

Topic: Joint History & Geography Key Stage 1: Years 1 & 2

KS1 Even Years		
Term 1: Ourselves	Term 2: Frozen Planet	Term 3: Transport
<p style="text-align: center;"><u>National Curriculum - History</u></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 significant historical events, people and places in their own locality. <p style="text-align: center;"><u>National Curriculum - Geography</u></p> <p>Geographical skills</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 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 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 <p>Place knowledge</p> <ul style="list-style-type: none"> human and physical geography of a small area of the United Kingdom, <p>Human and physical geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to key physical and human features 	<p style="text-align: center;"><u>National Curriculum - History</u></p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g Robert Falcon Scott, Ernest Shackleton. <p style="text-align: center;"><u>National Curriculum - Geography</u></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Human and Physical</p> <ul style="list-style-type: none"> 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 <p>Geographical skills</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;"><u>National Curriculum - History</u></p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Wright brothers/ Neil Armstrong/ Ellen McCarther/Amy Johnson, Brunel, Stephenson) Events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight; the first trains, Titanic) <p style="text-align: center;"><u>National Curriculum - Geography</u></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Geographical skills</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to key physical and human features
<p><u>Key objectives</u></p> <ul style="list-style-type: none"> To order events chronologically To create a family tree To describe how our grandparents' childhoods were different to our own To find out what toys were like at different times in the past To compare artefacts and use sources To describe changes in schools, homes, technology and clothes. Understand and describe the key physical and human features of the school, local and national environment Plan a route map and use geographical language to describe where they are. 	<p><u>Key objectives</u></p> <ul style="list-style-type: none"> To explain why Captain Scott is famous To sequence a timeline of events Describe how to survive in a frozen climate Name and locate the 7 continents and 5 oceans Identify and compare seasonal/ daily weather patterns in the UK and Poles. Identify the North and South Poles Use geographical language to describe features of the North pole. 	<p><u>Key objectives</u></p> <ul style="list-style-type: none"> To understand how travel and transport has changed from past to present. To explain how cars have changed throughout history. To explain when the first trains developed and how trains changed people's lives in the 19th century. To investigate the lives of significant individuals in history. To describe key events in the life of Amelia Earhart. To describe a significant historical event. To describe the impact the moon landing had on our lives. Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the United Kingdom and its countries Use basic geographical vocabulary to refer to key physical and human features

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<p><u>Milestones – end of Y2.</u></p> <ul style="list-style-type: none"> • Use sources and databases to find out about the past • Know that the toys their grandparents played with were different to their own. • Know the main differences between their school days and that of their grandparents. • Know that children's lives today are different to those of children long ago. • Place events and artefacts in order on a time line. • Describe significant historical events, people and places in their own locality <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Identify land use around the school: use simple fieldwork and observational skills to study the geography of the school • Know what is N, E, S and W, on a compass. • Devise a simple map, and use and construct basic symbols in a key. • Know their address and postcode. • Describe how the locality of the school has changed over time. 	<p><u>Milestones – end of Y2.</u></p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Describe historical events and significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. <ul style="list-style-type: none"> • Name and locate the 7 continents and 5 oceans • Identify seasonal and daily weather patterns in the United Kingdom. • Identify the location of the North and South Poles • Ask and answer geographical questions linked to the topic • Use world maps, atlases and globes • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map 	<p><u>Milestones – end of Y2.</u></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Describe historical events beyond living memory that are significant nationally or globally: • Know about an event or events that happened long ago. • Describe significant people from the past, including a famous person from outside the UK • Name famous people from the past related to the topic and explain why they are famous. • Know about a famous person from outside the UK and explain why they are famous. • Know the name of a famous person, or a famous place, close to where they live. <ul style="list-style-type: none"> • Name and locate the 7 continents and 5 oceans • Ask and answer geographical questions relevant to the topic • Use world maps, atlases and globes
<p><u>Key Vocabulary</u> <u>History</u> Past, Present, century, ago, years, decade, when I was young/ little, a long time ago</p> <p><u>Geography</u> village, town, city human, physical, the U.K. England, Scotland, Wales, Northern Ireland, aerial, bird's eye view, fieldwork. Journey line, route, travel, compass directions: North, East, South, West, Atlas, map, globe. village, town, city, capital.</p>	<p><u>History Key Vocabulary</u> <u>History</u> History, past, significant, famous, artefact, event, timeline, explorers Captain Scott, Shackleton, endeavour, a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time.</p> <p><u>Geography</u> Weather, the UK, changes, seasons, temperature/ thermometer, (sun, rain, thunder, snow, wind etc)., autumn, winter, spring, summer, forecast, Atlas, Artic, Equator, The Arctic, North Pole, South Pole, Antarctic, Equator, Inuit, continent, ocean, Equator, Asia, Africa, North America, South America, Australia, Europe, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, cold/polar, temperate, warm, tropical,</p>	<p><u>History Key Vocabulary</u> car, train, plane, flight, invent, travel, transport, penny farthing, Benz,</p>

