History Curriculum Map

(Year 1- Year 6)

We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.

Geography	Autumn	Spring	Summer
Reception (Understanding the world)	**Outdoor adventures** **Using the senses to explore and describe the natural world around them whilst outside; understanding the effect of the changing seasons.** **Development matters** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. **Early learning goals** **ELG: Understanding the World – People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **ELG: Understanding the World – The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Exploring maps** **Exploring maps through discussion, story-telling, games and creative activity.** **Development matters** Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. **Early learning goals** **ELG: Understanding the World – People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **ELG: Understanding the World – The Natural World** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	**Around the world** **Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.** **Development matters** Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. **Early learning goals** **ELG: Understanding the World – People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: Understanding the World – The Natural World** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Year 1	**Autumn** **What is it like here? (6 lessons)** **Developing mapping skills by locating familiar features on aerial photographs and creating simple maps.** Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.	**Spring** **What is the weather like in the UK? (6 lessons)** **Learning about the countries and cities of the UK and how the weather changes across the seasons.** Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons and the current season and describe some seasonal changes. Identify the four compass directions. Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Suggest appropriate clothing and activities for each season.	**Summer** **What is it like to live in Shanghai?** **Investigating the wider world by locating continents, oceans and countries beyond the UK, with a focus on China.** Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality.

			Identify similarities and differences between human and physical features.
Year 2	**<u>Autumn</u>** **<u>Would you prefer to live in a hot or cold place?</u>** **<u>(6 lessons)</u>** **Examining climate zones and locating hot and cold places around the world.** Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.	**<u>Spring</u>** **<u>Why is our world so wonderful? (Rising stars)</u>** **To enhance and solidify their geographical general knowledge. It will also give them an appreciation of the world by introducing natural and man-made wonders, as well as ancient and modern wonders.** Name, locate and identify characteristics of the seven continents and oceans. Use world maps, atlases and globes. Understand geographical similarities and differences when studying both human and physical geography. Identify the locations of hot and cold areas around the world. Use basic vocabulary to refer to physical and human features. Develop knowledge about the world.	**<u>Summer</u>** **<u>What is it like to live by the coast? (6 lessons)</u>** **Exploring coastal environments by locating the seas and oceans surrounding the UK and investigating the physical features of the Jurassic Coast.** Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.

Year 3	Autumn	Spring	Summer
	Why do people live near volcanoes? (6 lessons) **Investigating the structure of the Earth and the movement of tectonic plates by learning how mountains, volcanoes and earthquakes are formed.** Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.	**Who lives in Antarctica? (6 lessons with optional sustainability lesson: Choose between the three optional lessons.)** **Exploring the physical features of Antarctica, examining how people adapt to working in this extreme environment and planning an expedition inspired by Shackleton's journey.** Describe lines of latitude and longitude, giving an example. Understand that the Northern and Southern Hemispheres have seasons at different times. Define climate zones, giving an example. Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains. Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there. Describe the equipment and clothingresearchers use in Antarctica. State the outcome of Shackleton's expedition. Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them. Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map. Describe a similarity and a difference between life in the UK and life in Antarctica. Draw a map of the route taken on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped.	**Are all settlements the same?** **Examining settlements and land use by comparing urban and rural environments and investigating how places change over time.** Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.

Year 4	**Autumn**	**Spring**	**Summer**
	Where does our food come from? (6 lessons) **Exploring global trade and food production by mapping the world's biomes and tracing where food imports come from.** Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.	**Why are rainforests important to us? (6 lessons with an optional sustainability lesson: How sustainable is our school?)** **Examining the relationship between climate and biomes by locating the Amazon rainforest and investigating its physical features and vegetation.** Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.	**What are rivers and how are they used?** **Investigating how water is stored and transferred by learning about the water cycle, rivers and their features.** Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.

Year 5	**Autumn**	**Spring**	**Summer**
	What is life like in the Alps? (6 lessons) **Investigating tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck.** Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	**Why do oceans matter? (6 lessons with an optional sustainability lesson: What is fast fashion and why is it a problem?)** **Examining the importance of oceans by learning how people use and affect marine environments.** Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.	**Would you like to live in the desert? (6 lessons)** **Examining hot desert biomes by mapping the world's major deserts and investigating the physical features of the Mojave Desert.** Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.

Year 6	**Autumn**	**Spring**	**Summer**
	Why does population change? (6 lessons) **Examining global population patterns by investigating why some places are more densely populated than others.** Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.	**Where does our energy come from? (6 lessons with an optional sustainability lesson: What actions can we take to make the world more sustainable?** **Investigating how natural resources and energy are used in the UK and the USA as well as developing an understanding of global time zones.** Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.	**Can I carry out an independent fieldwork enquiry? (6 lessons)** **Applying geographical enquiry skills by investigating an issue in the local area.** Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.