Geographical skills** **and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries. | **History** Ancient Egypt (3150BC -30BC)The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study. | **Geog****Regions of the UK- Counties and cities**Map of Britain. Focus on counties and cities. Greenwich Meridian Line – Time Zones.**Locational Knowledge**Name and locate counties and cities of the United Kingdom (including coasts, hills, rivers and mountains). Identify the position and significance of the Greenwich Meridian and time zone.**Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries | **History** Liverpool and its role in the slave trade 1740 onwardsA local history study | **Geog****Looking at Europe and countries on a map. Names of cities and capitals. Significant human and physical features (famous landmarks in European cities).**Look at the difference in time zones. **Geographical skills and fieldwork**Use maps, atlases, globes and digital/computer mapping to locate countires.**Locational Knowledge** Locate counties using maps focus on Europe.  |
| Year 4 | **History** Ancient Greece (750 BC – 490 AD)A study of Greek life and achievements and their influence on the Western world | **Geog****Spain**Human and Physical features, major regions and cities. **Place Knowledge**Understand geographical similarities and differences. Compare region of Spain to North West England.  | **History** Roman Empire(27BC- 476AD)The Roman Empire and its impact on Britain. | **Geog****Mountains** Focus on The Alps and the Locate European countries. Physical characteristics. Topographical features **Human and physical geography** **Geographical skills and fieldwork** Use maps, atlases, globes to locate countries and describe features studied.  | **History** Britain’s settlement by Anglo Saxons /Scots (410 AD – 1066) Britain’s settlement by the Anglo Saxons and Scots | **Geog****Rivers in Europe and The Water Cycle.****Human and Physical Geography**Describe and understand the key aspects of rivers. |
| Year 5 | **History** Viking raids and invasion(789-1066)The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor (1042-1066) | **Geog****North America** – comparing counties in the UK to states in the United States.Most significant human features (Grand Canyon)Place knowledgeUnderstand geographical similarities and differences through the study of human and physical geography (Europe to North America) | **History**Benin Kingdom (900-1897)A non - European society that provides contrast with British history – one study  | **Geog****Volcanoes and earthquakes in North America** Exploring volcanoes such as Yellowstone. Earthquakes such as San Fransisco.Physical GeographyDescribe and understand key aspects of volcanoes and earthquakesHuman Geography – land use, economic activity. | **History** The changing power of monarchs using case studies Medieval Monarchs(1042-1603) – Speke Hall?A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066  | **Geog****Carr Mill Dam local study.****-**Land use-sewage-Routes-MappingGeographical skills and fieldwork. Observe, measure and present findings. Four-figure grid references (UK)How land use changed over time. |
| Year 6 | **History** Industrial revolution –1750’s-1830’s1850’s-1900’sA study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066 | **Geog****Local Geography.** Understand the Industrial Revolution from a Geographical point of view-land use patterns-Economic activity-trade links -Distribution of natural resources Human and Physical GeographyUnderstand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | **History** Twentieth Century Conflict WW1 &WW2A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066 | **Geog****South America****-Brazil**-human/physical Geography-Rainforests-climate zones, biomes, vegetation belts, rivers-Comparison to UK.Place KnowledgeUnderstand geographical similarities and differences through the study of human and physical geography (Europe to North America) | **History** Civil Rights Movement / Windrush 1950sA local history study | **Geog****Climate Change**-Arctic and Antarctic Circle Locational knowledge: identify the position and significance of latitude, longitude, Equator, hemispheres, tropics and arctic and Antarctic circle.Observe, measure and present findings.Six-figure grid references (non-UK) Geographical skills and FieldworkUse 6-figure grid references to build knowledge of the wider world. |