



Palace Fields Primary School
Whole School History / Geography Curriculum Overview
Academic Year 2018 - 2019

	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Year 1	<p style="text-align: center;"><u>Key Question</u> Why can't a meerkat live in the North Pole?</p> <p style="text-align: center;"><u>History / Geography Skills</u> I can explain the clothes that I would wear in hot and cold places. I can explain some of the main things that are in hot and cold places.</p> <p style="text-align: center;"><u>National Curriculum Objectives</u> 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 style="text-align: center;"><u>Key Question</u> What are the differences between Runcorn and the rainforests?</p> <p style="text-align: center;"><u>History / Geography Skills</u> I can explain where I live and tell someone my address. I can name the four countries and locate them on a map. I can keep a weather chart and answer questions about the weather. I can explain some of the main things that are in hot and cold places. I can name some towns and cities in the UK. I can explain the clothes that I would wear in hot and cold places. I can explain the weather changes throughout the year and explain the changes.</p> <p style="text-align: center;"><u>National Curriculum Objectives</u> Understanding geographical similarities and differences through studying the human and physical of a small are of the United Kingdom, and a small area in a contrasting non - European country</p>	<p style="text-align: center;"><u>Key Question</u> What has changed since your grandparents were young?</p> <p style="text-align: center;"><u>History / Geography Skills</u> I can use words and phrases like: old, new and long time ago. I can recognise some objects belong to the past. I can ask and answer questions about old and new objects. I can spot old and new things in a picture. I can explain what an object from the past might have been used for. I can explain how I have changed since I was born.</p> <p style="text-align: center;"><u>National Curriculum Objectives</u> Changes within living memory - revealing aspects of change in national life</p>
Year 2	<p style="text-align: center;"><u>Key Question</u> Where would you prefer to live England / Africa?</p> <p style="text-align: center;"><u>History / Geography Skills</u> I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, and valley. I can say what I like and do not like about the place I live in. I can say what I like and do not like about a different place. I can describe a place outside Europe using geographical</p>	<p style="text-align: center;"><u>Key Question</u> What was it like when the Queen came to the throne in 1953?</p> <p style="text-align: center;"><u>History / Geography Skills</u> I can use words and phrases like: before, after, past, present, then and now. I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. I can answer questions using books and internet. I can give examples of things that were different when</p>	<p style="text-align: center;"><u>Key Question</u> Why do we love to be beside the seaside?</p> <p style="text-align: center;"><u>History / Geography Skills</u> I can find out about the seaside using different sources of evidence and asking relevant questions. I can describe the key features of a place using words like 'beach', 'coast', 'forest', 'hill', 'ocean', 'valley'. I can describe some human features of the seaside. I can explain what facilities a town or village might need I can name the major cities of England, Wales, Scotland and Ireland.</p>

