

Curriculum overview and skills development.

Unit	Why this? Why now?	End Points from previous year/unit/topic – skills and knowledge	Prioritisation as a result of COVID (has any previous learning been missed that needs to be taken account of)	Where are the knowledge and skills used next?
Reception Under the Sea	EYFS are thematic units which link to children's experiences and the world around them. <u>Understanding the world.</u> (EYFS framework) Historical knowledge centres on making sense of children's own life story and family's history (3,4 Year olds), comment on familiar situations and compare and contrast characters from stories, including figures from the past (Reception) Geography knowledge develops from position and familiar routes and locations and understanding of the natural environment and know there are different countries and describe differences and similarities (3,4 year olds) Draw information from a simple map and recognise similarities and differences between their lives and lives in other countries. (Reception)	N/A	N/A	Children at the end of EYFS are able to talk about the lives of people around them and compare and contrast things in the past and now and understand the past through personal experiences and through settings, characters and events encountered in books. Describe their immediate environment using knowledge from observation, discussion, stories, maps and non-fiction texts. They describe similarities and differences between life in this country and other countries. They compare and contrast the natural world around them and contrasting environments, drawing on their own experiences, e.g. the seasons.
Reception Our world and beyond				
Reception Heroes				
Reception Explorers				
Reception Spots and Stripes				
Reception Once upon a time				

Year 1 Castles	In Year 1 children start to develop their understanding of the history and geography of Britain beyond their immediate lives through studies on castles and UK geography and make connections with what they already know. They learn about significant individuals who have shaped our world and start to develop skills such as using maps, comparing and contrasting and chronology. They learn how historians use sources and artefacts to build knowledge about the past.	N/A	N/A	Children build on their understanding of UK geography in Y2 China topic (a country that is unknown to the vast majority) leading on from UK geography and through the Continents and Oceans topic. They continue to learn about key events that shaped Britain and the world (Great Fire of London and WW2 as a child)
Year 1 UK Geography				
Year 1 Frozen Planet (Arctic and Antarctic)				
Year 1 Frozen Planet Scott and Daniels				
Year 1 Journeys mapping				
Year 1 Journeys Columbus and Armstrong				
Year 2 China	In Year 2 children build on their understanding of UK geography in Y2 China topic (a country that is unknown to the vast majority) leading on from UK geography and through the Continents and Oceans topic. They continue to learn about key events that shaped the world in Y2 WW2 and Great Fire of London, developing their chronology skills through timelines of historical events and comparing and contrasting Beijing and China for example their capital cities and landmarks, as well as looking at physical geography e.g. the Himalayas.	Using maps to discover the world, that London is the capital city of the UK.	Key skills and knowledge are revisited multiple times in KS1, and further developed in KS2. KS2 prioritised world geography knowledge using globes to fill gaps and build knowledge of continents, oceans and countries.	Children develop their understanding of history, using personal experiences to imagine what happened as well as starting to use historical accounts and artefacts. They develop and use vocabulary used in KS2 to describe the world, e.g. continent, capital, ocean, and history – artefacts, primary evidence. They ask questions about the past, as well as explaining and describing what they find out, using a range of different recording methods, e.g. oral, drawings, written,
Year 2 Great Fire of London		History is something that has happened in the past.		
Year 2 Dig for Victory / Local Area		That we live in the UK, near Birmingham, in Solihull.		
Year 2 Dig for Victory / WW2 through the eyes of a child		Know what an artefact is. Describe historical events, using own experiences to imagine life in a different historical era.		
Year 2 Continents and Oceans		The countries of the UK. How to use a map. That the world is made up of land masses and oceans.		
Year 2 Florence Nightingale and Mary Seacole		Understand how the actions of significant individuals can change the world. Know what an artefact is and how historians use artefacts.		

