



Flushing C of E Primary School

Foundation Curriculum Coverage

-History and Geography

History Curriculum Overview

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally.
- 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.
- significant historical events, people and places in their own locality.

| KS1 Year A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------------------|--------------------------------|----------|----------|----------------------------|------------------------------|
| Lives of significant individuals in the past who have contributed to national and international achievements | | All About Me - Guy Fawkes | | | Our Amazing World - Travel | |
| Significant historical events, people and places in our locality | | | | | | Our Amazing World - Flushing |
| Events beyond living memory that are significant globally or locally | | All About Me - Gun Powder Plot | | | Our Amazing World - Travel | |
| Compare aspects of life in different periods | All About Me - Homes | | | | Our Amazing World - Travel | |

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|------------------------------|---------------------------|--|--|--|----------------------------|--|
| Changes within living memory | All About Me - Homes/Toys | | | | Our Amazing World - Travel | |
|------------------------------|---------------------------|--|--|--|----------------------------|--|

| KS1 Year B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|----------------------------|-------------------------|--------------------------------------|----------|----------|
| Lives of significant individuals in the past who have contributed to national and international achievements | | Let's Celebrate- Explorers | | Can you help? - Great fire of London | | |
| Significant historical events, people and places in our locality | | | Can you help? - Castles | | | |
| Events beyond living memory that are significant globally or locally | | | | Can you help? - Great fire of London | | |

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|--|--|--|------------------------|--|--------------------|--|
| Compare aspects of life in different periods | | | Can you help - Castles | | Beside the Seaside | |
| Changes within living memory | | | | | Beside the Seaside | |

Make Every Moment Count



The National Curriculum History Programme of Study provides the content that must be taught to each year group. Below is a grid showing how, at Flushing, we structure our teaching for KS2 through our class topics.

Key Stage 2 History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should regularly address and sometimes devise historically valid questions about change, cause similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons 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 civilization – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

| KS2 2-Year Programme- History | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|--|--------------------------------|------------------------------|----------|-----------------------------|--------------------------|------------------------|
| Changes in Britain from the Stone Age to the Iron Age | The Flintstones | | | | | |
| The Roman Empire and its impact on Britain | | | | | | Romans (Dolphins) |
| Britain's settlements by Anglo-Saxons and Scots | The Flintstones | | | | Invaders and Settlers | |
| The Viking Anglo- Saxon struggle from the time of Edward the Confessor | The Flintstones | | | | Invaders and Settlers | |
| Local historical study | The World at War (Dolphins) | The Victorians (Dolphins) | | Tin Mining and Treasure! | | Food Glorious Food! |

| KS2 2-Year Programme- History | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|---|-----------------------------|---------------------------|------------------------|--------------------------|---------------------------|----------|
| A Study of British history that extends beyond 1066 | The World at War (Dolphins) | The Victorians (Dolphins) | | Tin Mining and Treasure! | | |
| The achievements of early civilizations | The Flintstones | Ancient Egypt | | | Invaders and Settlers | |
| The life and times of the Ancient Greece | | | | | Ancient Greece (Dolphins) | |
| A non-European study | | Ancient Egypt | Rainforests-The Mayans | | | |



Make Every Moment Count.

Geography

At Flushing C of E Primary School, we aim to inspire curiosity and fascination about the world. Children will be able to deepen their understanding of physical and human environments.

Geography Curriculum Overview

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected, and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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 areas of:

- 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.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- 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.
- 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.
- 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.

| KS1 Year A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--------------|----------|-------------------|----------|-------------------|-------------------|
| Locational Knowledge: Name and locate the world's seven continents and five oceans | | | | | Our Amazing World | |
| Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas | | | | | Our Amazing World | Our Amazing World |
| 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 of a contrasting non-European country | | | | | | Our Amazing World |
| 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 | | | Wonderful Weather | | | |
| Use basic geographical vocabulary to refer to key physical features and key human features. | All About Me | | Wonderful Weather | | | |
| 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 | | | | | Our Amazing World | Our Amazing World |
| Use simple compass directions and locational and directional language to describe the location of features and routes on a map | | | | | Our Amazing World | |
| 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 | | | | | Our Amazing World | |
| 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 | All About Me | | | | | Our Amazing World |

