

**HISTORY & GEOGRAPHY**  
Curriculum Map

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>WHOLE SCHOOL VALUES</b>  <b>and</b>  <b>WEEKLY REFLECTION THEME</b>	<b>CONTRIBUTE</b>  1. Making a good first impression 2. Ready to Learn 3. Mind Your Manners 4. Be included 5. Play your part; do your bit. 6. Talents- everybody's got one. 7. All different, all equal	<b>RESPECT</b>  1. It's good to be me 2. Celebrating Peace 3. Thomas Buxton is a Bully Free Zone 4. Honesty is the best policy 5. Peer Pressure, do it your way 6. Do as you would be done by. How should we treat others? 7. Goodbye - Another year older and wiser!	<b>ENJOY</b>  1. New Year's Resolutions 2. Be happy on purpose 3. Enjoy your learning 4. Accentuate the positive, eliminate the negative. 5. Thomas Buxton is a Bully Free Zone 6. Calm Down! Ways to keep your cool.	<b>ASPIRE</b>  1. I have a dream. 2. You have brains in your head and feet in your shoes. 3. Spring has sprung! Turning over a new leaf. 4. I am special – 10 fascinating facts about me. 5. You're never too young to change the world. 6. Making friends and keeping friends	<b>TEAM WORK</b>  1. TEAM –Together Everyone Achieves More 2. Do as you would be done by. How should we treat others? 3. No Man is an island 4. Resolving conflict – falling out and making up 5. Think Before You Speak	<b>ENQUIRE</b>  1. But why? Questions it's ok to ask. 2. Forgiveness 3. Curiouser and Curiouser 4. Take a closer look 5. Worry 6. Sorry 7. Goodbye and thank you. Moving on.

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<b>EYFS</b>	History and Geography skills are developed through topic-based learning, led by children's interests.					
	<p>Across the school year, in Geography children will develop:</p> <p><b>Geographical knowledge:</b></p> <ul style="list-style-type: none"> <li>• Able to talk about features of their own immediate environment and how environments might vary from one another. Children to experience at least three different environments: local area, forest, beach.</li> </ul> <p><b>Geographical understanding:</b></p> <ul style="list-style-type: none"> <li>• Carry out regular observations and discussions about the weather, helping to appreciate the effects of the weather on daily life in different environments.</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>• Awareness of similarities and differences in relation to places, objects, materials and living things.</li> <li>• Able to make observations of animals and plants and explain why some things occur, and talk about them.</li> </ul> <p><b>Geographical skills and enquiry:</b></p> <ul style="list-style-type: none"> <li>• Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> <li>• Able to explore, observe and find out about people, places, technology and the environment.</li> <li>• Finding out and exploring <ul style="list-style-type: none"> <li>➢ Showing curiosity about objects, events and people</li> <li>➢ Using senses to explore the world around them</li> <li>➢ Engaging in open-ended activity</li> <li>➢ Showing particular interests</li> </ul> </li> <li>• Having their own ideas <ul style="list-style-type: none"> <li>➢ Thinking of ideas</li> <li>➢ Finding ways to solve problems</li> <li>➢ Finding new ways to do things</li> </ul> </li> <li>• Making links <ul style="list-style-type: none"> <li>➢ Making links and noticing patterns in their experience</li> <li>➢ Making predictions</li> <li>➢ Testing their ideas</li> <li>➢ Developing ideas of grouping, sequences, cause and effect</li> </ul> </li> <li>• Choosing ways to do things: <ul style="list-style-type: none"> <li>➢ Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>➢ Checking how well their activities are going</li> <li>➢ Changing strategy as needed</li> <li>➢ Reviewing how well the approach worked</li> </ul> </li> </ul>			<p>Across the school year, in History children will develop:</p> <p><b>Understanding of chronology:</b></p> <ul style="list-style-type: none"> <li>• Able to talk about past and present events in their own lives, routines and experiences, as well as those of family members.</li> <li>• Remember and talk about significant events in their own experience.</li> <li>• EXC: Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</li> <li>• Recognise and describe special times or events for family or friends.</li> <li>• Using time-related vocabulary meaningfully in connection with their own lives e.g. <ul style="list-style-type: none"> <li>➢ days of the week (in the correct order)</li> <li>➢ yesterday, today, tomorrow, the weekend</li> <li>➢ two days ago, a week ago, last year</li> </ul> </li> <li>• Sequencing daily routine and associating these with correct time of day.</li> </ul> <p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand that other children don't always enjoy the same things, and be sensitive to this.</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>• Choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Make links and notice patterns in their experience.</li> <li>• Develop ideas of grouping, sequences, cause and effect.</li> <li>• Make predictions and test their ideas.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to stories and events.</li> <li>• Understand some of the ways in which they find out about the past and that information can be presented in different ways.</li> <li>• Show interest in different occupations and ways of life.</li> <li>• Find out about the lives of important people in the community.</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions in relation to their own lives</li> <li>• routines and experiences.</li> <li>• Be able to engage, interact and compare their own lives with other children's.</li> <li>• Explore, observe and find out about people and places.</li> </ul>		

