Naseby CE Primary Academy History and Geography Curriculum 2020-22

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Class 1 2020-21**  **EYFS** | EYFS: This is Me!  Understanding of their own history and family.  Begin to discuss what they enjoy doing and what they are good at.  Naming body parts.  Creating self-portraits. | EYFS: Polar bear, polar bear, what do you hear?  Exploration of countries other than the UK.  Animals that we might find in Arctic/Antarctic.  Exploration of transport and comparison to UK. | EYFS: Superheroes in training!  People who help us and comparison to superheroes.  How can we be superheroes?  How can we help other people?  How can we look after ourselves? | EYFS: Knights and Dragons  What is a castle and who lived in them?  Reading stories involving castles and mythical creatures.  Explore knights and how they helped to protect people. | EYFS: Rumble in the jungle  Explore countries other than the UK, comparing weather.  Explore animals that we don’t find in the UK.  Which animals might live in a rainforest?  Explore South America and maps. | EYFS: Oh I do like to be beside the seaside!  What is the seaside? What might we do there?  Explore toys from the past. |
| **Class 1**  **2020-21**  **Years 1 and 2** | **KS1: This is Me**  Geography:   * Our local area, comparison to towns and cities * Intro to maps - what are they, why are they used?   History:   * Our lives, timeline showing events in our own lives * Family tree | **KS1: Frozen Kingdoms (Arctic/Antarctic)**  Geography:   * Comparison of our country to Arctic/Antarctic * Comparison of culture, weather   History:   * Famous person (Scott of Antarctic and Matthew Henson) | **KS1: Superheroes!**  History:   * Who was Florence Nightingale and Mary Seacole? How did they help other people? * How is it different being a nurse now? | **KS1: Raise the drawbridge!**  History:   * Why were castles built? * Who built the first castle? * How were castles designed?   Geography:   * Was there a castle in Northampton? * Why were castles built in certain places? | **KS1 South America: Explorers**  Geography:   * Where is South America? How is it different to the UK? * Which countries are in South America? * What is the landscape like in South America? * What are some of the traditions in South America?   History:   * Who explored South America? | **KS1: Passport to the past! (the beach)**  Geography:   * What are some features of the coast? * How is the coastline in danger?   History:   * Who is Queen Victoria? * Why do people go on holiday? |
| **Class 1 2020-21**  **EYFS** | **EYFS: This is me!**  Understanding of their own history and family.  Begin to discuss what they enjoy doing and what they are good at.  Naming body parts.  Creating self-portraits. | **EYFS: Polly put the kettle on**  Introduction to the concept of the past before they were born through nursery rhymes.  Explore items from previous eras and the comparison between now (wash day, toys, clothes, school). | **EYFS: Rocket to the moon!**  Explore different types of transport.  Discuss what the children already know about Earth and the other planets.  Find out about famous people who have been into space. | **EYFS: If you go into the woods today…**  Exploration of animals in our local area.  Use of forest school to explore habitats and plants.  Begin to explore the life of a plant through planting seeds. | **EYFS: Bread and butter pudding**  Revisit the idea of history and things happening before we were born.  Show images of London (current) and discuss how it is different to Naseby.  Show images of London (17th century) and discuss how it was different.  DIscuss timeline of events of the fire and why it happened.  Who can help us in an emergency? | **EYFS: Kangaroo hop!**  Exploration of map work and finding Australia.  Explore animals that we might find in Australia.  What is Australia like?  Why couldn’t a kangaroo live in the UK? |
