



## GEOGRAPHY/HISTORY COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 1

**Intent:**  
To deliver and develop a Geography and a 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 - 2023-2024	CYCLE B - 2024-2025	Running throughout each cycle	
<b>A u t u m n</b>	<b>1</b>	<p style="text-align: center;"><b>Theme- Myself, My Senses</b></p> <p><b>Geography - Geographical skills and fieldwork</b> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p style="text-align: center;"><b>Theme- My Family and Where I live</b></p> <p><b>History – Historical Significance</b> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p><b>GEOGRAPHY</b> <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Key human features, including: city, town, village, factory, farm, house, office,</li> </ul>	
	<b>2</b>	<p style="text-align: center;"><b>Theme- Celebrations</b></p> <p><b>History – Change and continuity</b> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Similarities and differences between ways of life in different periods.</li> </ul>	<p style="text-align: center;"><b>Theme- Festivals</b></p> <p><b>Geography - Place knowledge</b> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical</li> </ul>		

		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>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></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>port, harbour, shop.</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans.</li> <li>• 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.</li> </ul>
S p r i n g	1	<p><b>Theme- My Community</b></p> <p><b>Geography - Human and Physical Geography</b> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>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>	<p><b>Theme- People Who Help Us</b></p> <p><b>History - Historical Significance</b> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>Significant historical events, people and places in their own locality.</p>	
	2	<p><b>Theme- Animals in my Community (My Pets/Farm)</b></p> <p><b>History - Historical Significance</b> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>Significant historical events, people and places in their own locality. <i>(Animals used for agriculture and transportation)</i></p>	<p><b>Theme- Animals in the Wild</b></p> <p><b>Geography - Locational knowledge</b> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>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></p>	
S u m m	1	<p><b>Theme- Life Cycles</b></p> <p><b>Geography - Human and physical geography</b> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p>	<p><b>Theme- Growing Plants</b></p> <p><b>History – Sources and evidence/cause and consequence</b> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p>	

e r		<p>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>	<p>Lives of significant individuals in the past who have contributed to National and International achievements.  (Mother Theresa sources - pictures of her healing the sick)</p>		
	2	<p style="text-align: center;"><b>Theme- Moving</b></p> <p><b>History – Change and continuity</b>  <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p style="text-align: center;"><b>Theme- Transport</b></p> <p><b>Geography - Place knowledge</b>  <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <p>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></p>		