

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

Year 1 and 2 - *Year 1 and 2 work on a two year cycle due to mixed classes		End of unit assessment focus
Autumn 1	<p>Geography National Curriculum link: <i>Human and physical geography</i> - 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. Geographical skills and fieldwork - 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</p> <p><i>Would the Bog Baby survive in Liverpool?</i></p>	<p>Y1g1: Keep a weather chart and answer questions about the weather. Y1g2: Explain where I live and tell someone my address. Y1g3: Explain some of the main things that are in hot and cold places. Y1g4: Explain the clothes that I would wear in hot and cold places. Y1g5: Explain how the weather changes throughout the year and name the seasons. Y2g1: Say what I like and do not like about the place I live in. Y2g5: Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, and valley. Y2g7: Explain the facilities that a village, town and city may need and give reasons. Y2g11: Find where I live on a map of the United Kingdom.</p>
Autumn 2	<p>History National Curriculum link: Changes within living memory</p> <p><i>What was life like for grandma when she was little?</i></p>	<p>Y1h1: Use words and phrases like: old, new and a long time ago. Y1h2: Recognise that some objects belonged to the past. Y1h3: Explain how I have changed since I was born. Y1h5: Ask and answer questions about old and new objects. Y1h6: Spot old and new things in a picture. Y2h1: Use words and phrases like: before, after, past, present, then and now. Y2h3: Find out things about the past by talking to an older person.</p>
Spring 1	<p>History National Curriculum link: 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 OR significant historical events, people and places in their own locality</p>	<p>Y1h4: Explain how some people have had a significant impact on our lives. Y1h6: Spot old and new things in a picture. Y1h7: Explain what an object from the past might have been used for. Y2h1: Use words and phrases like: before, after, past, present,</p>

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

	<i>Who was Christopher Columbus?</i>	then and now. Y2h4: Answer questions using books and the internet. Y2h5: Research the life of a famous person from the past using different sources of evidence.
Spring 2	History National Curriculum link: events beyond living memory that are significant nationally or globally Geography National Curriculum link: <i>Locational knowledge</i> - name and locate the world's 7 continents and 5 oceans <i>How far did Christopher Columbus travel?</i>	Y1h4: Explain how some people have had a significant impact on our lives. Y1h7: Explain what an object from the past might have been used for. Y2h1: Use words and phrases like: before, after, past, present, then and now. Y2h4: Answer questions using books and the internet. Y2g8: Name the continents of the world and locate them on a map. Y2g9: Name the world oceans and locate them on a map.
Summer 1	Geography National Curriculum link: <i>Locational knowledge</i> - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <i>Which country of the UK would the BFG choose to live in?</i>	Y1g2: Explain where I live and tell someone my address. Y1g6: Name the four countries in the United Kingdom and locate them on a map. Y1g7: Name some of the main towns and cities in the United Kingdom. Y2g1: Say what I like and do not like about the place I live in. Y2g2: Say what I like and do not like about a different place. Y2g10: Name the capital cities of England, Wales, Scotland and Ireland. Y2g11: Find where I live on a map of the United Kingdom. Y2g4: Describe some of the features of an island. Y2g5: Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, and valley. Y2g6: Explain how jobs may be different in other locations. Y2g7: Explain the facilities that a village, town and city may need and give reasons.
Summer 2	Geography	Y1g1: Keep a weather chart and answer questions about the weather.

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

	<p>National Curriculum link: <i>Human and physical geography</i> - 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><i>Are dinosaurs mammals?</i></p>	<p>Y1g3: Explain some of the main things that are in hot and cold places.</p> <p>Y1g4: Explain the clothes that I would wear in hot and cold places.</p> <p>Y1g5: Explain how the weather changes throughout the year and name the seasons.</p> <p>Y2g3: Describe a place outside Europe using geographical words.</p> <p>Y2g4: Describe some of the features of an island.</p> <p>Y2g5: Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, and valley.</p>
--	--	---

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

Year 3 and 4 - *Year 3 and 4 work on a two year cycle due to mixed classes

Autumn 1	<p>Geography National Curriculum link: <i>Geographical skills and fieldwork</i> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <i>Human and physical geography</i> - describe and understand key aspects of: physical geography, including: climate zones. <i>Place knowledge</i> - 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 in North or South America. <i>Locational knowledge</i> - 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)</p> <p><i>Why do so many people go to the Mediterranean for their holidays?</i></p>	<p>Y3g4: Use an atlas by using the index to find places. Y3g8: Name a number of countries in the northern hemisphere. Y3g9: Name and locate the capital cities of neighbouring European countries. Y3g10: Know the countries that make up the European Union. Y4g5: Explain why people may choose to live in one place rather than another. Y4g6: Locate the Tropic of Cancer and Tropic of Capricorn.</p>
Autumn 2	<p>History National Curriculum link: a local history study</p> <p><i>How did the Victorian period shape the Liverpool we know today?</i></p>	<p>Y3h1: Describe events from the past using dates when things happened. Y3h2: Construct a simple timeline identifying main events. Y3h3: Use my mathematical knowledge to work out how long ago events happened. Y3h4: Find out about the past using a range of sources and evidence. Y3h5: Use research skills to find answers to specific historical questions.</p>