| **Class 1**  **2021-22**  **Years 1 and 2** | **KS1: Our local area**  Geography:   * Where do we live? * What is Naseby like compared to towns and cities?   History:   * What is Naseby famous for? * What is Northampton famous for? | **KS1: Why do we wear poppies? (World War One)**  History:   * What is remembrance day? * Why do we remember the wars? * Which toys did children play with? * Study of a famous person from that period   Geography:   * Which countries were affected by the war? | **KS1: Iceberg ahead! (The sinking of the Titanic)**  History:   * What was the Titanic? * Why was it so special? Was it the same for everyone? * Why weren’t more people saved? * How can we make sure this doesn’t happen again?   Geography:   * Where was the Titanic sailing to and from? | **KS1: Green fingers**  Science: | **KS1: London’s burning!**  **(Great Fire of London)**  History:   * How do we know what happened during the great fire of london? * How did the fire start?   Geography:   * Where is London? * What are some of the landmarks of London? | **KS1: Down under!**  **(Australia)**  Geography:   * Where is Australia? * How is it different to the UK?   History:   * Aboriginal people- who are they? How do they live? |
| **Class 2**  **2020-21**  **Years 3 and 4** | **Europe**  Recap of the world continents and where they are on the globe.  Hemispheres.  Climate in Europe.  The countries that make up Europe and their differences/similarities. | **The Water Cycle**  Linked to States of Matter Science topic.  Discover what the water cycle is and why it is important to us.  Look at and create diagrams of the water cycle.  Learn about how water is used and conserved. | **Anglo Saxons and Scots**  Roman withdrawal from Britain in c AD410 and the fall of the western Roman Empire. (recap)  Scots’ invasions from Ireland to north Britain (Now Scotland).  Anglo-Saxon invasions, settlements, and kingdoms: place names and village life.  Anglo-Saxon art and culture.  Christian conversion – Canterbury, Iona, and Lindisfarne. | **Famous person study: Nikola Tesla**  Learn about the life and work of the Serbian-American inventor who created the Tesla coil and who discovered the rotating magnetic field.  Discover his contributions to the modern alternating current electricity supply system. | **All around the world.**  The world’s most significant human and physical features.  Use atlases, maps, and a globe. | **Battle of Naseby**  Field work using eight points of a compass, four-figure grid references and Ordnance Survey maps.  How has the local landscape changed over time?  Local history: What was the Battle of Naseby, why did it happen and why was it importance? |
| **Class 2**  **2021-22**  **Year 3 and 4** | **Riotous Royalty**  William the Conqueror’s reign from 1066 onwards to modern day royalty.  + Royal castles + buildings  British maps with locations of Royal castles and buildings. | **Dinosaurs**  How the Earth has evolved. | **Russia**  History of Russia.  Continent of Russia  (Maps + climate + biomes) | **World War II**  WW2  Maps showing the locations of battles and countries involved in WW2. | **Forces and Magnets** | **Light**  Evolution of photography, cameras, and Video games. |
| **Class 3**  **2020-21**  **Years 5 and 6** | **History**  **NC** Examine a non-European society that provides contrasts with British history: Mayan civilisation circa AD900.  **Unit of work**  Children locate the Maya civilisation on a map and a timeline. They examine various primary sources left behind by the Maya, including buildings and monuments. They investigate social order and the system of justice in the Maya civilisation and learn about Maya homes and cities. Finally, they explore two aspects of Maya culture: the games they played and the stories they told.  System of justice. Comparing cities with other historical cities e.g. Athens and Rome. | | **Why on Earth?**  **Geography unit**  Famous volcanic eruptions  Tectonic plates  Earth’s core, mantle and crust | **History**  **Unit of work**  Children begin by gaining an overview of the battle, finding out where it fits on a timeline, and exploring the main events leading up to the battle and the battle itself. They then look at the people and things that played a part in the Battle of Britain. Finally, they evaluate its significance. | **History**  **A local history study**  **Unit of work**  Children will learn about the local history within their locality.  Children will explore primary and secondary sources to find out about the history of their locality.  Sealed Knot re-enactment parliament and monarchy. | |
| **Class 3**  **2021-22**  **Years 5 and 6** | **Theories of Evolution**  Case Study- Charles Darwin | **Ancient Egypt**  Use maps, atlases, and globes to locate countries and major cities | **The water cycle**  Flooding etc  Grid references | **The history of crime and punishment** | **Ancient Greece**  Use maps, atlases, and globes to locate countries and major cities | **Medicine**  The evolution of medicine and the treatment of deadly diseases |