



HIPPINGS METHODIST PRIMARY CURRICULUM DOCUMENTS.



HISTORY AND GEOGRAPHY OVERVIEW	EYFS Geography
	<p>Development Matters Children in Reception will be learning to:</p> <ul style="list-style-type: none">* Draw information from a simple map.* Recognise some similarities and differences between life in this country and life in other countries.* Explore the natural world around them.* Describe what they see, hear and feel whilst outside.* Recognise some environments that are different from the one in which they live.* Understand the effect of changing seasons on the natural world around them. <p>ELG:</p> <ul style="list-style-type: none">* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.* 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.* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	EYFS History
	<p>Development Matters Children in Reception will be learning to:</p> <ul style="list-style-type: none">* Talk about members of their immediate family and community* Comment on images of familiar situations in the past.* Compare and contrast characters from stories, including figures from the past <p>ELG:</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.

	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
YEAR 1	<p>Lives of significant people – Guy Fawkes – Substantive Concept: Governance</p> <p>Disciplinary Concept: Causes and consequences</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>Hot and Cold Places- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Local History – James Hargreaves – Substantive Concept: Industrial Revolution</p> <p>Disciplinary Concept: Causes and consequences</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Within Living Memory - Schools – Substantive Concept: Childhood</p> <p>Disciplinary Concept: Evidence</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Our School (Locality)- 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>The UK - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
YEAR 2	<p>Local History – Houses Substantive Concept: Civilisation</p> <p>Disciplinary Concept: Similarity and difference</p>	<p>Lives of significant people – Rosa Parks – Substantive Concept: Racial equality</p> <p>Disciplinary Concept: Significance</p>	<p>Locality - 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</p>	<p>Great Fire of London- Substantive Concept: Civilisation</p> <p>Disciplinary Concept: Cause and consequence events beyond living memory that are</p>	<p>Comparing Oswaldtwistle to Funzi Island, Kenya - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Funzi Island, Kenya, East Africa)</p>	

	significant historical events, people and places in their own locality.	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	describe the location of features and routes on a map.	significant nationally or globally.		
YEAR 3	<p>Comparing Oswaldtwistle and Blackpool- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Stone Age to Iron Age – Substantive Concept: Childhood</p> <p>Disciplinary Concept: Similarity and difference</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>.</p>	<p>Volcanoes and Earthquakes- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Location Comparison (Mediterranean Country) - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human</p>	<p>Ancient Greece - Substantive Concept: Governance</p> <p>Disciplinary Concept: Historical evidence</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Local History – Cotton Industry Substantive Concept: Industrial Revolution</p> <p>Disciplinary Concept:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, a significant turning point in British history, for example, the first railways or the Battle of Britain.</p>

				characteristics, countries, and major cities.		
YEAR 4	Comparing Oswaldtwistle and Manchester- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Ancient Egypt – Substantive Concept: Governance Disciplinary Concept: Historical evidence the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Rivers and Mountains - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle . Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) , and land-use patterns; and understand how some of these aspects have changed over time		Romans – Impact on life in Britain – Substantive Concept: Warfare and conflict Disciplinary Concept: Cause and consequence the Roman Empire and its impact on Britain.	Local History- Canals and railways – Substantive Concept: Industrial revolution Disciplinary Concept: Time, change, chronology a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, a significant turning point in British history, for example, the first railways or the Battle of Britain.
YEAR 5	North America- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge	Local History – Accrington Pals and WW1 – Substantive Concept:	Rainforest (Valdivian temperate rain forest) – understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of: physical geography, including: climate zones, biomes and		Britain’s settlement of Anglo Saxons – Substantive Concept: Civilisation	The Viking and Anglo-Saxon Struggle for the Kingdom of England

	<p>of the United Kingdom and the wider world. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Warfare and conflict</p> <p>Disciplinary Concept: Historical evidence</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. A significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Disciplinary Concept: Similarity and difference</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p>	<p>Substantive Concept: Warfare and conflict</p> <p>Disciplinary Concept: Interpretation</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
<p>YEAR 6</p>	<p>South America – locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Mayans –</p> <p>Substantive Concept: Civilisation</p> <p>Disciplinary Concept: Similarity and difference</p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>		<p>Slavery and the Industrial Revolution –</p> <p>Substantive Concept: Industrial revolution and racial equality</p> <p>Disciplinary Concept: Interpretations and significance</p> <p>a study of an aspect or theme in British</p>	

				history that extends pupils' chronological knowledge beyond 1066
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