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

		<p>Y3h7: Explain how our locality has changed over time.</p> <p>Y4h1: Plot events on a timeline using centuries.</p> <p>Y4h3: Explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>Y4h6: Research two versions of an event and explain how they differ.</p> <p>Y4h7: Research what it was like for children in a given period of history and present my findings to an audience.</p>
Spring 1	<p>History National Curriculum link: the Roman Empire and its impact on Britain</p> <p><i>Why were the Romans so powerful and what did we learn from them?</i></p>	<p>Y3h1: Describe events from the past using dates when things happened.</p> <p>Y3h2: Construct a simple timeline identifying main events.</p> <p>Y3h3: Use my mathematical knowledge to work out how long ago events happened.</p> <p>Y3h4: Find out about the past using a range of sources and evidence.</p> <p>Y3h5: Use research skills to find answers to specific historical questions.</p> <p>Y4h1: Plot events on a timeline using centuries.</p> <p>Y4h2: Use my mathematical skills to round up time differences into centuries and decades.</p> <p>Y4h3: Explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>Y4h4: Explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>Y4h5: Explain how an event from the past has shaped our life today.</p> <p>Y4h8: Explain some of the times when Britain has been invaded.</p>
Spring 2	<p>Geography National Curriculum link: <i>Human and physical geography</i> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p>Y3g4: Use an atlas by using the index to find places.</p> <p>Y3g5: Describe how volcanoes are created.</p> <p>Y3g6: Locate and name some of the world's most famous volcanoes.</p>

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

	<p>earthquakes, and the water cycle</p> <p><i>Tsunamis and Earthquakes (Y4)</i></p> <p><i>Volcanoes (Y3)</i></p>	<p>Y3g7: Describe how earthquakes are created.</p> <p>Y4g5: Explain why people may choose to live in one place rather than another.</p> <p>Y4g6: Locate the Tropic of Cancer and Tropic of Capricorn.</p>
Summer 1	<p>History</p> <p>National Curriculum link: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><i>Has Greece always been in the news?</i></p>	<p>Y3h1: Describe events from the past using dates when things happened.</p> <p>Y3h2: Construct a simple timeline identifying main events.</p> <p>Y3h3: Use my mathematical knowledge to work out how long ago events happened.</p> <p>Y3h4: Find out about the past using a range of sources and evidence.</p> <p>Y3h5: Use research skills to find answers to specific historical questions.</p> <p>Y3h6: Research in order to find similarities and differences between two or more periods of history.</p> <p>Y4h1: Plot events on a timeline using centuries.</p> <p>Y4h2: Use my mathematical skills to round up time differences into centuries and decades.</p> <p>Y4h3: Explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>Y4h4: Explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>Y4h5: Explain how an event from the past has shaped our life today.</p>
Summer 2	<p>Geography</p> <p>National Curriculum link: <i>Locational knowledge</i> - 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. <i>Human and physical geography</i> - describe and understand key</p>	<p>Y3g1: Use the correct geographical words to describe a place.</p> <p>Y3g2: Use some basic Ordnance Survey map symbols.</p> <p>Y3g3: Use grid references on a map.</p> <p>Y3g4: Use an atlas by using the index to find places.</p> <p>Y4g1: Carry out research to discover features of villages, towns or cities.</p> <p>Y4g2: Plan a journey to a place in England.</p>

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

	<p>aspects of: 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.</p> <p><i>Why is Liverpool such a successful city?</i></p>	<p>Y4g3: Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).</p> <p>Y4g4: Explain why people may be attracted to live in cities.</p> <p>Y4g5: Explain why people may choose to live in one place rather than another.</p> <p>Y4g7: Name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p>
--	--	---

Year 5

Autumn 1	<p>History National Curriculum link: the achievements of the earliest civilizations – 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</p> <p><i>How can we re-discover the wonder of Ancient Egypt?</i></p>	<p>Y5h1: Draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Y5h4: Test out a hypothesis in order to answer questions.</p>
Autumn 2	<p>Geography National Curriculum link: <i>Place knowledge</i> - 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 in North or South America <i>Human and physical geography</i> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <i>Human geography</i> - including: types of settlement and land use,</p>	<p>Y5g1: Plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>Y5g6: Name and locate many of the world's physical features in an atlas.</p> <p>Y5g7: Explain how a location fits into its wider geographical location with reference to human and economical features.</p>