	<p>words.</p> <p><u>National Curriculum Objectives</u> Understanding geographical similarities and differences through studying the human and physical of a small are of the United Kingdom, and a small area in a contrasting non - European country Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world</p>	<p>my grandparents were children.</p> <p><u>National Curriculum Objectives</u> Events beyond living memory that are significant nationally or globally</p>	<p>I can find where I live on a map of the UK.</p> <p><u>National Curriculum Objectives</u> Identify seasonal and daily weather patterns in the United Kingdom Human and physical of a small area of the United Kingdom</p>
Year 3	<p><u>Key Question</u> What makes the earth angry?</p> <p><u>History / Geography Skills</u> I can describe how volcanoes are created. I can describe how earthquakes are created. I can describe how volcanoes have an impact on people's lives.</p> <p><u>National Curriculum Objectives</u> 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><u>Key Question</u> Who first lived in Britain?</p> <p><u>History / Geography Skills</u> I can describe events from the past using dates when things happened. I can use a timeline within a specific time in history to set out the order things may have happened. I can recognise that Britain has been invaded by several different groups over time. I can use various sources of evidence to answer questions. I can research a specific event from the past. I can use my 'information finding' skills in writing to help me write about historical information.</p> <p><u>National Curriculum Objectives</u> Changes in Britain from the Stone Age to the Iron Age</p>	<p><u>Key Question</u> Why has Greece always been in the news?</p> <p><u>History / Geography Skills</u> I can describe events and periods using the words: ancient and century. I can use a timeline within a specific time in history to set out the order things may have happened. I realise that invaders in the past would have fought fiercely, using hand to hand combat. I can suggest why certain events happened as they did in history. I can use various sources of evidence to answer questions.</p> <p><u>National Curriculum Objectives</u> Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European Country A study of Greek life and their achievements and their influence on the western world</p>
Year 4	<p><u>Key Question</u> How did the Victorian people help to shape the Runcorn we know today?</p> <p><u>History / Geography Skills</u> I can plot events on a timeline using centuries. I can use my mathematical skills to round up time differences into centuries and decades. I can explain how the lives of wealthy people were different from the lives of poorer people.</p>	<p><u>Key Question</u> Why were the Romans so powerful and what did we learn from them?</p> <p><u>History / Geography Skills</u> I can plot events using a timeline I can use mathematical skills to round up time differences into centuries and decades. I can explain how the lives of wealthy people were different from the lives of poorer people.</p>	<p><u>Key Question</u> Why is Liverpool such a cool place to live?</p> <p><u>History / Geography Skills</u> I can use correct geographical words to describe a place. I can use some basic OS map symbols. I can use an atlas by using the index to find places. I can use grid references on a map.</p> <p><u>National Curriculum Objectives</u></p>

	<p>I can explain how historical items and artefacts can be used to help build up a picture of life today. I can explain how an event from the past has shaped our life today.</p> <p><u>National Curriculum Objectives</u> A study of Local History taking account of a period of history that shaped the locality</p>	<p>I can explain how historical items and artefacts can be used to help build up a picture of life in the past. I can explain how an event from the past has shaped our life today. I can research two versions of an event and explain how they differ.</p> <p><u>National Curriculum Objectives</u> The Roman Empire and its impact on Britain</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>
Year 5	<p><u>Key Question</u> Why should gunpowder, treason and plot never be forgotten?</p> <p><u>History / Geography Skills</u> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can compare two or more historical periods; explaining things which have changed and things which stayed the same. I can explain how parliament affects decision making in England. I can describe how crime and punishment has changed over a period of time.</p> <p><u>National Curriculum Objectives</u></p>	<p><u>Key Question</u> How can we rediscover the wonder of Ancient Egypt?</p> <p><u>History / Geography Skills</u> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p><u>National Curriculum Objectives</u></p>	<p><u>Key Question</u> Why is Brazil in the news again?</p> <p><u>History / Geography Skills</u> I can answer questions by using a map. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. I can describe how some places are similar and dissimilar in relation to their human and physical features.</p> <p><u>National Curriculum Objectives</u></p>
Year 6	<p><u>Key Question</u> Were the Anglo - Saxons really smashing and the Vikings viscous and victorious?</p> <p><u>History / Geography Skills</u> I can draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc. I can they describe features of historical events and people from past societies and periods that they have studied I can describe a key event from Britain's past using a</p>	<p><u>Key Question</u> Who were the Mayans and what have we learnt from them?</p> <p><u>History / Geography Skills</u> I can place features of historical events and people from past societies and periods in a chronological framework. I can summarise what Britain may have learnt from other countries and civilisation through time gone by and more recently. I can describe features of historical events and people from past societies and periods I have studied.</p>	<p><u>Key Question</u> I'm a Year 6 pupil, can you get me out of here?</p> <p><u>History / Geography Skills</u> I can confidently explain scales and use maps with a range of scales. I can use OS maps to answer questions. I can describe how some places are similar and others are different in relation to their human features. I can accurately use a 4 figure grid reference. I can recognise key symbols used on ordnance survey maps.</p>

	<p>range of evidence from different sources.</p> <p style="text-align: center;"><u>National Curriculum Objectives</u></p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England</p>	<p>I can identify and explain my understanding of propaganda.</p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p style="text-align: center;"><u>National Curriculum Objectives</u></p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of The Indus Valley.</p>	<p style="text-align: center;"><u>National Curriculum Objectives</u></p> <p>Use the eight points of a compass, four-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>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
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