| **Year** | Term | **Topic** | **Geography Links** | **History Knowledge Links** |
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| EYFS | Autumn1 | HAPPY TO BE ME.  (to include Ourselves and friendships) | \*I can talk about members of their immediate family and community.  \*I can name and describe people who are familiar to them  \*I can draw information from a simple map.  \*I can understand that some places are special to members of their community  \*I can recognise some similarities and differences between life in this country and life in other countries  \*I can recognise some environments that are different to the one in which they live.  **People, culture and communities ELG:**   * **I can describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class. I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfictions texts and when appropriate, maps.** | \*I can comment on images of familiar situations in the past.  \*I can compare and contrast characters from stories, including figures from the past.  **Past and present ELG:**  **I can talk about the lives of the people around me and their roles in society. I know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. I understand the past through settings, characters and events encountered in books read in class storytelling.** |
| Autumn 2 | WE ARE SCIENTISTS  (to include Space and Seasonal Changes) |
| Spring 1 | WE ARE STORYTELLERS  (to include Traditional Stories and Julia Donaldson) |
| Spring 2 | WE ARE INVENTORS  (to include Superheroes) |
| Summer 1 | WE ARE CARING  (to include New Life - Butterflies) |
| Summer 2 | WE ARE EXPLORERS  (to include Travel and Transport) |
| Year 1 | Autumn1 | Enchanted Woodland | * Devise a simple map; and use and construct basic symbols in a key. | Discrete |
| Autumn 2 | Paws, Claws, and Whiskers | * Devise a simple map; and use and construct basic symbols in a key | Discrete |
| Spring 1 | Bright Lights, Big City, Taxi | * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, and shop. * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. * Identify seasonal and daily weather patterns in the UK * Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) | * Events beyond living memory that are significant nationally or globally (Great Fire of London) |
| Spring 2 |
| Summer 1 | Dinosaur Planet | * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. | * Events beyond living memory that are significant nationally or globally (Life of Dinosaurs * The lives of significant individuals in the past who have contributed to national and international achievements(Mary Anning) |
| Summer 2 | Rio De Vida | * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * Name and locate the world’s seven continents and five oceans. * Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. | Discrete |
| Year 2 | Autumn1 | Towers, Tunnels and Turrets | * Use basic geographical vocabulary to refer to key human features, including: city, town, village * Use aerial photographs and plan perspectives to recognise landmarks and basic human features (Tunnels, Structures, Towers) | * Events beyond living memory that are significant nationally or globally (Building Euro Tunnel) |
| Autumn 2 | Let’s explore the world | * Name the continents and the oceans * name and locate the world’s seven continents and five oceans * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * 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 * identify d the location of hot and cold areas of the world in relation to the Equator and the North and South Poles * use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and field * 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 describe the location of features and routes on a map * use simple fieldwork and observational skills to study the geography of their school | Discrete |
| Spring 1 | Street Detectives | * Use basic vocabulary to refer to key human features; including: city, town, village, factory, farm, house, office, shop * Use aerial photographs and plan perspectives and fieldwork to recognise landmarks and basic human and physical features of Gorton * Devise a simple map of Gorton / school ground and use and construct basic symbols in a key. * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. (Start wider, looking at Europe, UK, England, Manchester, Gorton) * 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 | * 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(LS Lowry) |
| Spring 2 |
| Summer 1 | Coastlines / Land ahoy | * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * Name and locate the world’s seven continents and five oceans. * Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. * collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.. | * The lives of significant individuals in the past who have contributed to national and international achievements (explorers) |
| Summer 2 |
| Year 3 | Autumn1 | Gods and Mortals | * Locate the world’s countries, using maps to focus on Europe | * Ancient Greece – a study of Greek life and achievements and their influence on the western world |
| Autumn 2 | Rocks, Relics, Rumble and Ammomite | * Describe and understand key aspects of: ♣ physical geography, including: volcanoes and earthquakes * Name and locate the world’s countries (when locating volcanoes) * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time | * Significant event - Pompeii |
| Spring 1 | Scrumdiddlyumptious | * Describe and understand key aspects of human geography, including: economic activity including trade links (food) * Map work, locational knowledge | * Person of significance – James Lind |
| Spring 2 |  |
| Summer 1 | Tribal Tales | Discrete | * Changes in Britain from the Stone Age to the Iron Age |
| Summer 2 |
| Year 4 | Autumn1 | I am Warrior! | * locate the world’s countries, using maps to focus on Europe (Italy) | * The Roman Empire and its impact on Britain |
| Autumn 2 | Road Trip USA! | * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * locate the world’s countries using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * 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 | * Native Americans – Iroquois Tribe |
| Spring 1 | Peaks and Cities | * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country * 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 * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. * describe and understand key aspects of human geography including: types of settlement and land use | Discrete |
| Spring 2 | Pharaohs | * Describe and understand key aspects of types of settlement and land use and the distribution of natural resources including water (Nile) * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | * The achievements of the earliest civilizations and a depth study of one of the Ancient Egypt |
| Summer 1 | Misty Mountain, Winding River | * 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, rivers), * Describe and understand key aspects of: ♣ physical geography, including: rivers, mountains and the water cycle * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | * Discrete |
| Summer 2 |
| Year 5 | Autumn1 | Stargazers | Discrete | Person of significance – Galileo  History of space travel |
| Autumn 2 | Alan Turing | * use fieldwork to observe and present the human and physical features in the local area using a range of methods, including sketch maps | * - A local history study – Alan Turing * Changes in Belle Vue |
| Spring 1 | Traders and Raiders | Map work, Locational knowledge | * Britain’s settlement by Anglo-Saxons and Scots   The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| Spring 2 |
| Summer 1 | Sow, Grow, Farm and Eat | * describe and understand key aspects of types of settlement and land use and the distribution of natural resources including water * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts * 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 | Discrete |
| Summer 2 |
| Year 6 | Autumn1 | Hola Mexico! | * 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 * 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 * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900 |
| Autumn 2 | Fallen Fields | Discrete | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WW1) - a significant turning point in British history |
| Spring 1 | Frozen Kingdom  Frozen Kingdom | * 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) * describe and understand key aspects of: ♣ physical geography, including: climate zones * 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. | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 and significant individual – Ernest Shackleton and exploration in the early 1900s |
| Spring 2 |
| Summer 1 | Manchester Revolution | Map work | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Industrial revolution, Victorians) - a significant turning point in British history - Local History Links (Thomas Street) |
| Summer 2 |