

Newchurch St Marys **Geography/History**

Substantive Knowledge:

EYFS

Understanding the World

Talk about the lives of people around them and their roles in society

Know some similarities and differences between things in the past and now.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

KS1

Locational knowledge

- name and locate the world's seven continents and five oceans. (Barnaby Bear Investigates the World)
- name, locate and identify characteristics of the four oceans and capital cities of the United Kingdom and its surrounding seas. (Barnaby Bear Investigates the UK)

Place knowledge

- 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.

Human and physical geography

- 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
- 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 fieldwork

- 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 Geography - key stages 1 and 2 3
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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

Changes in living memory

Events beyond living memory that are significant nationally or globally Great Fire of London

The lives of significant individuals in the past who have contributed to significant national and international achievements.

Significant historical events, people and places in their own locality.

KS2

Locational knowledge

- 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
- 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
- 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)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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. (Investigating our Town)

Changes in Britain for the Stone Age to the Iron Age

The Roman Empire and its impact on Britain

Britain's settlements by Anglo Saxon and Scots

The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor

A local history study

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

The achievements of the earliest civilizations

Ancient Greece

A Non-European society that provides a contrast with British history.

Disciplinary Knowledge:

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

EYFS

| Term | Topic |
|----------|---|
| Autumn 1 | Family |
| Autumn 2 | Guy Fawkes, Remembrance Day, Great Fire of London |
| Spring 1 | Newchurch-in-Pendle maps |
| Spring 2 | Castles then and now, toys |
| Summer 1 | Hot and cold |
| Summer 2 | Our year at school - living memory |

KS1

| Term | Cycle 1 | Cycle 2 |
|----------|---|---|
| Aut 1 | Investigate the UK | Significant Places in their locality/Local History School and Newchurch-in-Pendle How long has there been a school in Newchurch? |
| Aut 2 | Events beyond Living History - Great Fire of London Why did the fire spread so quickly and burn for so long? | Investigate the World |
| Spring 1 | Investigate Our Street | Significant Individuals Explorers Did the explorers find what they were looking for? |
| Spring 2 | Changes within Living Memory - Toys Do we still play with the same toys as our grandparents did? | Little Blue Planet |
| Summer 1 | Australia here we come | Events beyond living memory - The seaside here and now. Is the seaside the same now as it was when our grandparents were children? |
| Summer 2 | Significant Individuals - Florence Nightingale and Mary Seacole Why is Florence Nightingale more well known than Mary Seacole? | Weather and the seasons |

KS2

| Term | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
|----------|---|---|---|--|
| Aut 1 | Anglo Saxons and Scots What was it like to live in an Anglo Saxon village? | Romans What changes did the Roman invasion bring to the United Kingdom? | Changes in Britain from the Stone Age to the Iron Age How did society develop? | Earliest Civilisation - overview Did early civilisations develop in the same way? |
| Aut 2 | Mountains | Investigating our town comparison with Swindon | Investigating Longitude and Latitude | Investigating Climate and Biomes |
| Spring 1 | Anglo Saxons and Vikings Where did the Vikings first invade Anglo Saxon Britain? | The Plague How have pandemics changed? | Non-European society - Maya civilisation Did the Mayans create time? | Ancient Egypt How can we learn so much about Ancient Egypt from just these 6 objects? |
| Spring 2 | Rivers | Living in the Freezer - Polar | Amazon Adventures | Major World Cities Comparison of cities |
| Summer 1 | Ancient Greeks Why is Ancient Greece so significant? | Local History - How did the cotton industry become successful in Pendle? | Crime and punishment How has the justice system changed over time? | Local History What caused the decline of the Cotton industry |
| Summer 2 | Volcanoes | Finland - a region in a European country | Investigating the water cycle. | North America Comparison of New York, Houston and LA. |