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<b>YEAR 1</b>	<p><b>Toys (2)</b> <b>History:</b> Study changes within living memory, revealing aspects of change in national life; explore the changes in toys from the 1950s to the present day.</p>	<p><b>Rain, Rain, Go Away (2)</b> <b>Geography:</b> Explore weather and climate patterns in the UK and around the world.</p> <ul style="list-style-type: none"> <li>• Name/ locate the 4 countries and surrounding seas of the UK.</li> <li>• Identify seasonal and daily weather patterns in the UK.</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use basic geographical vocabulary to refer to seasons and weather.</li> <li>• Use world maps, atlases and globes.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school, its grounds and the key human/ physical features of its surrounding environment.</li> </ul>	<p><b>Kings, Queens &amp; Castles (2)</b> <b>History:</b> Study the lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods; Elizabeth I and Elizabeth II.</p>	<p><b>Kings, Queens &amp; Castles (1)</b> <b>History:</b> Understand the function and design of castles; focus on Tower of London, linking to Y5 topic Power in the Tower.</p> <p><b>Geography:</b> Consider the development of a castle over time.</p> <ul style="list-style-type: none"> <li>• Name/ locate the 4 countries and surrounding seas of the UK.</li> <li>• Use aerial photographs and plan perspectives.</li> </ul>	<p><b>Dinosaurs (2)</b> <b>History:</b> Study events beyond living memory that are significant nationally or globally; extinction of the dinosaurs.</p> <p><b>Geography:</b> Develop understanding of world geography.</p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and 5 oceans.</li> <li>• Recap the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use basic geographical vocabulary to refer to key physical features.</li> <li>• Use world maps, atlases and globes.</li> <li>• Use simple compass directions (N,S,E,W) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</li> <li>• Devise a simple map, use and construct basic symbols in a key.</li> <li>• Ask and answer geographical questions.</li> </ul>	<p><b>Beside the Seaside (2)</b> <b>History:</b> Study changes within living memory, revealing aspects of change in national life; explore the changes in seaside holidays in the UK from the Victorians to the 1930s to the present day.</p> <p><b>Geography:</b> Develop understanding of physical/ human geography and the geography of coastal areas.</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> <li>• Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding area.</li> <li>• Use maps, atlases and globes to identify the UK and its countries.</li> <li>• Use aerial photographs and plan perspectives to recognize landmarks and basic human and geographical features.</li> <li>• Identify key features of a location to say whether it's a city, town, village, coastal or rural area.</li> </ul>

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<p><b>YEAR 2</b></p>	<p><b>A Walk in London (2)</b> <b>Geography:</b> Recap and develop learning about the 4 countries of the UK, develop geographical knowledge of the school and local area.</p> <ul style="list-style-type: none"> <li>• <i>Name/ locate the 4 countries and surrounding seas of the UK.</i></li> <li>• <i>Identify characteristics of the 4 countries and capital cities of the UK.</i></li> <li>• <i>Develop knowledge of the human and physical geography of a small area of the UK (Whitechapel).</i></li> <li>• <i>Use basic geographical vocabulary to refer to key physical and human features.</i></li> <li>• <i>Become more familiar with the area around the school including identifying land use.</i></li> <li>• <i>Identify key features of a location to say whether it's a city, town, village, coastal or rural area.</i></li> <li>• <i>Use world maps, atlases and globes to identify the UK and its countries and the surrounding seas.</i></li> <li>• <i>Use simple compass directions (N,S,E,W) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</i></li> </ul>	<p><b>Fire, Fire (2)</b> <b>History:</b> Study events beyond living memory that are significant nationally/ significant historical events, people and places in the locality of the school; the Great Fire of London.</p>	<p><b>Around the World (2)</b> <b>Geography:</b> Compare London with a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>• <i>Name and locate the world's seven continents and five oceans.</i></li> <li>• <i>Use basic geographical vocabulary to refer to key physical and human features.