Topic: Joint History & Geography Key Stage 1: Years 1 & 2

KS1 Odd Years		
Term 1: The Great Fire of London	Term 2: On Safari	Term 3: Seaside
<p style="text-align: center;"><u>National Curriculum - History</u> <u>History</u></p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally Lives of significant people and past events (Guy Fawkes and Houses of Parliament; Great Fire of London, Samuel Pepys) <p style="text-align: center;"><u>National Curriculum – Geography</u></p> <p>Locational knowledge:</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 four countries and capital cities of the United Kingdom and its surrounding seas 	<p style="text-align: center;"><u>National Curriculum – Geography</u></p> <p>Place knowledge</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 United Kingdom, and of a small area in a contrasting non-European country (e.g Kenya – similar sized non-European seaside destination). Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). <p>Human and Physical</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;"><u>National Curriculum – History</u></p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Queen Victoria) <p style="text-align: center;"><u>National Curriculum – Geography</u></p> <p>Place knowledge</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 United Kingdom, and of a small area in a contrasting non-European country (e.g St Ives – similar sized non-European seaside destination). <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 UK destination <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 and human features
<p><u>Key Objectives</u></p> <ul style="list-style-type: none"> To order key events in our lives. To make comparisons between London today and in 1666. To order the events of the Great Fire of London. To explain why some historical sources are helpful to find out more about the Great Fire of London. To explain how people fought the fire in the Great Fire of London. To understand how London was rebuilt after the Great Fire of London. To name and locate the world's seven continents and five oceans linked to their historical context 	<p><u>Key Objectives</u></p> <ul style="list-style-type: none"> To locate Africa on a world map and identify the country of Kenya. To explore the climate and weather of Kenya. To be able to use compass points to navigate around a map. To explore the landscapes of Kenya. To find out about the people and culture of Kenya. To identify similarities and differences between Kenya and the UK. 	<p><u>Key Objectives</u></p> <ul style="list-style-type: none"> Identify features of a British seaside holiday Use key vocabulary to describe human and physical features of seaside resorts Identify some popular U.K. seaside resorts and locate on a map Create an information page about a popular UK seaside resort Use photos of the seaside in the past to find out what was different and make comparisons Find out when and why seaside holidays became popular. Describe a visit to the seaside 100 years ago

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<ul style="list-style-type: none"> Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas relevant to the historical setting 		
<p><u>Milestones</u></p> <ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about the past. Describe historical events beyond living memory that are significant nationally or globally: Know about an event or events that happened long ago. Describe significant people from the past, including a famous person from outside the UK e.g. Name a famous person from the past and explain why they are famous Use dates where appropriate. Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Ask and answer questions to show they understand the key features of historical events. Use a wide vocabulary of everyday historical terms. Identify the geography of the world as seen during the period To use a map to locate human and physical features of Britain and London 	<p><u>Milestones</u></p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Name and locate the world's continents and oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. key physical features, including: hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, farm, house. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map, and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p><u>Milestones</u></p> <ul style="list-style-type: none"> Describe significant people from the past Describe changes within living memory which may reveal aspects of change in national life Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather/ city, town, village, factory, farm, house, office, port, harbour and shop. <p><u>Human and Physical features</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Devise a simple map, and use and construct basic symbols in a key. Use simple grid references (A1, B1).
<p><u>Key Vocabulary</u> Samuel Pepys, St Paul Cathedral, King Charles II, Thomas Farriner, diary, fire break, leather water bucket, axe, Tower of London, fire hook, past, present, old</p> <p>River Thames, city, shop, north, south, east, west</p>	<p><u>Key Vocabulary</u> Africa, savanna, grassland, plain, endangered, game reserve, habitat, migrations, National park, rural, urban, tourist, continents, oceans, compass, north, east, south, west, aerial view</p>	<p><u>Key Vocabulary</u> Queen Victoria</p> <p>Seaside, beach, coast, weather, seasonal, cliff, rock pool, town</p>

A history/geography unit, with mixed humanities objectives to support range of study – see geography overview/ curriculum overview* These long-term plans outline the content from the National Curriculum for each Key Stage. Plans are based on a two-year rolling plan with one unit of work per term, with flexibility around which term each unit is implemented.