

HISTORY/GEOGRAPHY COMPOSITE KNOWLEDGE COVERAGE

KEY STAGE 1

Intent:

To deliver and develop a Geography and History curriculum which encourages active engagement in learning, equipping pupils with skills to facilitate independence and allows pupils to challenge each other as well as themselves to develop a deeper understanding of the world in which they live.

		CYCLE A – 2025-2026	CYCLE B – 2026-27	Running throughout each cycle each half term
Autumn	1	<p style="text-align: center;">Theme- Myself, My Senses</p> <p style="background-color: #c8e6c9;">Geography - Geographical skills and fieldwork</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> 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. 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. 	<p style="text-align: center;">Theme- My Family and Where I live</p> <p style="background-color: #ffcdd2;">History – Historical Significance</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) 	<p>GEOGRAPHY Human and Physical Geography</p> <ul style="list-style-type: none"> 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, shop. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans. Use simple compass directions (N, S, E, W) and location and directional language for example, near and far, left and right to describe the location of features and routes on a map.
	2	<p style="text-align: center;">Theme- Celebrations</p> <p style="background-color: #ffcdd2;">History – Change and continuity</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Similarities and differences between ways of life in different periods. 	<p style="text-align: center;">Theme- Festivals</p> <p style="background-color: #c8e6c9;">Geography - Place knowledge</p> <p><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> 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. <i>(Festivals around the world)</i> 	

Spring	1	<p>Theme- My Community</p> <p>Geography - Human and Physical Geography <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> 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. 	<p>Theme- People Who Help Us</p> <p>History - Historical Significance <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality.
	2	<p>Theme- Animals in my Community (My Pets/Farm)</p> <p>History - Historical Significance <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. <i>(Animals used for agriculture and transportation)</i> 	<p>Theme- Animals in the Wild</p> <p>Geography - Locational knowledge <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. <i>(Wild animals that live in the different continents)</i>
Summer	1	<p>Theme- Life Cycles</p> <p>Geography - Human and physical geography <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. <i>(How does weather affect life cycles? Life cycles in different seasons)</i> 	<p>Theme- Growing Plants</p> <p>History – Sources and evidence/cause and consequence <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Lives of significant individuals in the past who have contributed to National and International achievements. <i>(Mother Theresa sources - pictures of her healing the sick)</i>
	2	<p>Theme- Moving</p> <p>History – Change and continuity <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Theme- Transport</p> <p>Geography - Place knowledge <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> 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. <i>(Transport through forests, hills, seas, rivers)</i>	
--	--	--	--	--

Thematic curriculum to be delivered at 3 differentiated developmental levels to include all pupils in class group.