</i></li> <li>• <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country (decided with input from children/to link with cross curricular learning).</i></li> <li>• <i>Use world maps, atlases and globes to identify and explore the UK and the focus country.</i></li> <li>• <i>Ask and answer geographical questions.</i></li> </ul>	<p><b>Around the World (1-2)</b> <b>History:</b> Study the lives of significant individuals: explorers in the region of the focus country. Consider how we have learnt about the focus country (use of sources).</p> <p><b>Geography:</b> Extend comparison from Sp1 and link to History learning:</p> <ul style="list-style-type: none"> <li>• <i>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></li> <li>• <i>Compare climates of focus country and Whitechapel</i></li> <li>• <i>Plot routes of explorers on a world map.</i></li> </ul>	<p><b>Up, Up and Away (2)</b> <b>History:</b> Study the lives of significant individuals in the past who have contributed to national and international achievements; female aviators with a focus on Bessie Coleman (first woman of African American descent to get a pilot's license) and Mae Jemison (first black woman to travel to space).</p>	<p><b>Local History (2)</b> <b>History:</b> Study significant historical events, people and places in the locality of the school e.g. Sylvia Pankhurst, Brunel, William Booth, the Huguenots (identify appropriate BAME figure/ event if possible).</p> <p><b>Geography:</b> Develop fieldwork/ map skills and knowledge of local area:</p> <ul style="list-style-type: none"> <li>• <i>Become more familiar with the area around the school.</i></li> <li>• <i>Use simple compass directions (N,S,E,W) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</i></li> <li>• <i>Devise a simple map, use and construct basic symbols in a key. Use a simple grid reference (A1,B1).</i></li> <li>• <i>Use simple fieldwork and observational skills to study the geography of the school, its grounds and the key human/ physical features of its surrounding environment.</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• Devise a simple map, use and construct basic symbols in a key.</li> <li>• Ask and answer geographical questions.</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school, its grounds and the key human/physical features of its surrounding environment.</li> </ul>					

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<p><b>YEAR 3</b></p>	<p><b>Prehistoric! (2)</b> <b>History:</b> Study changes in Britain from the Stone Age to the Iron Age.</p>	<p><b>On Dangerous Ground (2)</b> <b>Geography:</b> Study Earthquakes and Volcanoes and their impact:</p> <ul style="list-style-type: none"> <li>• <i>Name and locate the world's countries, focusing on Europe (including Russia) linked to the Ring of Fire and the location of volcanoes/ earthquakes.</i></li> <li>• <i>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere in relation to the Ring of Fire.</i></li> <li>• <i>Describe and understand key aspects of physical (earthquakes &amp; volcanoes) and human (types of settlements and land use) geography</i></li> <li>• <i>Establish an understanding of the interaction between physical and human geographical processes.</i></li> <li>• <i>Explain personal views about locations, giving reasons.</i></li> <li>• <i>Use a range of resources to identify the key physical and human features of a location.</i></li> <li>• <i>Understand how key human and physical characteristics have changed over time.</i></li> <li>• <i>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i></li> </ul>	<p><b>It's a Wonderful World (2)</b> <b>Geography:</b> Deepen understanding of world geography and consider the lives of children around the world:</p> <ul style="list-style-type: none"> <li>• <i>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circles, the Prime/ Greenwich Meridian and the time zones (incl. day and night).</i></li> <li>• <i>Begin to locate, describe and understand the geographic zones of the world including climate zones, biomes and vegetation belts.</i></li> <li>• <i>Describe geographical similarities and differences between countries.</i></li> <li>• <i>Establish an understanding of the interaction between physical and human processes.</i></li> <li>• <i>Explain personal views about locations, giving reasons.</i></li> <li>• <i>Use a range of resources to identify the key physical and human features of a location.</i></li> <li>• <i>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i></li> <li>• <i>Use the eight points of a compass, four figure grid</i></li> </ul>	<p><b>Plant World (2)</b> <b>Geography:</b> Explore the importance of plants in our lives, with a study of a farming community in the UK.</p> <ul style="list-style-type: none"> <li>• <i>Name and locate counties, cities and geographical regions of the UK and recognise their identifying physical characteristics</i></li> <li>• <i>Describe and understand key aspects of human geography e.g. settlement and land use (farming).</i></li> <li>• <i>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/ Greenwich Meridian and time zones (incl. day and night). Begin to understand their significance.