



**CURRICULUM FRAMEWORK FOR: History and Geography**

CLASS/ YEAR	AUTUMN TOPICS		SPRING TOPICS		SUMMER TOPICS	
Nursery (Discoverers)	Ourselves Why do leaves go crispy? What is a shadow? Is it shiny? How does that building stay up?		Where does snow go? Why is water wet? Are eggs alive? Do dragons exist? Why can't I have chocolate for breakfast?		Can we explore it? Can I have a dog? How high can I jump? How many colours in a rainbow? How many pebbles on the beach?	
Reception (Inventors)	People who help us What is that sound? Do you want to be friends? Why do Squirrels Hide their nuts? Can I switch it on?		Will you read me a story? What happens when I fall asleep? Are we there yet? Why do zebra's have stripes? Why don't snakes have legs?		What can you see in summer? Why do ladybirds have spots? Do cows drink milk? Are carrots orange? Who lives in a rock pool?	
Y1	<b>Changes in living memory</b> <b>Trips: toy museum</b> <b>Museum of Childhood</b> What is a school day? What do we do after school? Where is our school? Parents and Grandparents experiences. Letter writing Peepo book Time capsule Hamilton Trust Unit	<b>Weather experts</b> Trips: Kew Gardens <ul style="list-style-type: none"> <li>• Meteorologists</li> </ul> Identify daily and seasonal weather patterns in the UK <ul style="list-style-type: none"> <li>• Climate around the world</li> </ul> 7 continents Poles Equator Compass points Hamilton Trust units	<b>Significant Local Events and People – The Great Fire of London and Samuel Pepys</b> Trips: Museum of London Monument Walking Tour Fire Station St Paul's Cathedral Samuel Pepys Diary Adapted Historical Society planning		<b>We are Britain</b> <ul style="list-style-type: none"> <li>• The 4 nations of Britain and their capitals</li> <li>• Identifying on a map</li> <li>• The seas that surround Britain</li> </ul> Geographical Association unit	
Y2	<b>Significant Events from the Past – Transport</b> Trips: Transport Museum Bus/train/tube/boat trip Recount writing Non fiction texts Compare and contrast writing Adapted Historical Society Planning	<b>We are Britain</b> Trips: London Eye, Gherkin, Sky Garden, Local area walk Identify local landmarks – human and physical features Looking at and creating maps – route to school -route to a local point of interest. Beegu text Beebots Instruction writing Hamilton Trust	<b>Significant People – Van Gogh and Mary Seacole</b> Trips: National Gallery, visit from a medical professional Biography and autobiography writing. Hamilton Trust Units		<b>Explorers – Oceans and Continents</b> <ul style="list-style-type: none"> <li>• Naming the 7 continents</li> <li>• Name the 5 oceans</li> <li>• Know some countries in each continent</li> <li>• Find countries, continents, oceans on a map</li> <li>• North, South, equator</li> <li>• Locational language</li> <li>• Atlases and globes</li> </ul>	
Y3	<b>We are Britain</b> <ul style="list-style-type: none"> <li>• UK mountains and major hills</li> <li>• UK counties and their cities</li> </ul>	<b>What makes Europe?</b> <ul style="list-style-type: none"> <li>• Atlas work</li> <li>• Name and locate countries in Europe (incl Russia)</li> <li>• Capital cities and national flags</li> <li>• European country study incl human and physical features of a chosen country/ area (brochure)</li> </ul>	<b>Changes in Britain – Stone Age to Iron Age</b> Trip: British Museum Persuasive writing Historical Association Unit	<b>Changes in Britain – Stone Age to Iron Age</b> Trip: British Museum Persuasive writing Historical Association Unit	<b>Ancient Greece – A study of Greek life, achievements and their influence on the western world.</b> Trips: British Museum Freshwater Theatre visit into school Fables/Gods Historical Association Unit	<b>Environmental regions of North and South America</b> Compare and Contrast - Rainforest and desert / mountains <ul style="list-style-type: none"> <li>• People</li> <li>• Animals</li> <li>• Climate</li> <li>• Vegetation</li> <li>• Other interesting features – topography, human and physical features.</li> </ul>

Y4	<p><b>Roman Britain – including a local history study</b> Trips: London Wall, Guildhall (amphitheatre), Museum of London Cleo’s Company Workshops Portraits of Boudica Character description Biography Chronological report Historical Association planning</p>	<p><b>Settlements and Land use in the UK</b> Hamlet Village Town City Countryside Seaside Rural Urban What do the different areas contribute to the economy? (mining community etc) Trips: seaside, alternative to a city</p>	<p><b>Anglo Saxons</b> Trips: Cleos Company Workshops, All Hallows By The Tower, Museum of London, Pauline Lucas in to visit (Sutton Hoo)  Riddles and Kennings Descriptive Writing  Historical Association Planning</p>	<p><b>How did the Anglo Saxons and Vikings Get Along?</b> Trips: Cleos Company Workshops, All Hallows By The Tower, Museum of London, Pauline Lucas in to visit (Sutton Hoo)  Riddles and Kennings Descriptive Writing  Historical Association Planning</p>	<p><b>Where does my food come from?</b> Trips: farm, factory, supermarket  <ul style="list-style-type: none"> <li>Locate the countries on maps</li> <li>Physical features of the location the food is grown (mountainous, near river etc)</li> <li>Food distribution (natural resources)</li> <li>Economic activity and trade links</li> </ul> Job opportunities Food miles Carbon footprint</p>
Y5	<p><b>Victorians – school, child labour, living conditions</b> Trips: Ragged School Museum Geffrye Museum (workshop) Text: Street Child – Berlie Doherty Hamilton Trust strands of planning</p>	<p><b>Investigating Climate and Biomes</b>  <ul style="list-style-type: none"> <li>Describe and understand climate</li> <li>Identify different climates around the world (6 different climates)</li> </ul> Refer to latitude, longitude, equator, north and south  <ul style="list-style-type: none"> <li>Know and describe the 7 biomes of the world.</li> <li>Understand the link between climate and biomes</li> <li>Identify similar and different biomes across the world.</li> </ul> Geographical Association scheme</p>		<p><b>Map skills</b> Trip: Wales  <ul style="list-style-type: none"> <li>8 points of a compass</li> <li>Read 4 &amp; 6 figure grid references</li> <li>Ordnance Survey maps</li> <li>Symbols and keys</li> <li>Reading local, national and international maps</li> <li>Creating maps</li> </ul></p>	<p><b>Achievements of the Ancient Egyptians</b> Trips: Petrie Museum of Egyptian Archaeology RE links Myths Clay project – art Instruction writing Historical Association Planning</p>
Y6	<p><b>Early Islamic Civilisation</b> Trip: Observatory Science Museum 1001 inventions short film Maryam Al-Astrulabi (significant female) Islamic Art RE link Parent involvement Geometry Historical Association Planning</p>	<p><b>Early Islamic Civilisation</b> Trip: Observatory Science Museum 1001 inventions short film Maryam Al-Astrulabi (significant female) Islamic Art RE link Parent involvement Geometry Historical Association Planning</p>			<p><b>Rivers, Earthquakes and Volcanoes</b> Trips: Mudlarking in Shadwell Thames boat tour Docklands museum  <ul style="list-style-type: none"> <li>Know and describe what creates these phenomena</li> <li>Know and describe the features of these phenomena</li> <li>Know the natural resources created by these</li> </ul> Geography association unit Why wolves change rivers video clip (Youtube)</p>