| KS1 Year B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|-----------------|-----------------|---------------|---------------|--------------------|--------------------|
| Locational Knowledge: Name and locate the world's seven continents and five oceans | | Let's Celebrate | | | | |
| Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas | | | Can you help? | Can you help? | | |
| 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 of 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 | Let's Celebrate | | | | | |
| Use basic geographical vocabulary to refer to key physical features and key human features. | Let's Celebrate | | | | Beside the Seaside | |
| 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 | | Let's Celebrate | | | | |
| Use simple compass directions and locational and directional language to describe the location of features and routes on a map | | | | | | Beside the Seaside |
| 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 | | | | | | Beside the Seaside |

| | | | | | | |
|---|-----------------|--|--|--|--------------------|--------------------|
| 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 | Let's Celebrate | | | | Beside the Seaside | Beside the Seaside |
|---|-----------------|--|--|--|--------------------|--------------------|

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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.

| Year 3/4 2-Year Programme- Geography | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|--|-----------------|----------|---------------------|--------------------------|-----------------------|---------------------|
| Locate countries using maps to focus on Europe and North and South America | | | Amazonian Adventure | Tin Mining and Treasure! | Invaders and Settlers | Food Glorious Food! |
| Name and locate counties and cities within the UK geographical regions and their identifying human and physical characteristics | The Flintstones | | | Tin Mining and Treasure! | | |
| Identify the position and significance of latitude, longitude, equator, Northern and Southern hemispheres, Tropic of Cancer, Capricorn, arctic and Antarctic, Greenwich, Meridian and time zones | | | Amazonian Adventure | | | |
| Understand similarities and differences of the UK, a European country | The Flintstones | | Amazonian Adventure | | Invaders and Settlers | |

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|--|--|--|--|--|--|--|
| and a region in North or South America | | | | | | |
|--|--|--|--|--|--|--|

| Year 3/4 2-Year Programme- Geography | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|---|----------|---------------|-------------------------|-----------------------------|--------------------------|------------------------|
| Physical geography, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle | | Ancient Egypt | Amazonian Adventures | | Invaders and Settlers | |
| Human geography, settlements, land use, economic activity, distribution of natural resources and energy, food, minerals and water | | Ancient Egypt | | Tin Mining and Treasure! | | Food Glorious Food! |

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|---|-----------------|--|----------------------|--------------------------|-----------------------|---------------------|
| Use maps, globes, to locate countries; use field work to observe measure record features including sketch maps, plans and graphs. | | | Amazonian Adventures | Tin Mining and Treasure! | Invaders and Settlers | Food Glorious Food! |
| Use the eight points of the compass, four and six-figure grid references, symbols and keys to understand the UK and the wider world | The Flintstones | | | | | Food Glorious Food! |

| Year 5/6 2-Year Programme- Geography | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|--|--------------|------------|------------|--------------|----------------|----------|
| Locate countries using maps to focus on Europe and North and South America | World at War | | | Animal magic | | |
| Name and locate counties and cities within the UK geographical regions and their identifying human and physical characteristics | | Victorians | Our Planet | | | |
| Identify the position and significance of latitude, longitude, equator, Northern and Southern hemispheres, Tropic of Cancer, Capricorn, arctic and Antarctic, Greenwich, Meridian and time zones | | Victorians | Our Planet | | | |
| Understand similarities and differences of the UK, a European country and a region in North or South America | | | | Animal magic | Ancient Greece | |

| Year 5/6 2-Year Programme- Geography | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
|---|------------------|------------|------------|--------------|----------|----------|
| Physical geography, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle | | | Our Planet | Animal Magic | | |
| Human geography, settlements, land use, economic activity, distribution of natural resources and energy, food, minerals and water | | | Our Planet | | | Romans |
| Use maps, globes, to locate countries; use field work to observe measure record features including sketch maps, plans and graphs. | The World at War | | | | | |
| Use the eight points of the compass, four and six-figure grid references, symbols and keys to understand the UK and the wider world | | Victorians | | | | Romans |