</i></li> <li>• <i>Begin to locate, describe and understand the geographic zones of the world including climate zones, biomes and vegetation belts.</i></li> <li>• <i>Establish an understanding of the interaction between physical and human processes.</i></li> <li>• <i>Use a range of resources to identify the key physical and human features of a location.</i></li> <li>• <i>Use maps, atlases, globes and digital/ computer mapping to locate areas and</i></li> </ul>	<p><b>Ancient Civilisations (The Egyptians) (2)</b> <b>History:</b> Study the achievements of the earliest civilizations (Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China); an overview of where and when the first civilizations appeared and an exploration of their similarities and differences.</p> <p><b>Geography:</b> Consider the geography of these civilisations:</p> <ul style="list-style-type: none"> <li>• <i>Name and locate latitude, longitude and begin to understand their significance (civilisations above are all located on the same lines of latitude).</i></li> <li>• <i>Establish an understanding of the interaction between physical and human processes (the role of rivers in the development of these civilisations).</i></li> </ul>	<p><b>Ancient Civilisations (The Egyptians) (2)</b> <b>History:</b> Study the achievements and legacy of Ancient Egypt in depth.</p>
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		<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Communicate geographical information in a variety of ways.</li> </ul>	<p>references and key to communicate knowledge of the UK and wider world.</p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>• Communicate geographical information in a variety of ways.</li> </ul>	<p>countries and describe features studied.</p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four figure grid references and key to communicate knowledge of the UK and wider world.</li> </ul>		

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<p><b>YEAR 4</b></p>	<p><b><u>A Drop in the Ocean (2)</u></b> <b>Geography:</b> Describe and understand key aspects of physical geography: rivers and the water cycle:</p> <ul style="list-style-type: none"> <li>• Name and locate counties, cities and geographical regions of the UK and recognise their identifying physical characteristics (rivers of the UK).</li> <li>• Name and locate the countries of the world with a focus on Europe (including Russia) and identify their main physical characteristics (rivers of the world).</li> <li>• Describe and understand key aspects of human geography e.g. settlement and land use in relation to rivers.</li> <li>• Establish an understanding of the interaction between physical and human processes; water as a natural resource, water conservation/pollution.</li> <li>• Understand how key human and physical characteristics have changed over time.</li> <li>• Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, 4 figure grid references, symbols and key to build knowledge of the UK and wider world.</li> </ul>	<p><b><u>It's all Greek to me (2)</u></b> <b>History:</b> Study Ancient Greek life and achievements and their influence on the Western world.</p>	<p><b><u>Rise of the Robots(1-2)</u></b> <b>History:</b> Study an aspect or theme of British History that extends pupils' chronological knowledge beyond 1066; inventions that changed the world, including the industrial revolution and key modern inventions e.g. the internet.</p>	<p><b><u>Where in the world? (2)</u></b> <b>Geography:</b> Explore climate zones and weather patterns in contrasting areas, compare regions in a European country (not UK) and within North or South America.</p> <ul style="list-style-type: none"> <li>• Name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics</li> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/ Greenwich Meridian and time zones (incl. day and night). Begin to understand their significance.</li> <li>• Begin to locate, describe and understand the geographic zones of the world including climate zones, biomes and vegetation belts.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a region in a European country (not UK) and a region within North or South America.</li> <li>• Establish an understanding of the interaction between</li> </ul>	<p><b><u>Meet the Romans (3)</u></b> <b>History:</b> Study the Roman Empire and its impact on Britain.</p> <p><b>Geography:</b> Name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics (linked to the spread of the Roman Empire).</p>	<p><b><u>Food, Glorious Food (2)</u></b> <b>Geography:</b> Explore food provenance and issues of social justice relating to food (fair trade, hunger).</p> <ul style="list-style-type: none"> <li>• Name and locate counties, cities and geographical regions of the UK and recognise their identifying physical characteristics (recap farming learning from Y3 Plant World).</li> <li>• Name and locate the countries of the world with a focus on Europe (including Russia) and identify their main physical characteristics.