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

	<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Locational knowledge - 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)</p> <p><i>What's so special about The Americas?</i></p>	
Spring 1	<p>History National Curriculum link: Britain's settlement by Anglo-Saxons and Scots</p> <p><i>Were the Anglo Saxons really smashing?</i></p>	<p>Y5h1: Draw a timeline with different historical periods showing key historical events or lives of significant people. Y5h2: Compare two or more historical periods; explaining things that changed and things that stayed the same. Y5h4: Test out a hypothesis in order to answer questions.</p>
Spring 2	<p>Geography National Curriculum link: <i>Human and physical geography</i> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Geographical skills and fieldwork - use the 8 points of a compass, 4- and 6-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. Locational knowledge - 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.</p>	<p>Y5g6: Name and locate many of the world's physical features in an atlas. Y5g7: Explain how a location fits into its wider geographical location with reference to human and economical features.</p>

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

	<i>What are the most famous mountain ranges in the world and where are they?</i>	
Summer 1	<p>History National Curriculum link: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Anglo-Saxon laws and justice.</p> <p><i>Who were the early lawmakers?</i></p>	<p>Y5h1: Draw a timeline with different historical periods showing key historical events or lives of significant people. Y5h3: Explain how Parliament affects decision making in England. Y5h5: Describe how crime and punishment has changed over a period of time.</p>
Summer 2	<p>Geography National Curriculum link: <i>Locational knowledge</i> - 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. 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). <i>Place knowledge</i> - 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 in North or South America. <i>Human and physical geography</i> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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.</p> <p><i>Why should the rainforests be important to us all?</i></p>	<p>Y5g1: Plan a journey to a place in another part of the world, taking account of distance and time. Y5g2: Explain why many cities are situated on or close to rivers. Y5g3: Explain why people are attracted to live by rivers. Y5g4: Explain the course of a river. Y5g5: Name and locate many of the world's most famous rivers in an atlas. Y5g6: Name and locate many of the world's physical features in an atlas. Y5g7: Explain how a location fits into its wider geographical location with reference to human and economical features.</p>

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

Year 6

Autumn 1	Geography National Curriculum link: <i>Geographical skills and fieldwork</i> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-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.	Y6g1: Use Ordnance Survey symbols and 6 figure grid references. Y6g2: Answer questions by using a map. Y6g3: Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
----------	---	--

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

	<i>I'm a Year 6 pupil, get me out of here!</i>	
Autumn 2	<p>History National Curriculum link: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Viking raids and invasions.</p> <p><i>Were the Vikings always victorious and vicious?</i></p>	<p>Y6h1: Place features of historical events and people from the past societies and periods in a chronological framework. Y6h2: Summarise the main events from a period of history, explaining the order of events and what happened. Y6h3: Summarise how Britain has had a major influence on the world. Y6h4: Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). Y6h5: Identify and explain differences, similarities and changes between different periods of history.</p>
Spring 1	<p>History National Curriculum link: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War 2.</p> <p><i>How could Hitler have convinced a nation like Germany to follow him?</i></p>	<p>Y6h1: Place features of historical events and people from the past societies and periods in a chronological framework. Y6h2: Summarise the main events from a period of history, explaining the order of events and what happened. Y6h6: Identify and explain propaganda. Y6h7: Describe a key event from Britain's past using a range of evidence from different sources.</p>
Spring 2	<p>History National Curriculum link: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Battle of Britain.</p> <p><i>How did the Battle of Britain change World War 2?</i></p>	<p>Y6h1: Place features of historical events and people from the past societies and periods in a chronological framework. Y6h2: Summarise the main events from a period of history, explaining the order of events and what happened. Y6h7: Describe a key event from Britain's past using a range of evidence from different sources. Y6h8: Describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p>
Summer 1	<p>Geography National Curriculum link: <i>Human and physical geography</i> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p>Y6g3: Use maps, aerial photographs, plans and e-resources to describe what a locality might be like. Y6g4: Describe how some places are similar and dissimilar in relation to their human and physical features.</p>

Our Lady Immaculate Catholic Primary School History and Geography Curriculum Map 2018-19

	<p>earthquakes, and the water cycle.</p> <p><i>Will you ever see the water you drink again?</i></p>	
Summer 2	<p>Geography National Curriculum link: <i>Locational knowledge</i> - 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).</p> <p><i>Where in the world is... ?</i></p>	<p>Y6g5: Name the largest desert in the world and locate desert regions in an atlas.</p> <p>Y6g6: Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</p> <p>Y6g7: Explain how time zones work and calculate time differences around the world.</p>