</li> <li>• Describe and understand key aspects of human geography e.g. settlement and land use in relation to food production.</li> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/ Greenwich Meridian and time zones (incl. day and night). Begin to understand their significance.</li> <li>• Begin to locate, describe and understand the geographic zones of the world including climate zones, biomes and vegetation belts.</li> <li>• Establish an understanding of the interaction between physical and human processes.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Use a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> <li>• Communicate geographical information in a variety of ways.</li> </ul>			<p><i>physical and human processes.</i></p> <ul style="list-style-type: none"> <li>• Explain personal views about locations, giving reasons.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Understand how key human and physical characteristics have changed over time.</li> <li>• Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, 4 figure grid references, symbols and key to build knowledge of the UK and wider world.</li> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Use a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> <li>• Communicate geographical information in a variety of ways.</li> </ul>		<ul style="list-style-type: none"> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Describe how the locality of the school has changed over time.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> <li>• Recap and develop fieldwork and mapping skills as relevant.</li> </ul>

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<p><b>YEAR 5</b></p>	<p><b><u>Benin (2)</u></b> <b>History:</b> Study a non-European society that provides contrasts with British history; <b>Benin c.AD 900-1300 OR Early Islamic civilization including a study of Baghdad c. AD 900</b></p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Name and locate some of the countries and major cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land use patterns; understand how some of these have changed over time.</li> </ul>	<p><b><u>The Earth and Space (3)</u></b> <b>History:</b> Study a significant turning point in world history; the Space Race.</p> <p><b>Geography:</b> Develop fieldwork and map skills:</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, 4 figure grid references, symbols and key to build knowledge of the UK and wider world.</li> <li>Create maps of locations identifying patterns such as land use and population density.</li> <li>Use a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (e.g. aerial images Vs maps/ topological maps)</li> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>	<p><b><u>Power and the Tower (2)</u></b> <b>History:</b> Study an aspect or theme of British History that extends pupils chronological knowledge beyond 1066; the changing power of monarchs with a focus on Henry VIII and the move from absolute monarch to the present day and constitutional monarchy.</p>	<p><b><u>Rainforests (2)</u></b> <b>Geography:</b> Learn about rainforests and their location as well as deforestation, with a focus on the Amazon:</p> <ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>Identify and describe the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/ Greenwich Meridian and time zones (incl day and night).</li> <li>Locate, describe and understand the geographic zones of the world (including climate zones, biomes and vegetation belts)</li> <li>Describe and understand key aspects of human geography e.g. land use, economic activity and the distribution of natural resources.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are</li> </ul>	<p><b><u>Invaders – Anglo Saxons &amp; Scots (2)</u></b> <b>History:</b> Study Britain’s settlement by Anglo-Saxons and Scots.</p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Identify the geographical regions and topographical features of the UK and land-use patterns, and understand how some of these aspects have changed over time.</li> </ul>	<p><b><u>Invaders – Vikings (2)</u></b> <b>History:</b> Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Identify the geographical regions and topographical features of the UK and land-use patterns, and understand how some of these aspects have changed over time.</li> </ul>
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		<ul style="list-style-type: none"> <li>• <i>Communicate geographical information in a variety of ways.</i></li> </ul>		<p><i>changing and explain some of the reasons for change.</i></p> <ul style="list-style-type: none"> <li>• <i>Describe geographical diversity across the world.</i></li> <li>• <i>Understand geographical similarities and differences through studying the human and physical geography of the UK, a region in a European country and a region within North or South America.</i></li> <li>• <i>Deepen an understanding of the interaction between physical and human processes.</i></li> <li>• <i>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</i></li> <li>• <i>Describe how countries and geographical regions are interconnected and interdependent.</i></li> <li>• <i>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i></li> <li>• <i>Use the eight points of a compass, 4 figure grid references, symbols and key to build knowledge of the wider world.</i></li> <li>• <i>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</i></li> <li>• <i>Communicate geographical information in a variety of ways.</i></li> </ul>		
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<p><b>YEAR 6</b></p>	<p><b><u>The Blitz (2)</u></b> <b>History:</b> Study an aspect or theme of British History that extends pupils chronological knowledge beyond 1066; a significant turning point in British History - the Blitz.</p> <p><b>Geography:</b> Recap countries and major cities of Europe.</p>	<p><b><u>The Blitz (2)</u></b> <b>History:</b> Continue study of WW2, including in broader context of wars through time.</p>	<p><b><u>Mighty Mountains (2)</u></b> <b>Geography:</b> Describe and understand key aspects of physical geography: mountains:</p> <ul style="list-style-type: none"> <li>• Identify the geographical regions and topographical features of the UK and land-use patterns, and understand how some of these aspects have changed over time (formation of UK mountains).</li> <li>• Name and locate counties, cities and geographical regions of the UK and recognise their identifying physical characteristics (Recap from LKS2 in relation to mountains of the UK).</li> <li>• Name and locate the countries of the world and identify their main physical characteristics and understand how some of these have changed over time (mountains of the world).</li> <li>• Describe and understand key aspects of human geography e.g. settlement and land use in relation to mountains.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Understand geographical similarities and differences and change through studying the human and</li> </ul>	<p><b><u>Survival (2)</u></b> <b>History:</b> Explore the significance of Charles Darwin.</p> <p><b>Geography:</b> Explore the geography of North and South America, with a focus on the Galapagos Islands (linking to Darwin):</p> <ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>• Identify and describe the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich Meridian and time zones (incl day and night).</li> <li>• Locate, describe and understand the geographic zones of the world (including climate zones, biomes and vegetation belts)</li> <li>• Describe and understand key aspects of human geography e.g. economic activity and the distribution of natural resources.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Describe how locations around the world are</li> </ul>		<p><b><u>London Project (2)</u></b> <b>History:</b> Carry out a local history study (focus on local BAME history if possible e.g. Cable St Riots, Altab Ali):</p> <ul style="list-style-type: none"> <li>• A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) AND/OR</li> <li>• A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p><b>Geography:</b> Develop Fieldwork &amp; Map skills through a local area study:</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, 4 figure grid references, symbols and key to build knowledge of the UK and wider world.</li> <li>• Create maps of locations identifying patterns such as height of land and population density.</li> <li>• Use a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the</li> </ul>
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			<p><i>physical geography of the UK.</i></p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe geographical diversity across the world.</li> <li>• Deepen understanding of the interaction between physical and human processes; survival in hostile environments, pollution of mountains by tourists/ climbers.</li> <li>• Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, 4 figure grid references, symbols and key to build knowledge of the UK and wider world.</li> <li>• Create maps of locations identifying patterns such as height of land and population density.</li> <li>• Use a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Communicate geographical information in a variety of ways.</li> </ul>	<p><i>changing and explain some of the reasons for change.</i></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the UK, a region in a European country and a region within North or South America.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> <li>• Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>• Use the eight points of a compass, 4 figure grid references, symbols and key to build knowledge of the wider world.</li> <li>• Use a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Communicate geographical information in a variety of ways.</li> </ul>		<p><i>human and physical features in the local area.</i></p> <ul style="list-style-type: none"> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (e.g. aerial images Vs maps/ topological maps such as the London tube map)</li> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Communicate geographical information in a variety of ways.</li> </ul>
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## Thomas Buxton Primary School

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