				timelines etc. They develop these skills in KS2, using a range of different sources and exploring both physical and human geographical characteristics of places.
In KS2, as in KS1, all year groups study a mix of history and geography to revisit and develop skills. Infant topics are thematic rather than chronological and cover key skills for both history and geography. We build on these foundations in the juniors. E.g. Castles in Y1 covers Battle of Hastings (BoH) and reasons for building castles which links to WW2 in Year 2 (and again in Year 6 in Children of Conflict) and Reign over Us in Year 4 which starts from 1066 and revisits BoH monarchs through to present day. Infant children learn first about the geography of the UK, then the world in Year 2 developing map skills. In Year 2 the China topic builds on this followed in KS2 by revisiting world geography and develop country knowledge, including (Local Area, Around the World Y4, as well as country specific geography - Egypt, Mexico, Greece). In KS2, children continue to explore both history and geography through topics and learn about longer historical eras, rather than particular events, and start to have more independence when learning; for example choosing a particular person or artefact to investigate or ask and answer questions about. They study a mix of ancient and more modern history each year. Knowledge planners make links between topics and enable teachers to check prior learning. We have updated the curriculum to reflect human geography issues and significant figures to make the curriculum relevant to today's world e.g. Anne Daniels (Y1) current research and exploration) Plastic pollution topic (Y3), Refugees (Y6).				
Year 3 Stone Age to Iron Age	In Year 3 children find out prehistory (before written accounts) and an ancient civilisation, using different sources. They develop chronology over longer historical eras. They further develop comparisons with their lives using primary and secondary sources. They explore the geography and climate of Egypt in Ancient and modern times and learn about a recent human geographical issue and how it is affecting the world.	That history is learning about the past. That dinosaurs were extinct before humans existed.	Children revisit local area learning which may have been impacted in KS1. Continents and oceans learning reinforced regularly in whole of KS2.	In KS2. Children continue to explore both history and geography through longer topics and learn about longer historical eras, rather than particular events, and start to have more independence when learning; for example choosing a particular person or artefact to investigate or ask and answer questions about. In Year 3, they start from the earliest time (Stone Age) which is pre-history (no written records) and also one of the Ancient civilisations which they then build on
Year 3 Plastic not Fantastic		Where the UK is on a map and the different countries that make up the UK. That there are 7 continents and 5 oceans and the 4 simple compass points.		
Year 3 Ancient Egypt		That Africa is one of the 7 continents.		
Year 3 Local Area		That London is the capital of the UK (and England). That we live in Solihull, near Birmingham.		

				in Y5 Maya and Y6 Greeks.
Year 4 Around the World	In Year 4, children further develop their world geography, using a range of maps and compare and contrast physical and human geographical features of different countries (Egypt, France, Brazil). They learn about biomes and compare different climate zones. They explore the theme of monarchy from 1066 to the present day including how the power of monarchy has changed and cause and consequence in terms of succession to the throne and the Domesday book. They build on settlement knowledge from Y2 and Y3 local areas. The Roman invasion of Britain follows on from the Celts settling end of the Iron Age (Y3).	Know the names of 7 continents, 5 oceans and locate countries using a range of maps at different scales including digital maps.		In Year 5 children find out more about different invaders and settlers (Anglo Saxons and Vikings) and how they affected the history of Britain following the Romans. Children also revisit learning about Ancient Civilisations (Maya) and deepen physical geography knowledge (rainforests, mountains and volcanoes).
Year 4 Reign Over Us		That the UK has a queen and there have been many kings and queens in British history.		
Year 4 Roman Rule		That different people move to settle in different places and in the Bronze and Iron Age, people moved from Europe to the UK.		
Year 5 Invaders Vikings and Anglo Saxons	Year 5 topics develop the range of skills and knowledge across ancient and more recent history, as well as physical and human geography. Children compare and analyse information and sources and explain in more detail what they have found from different kinds of evidence, sources and	The Iron Age lasted from 800BC until the Roman Invasion AD43. That Romans left Britain in 410AD and William the Conqueror invaded and won the Battle of Hastings in 1066.	Roman topic covered before Vikings for children who had missed due to lockdown.	Children use the range of geographical and historical skills and knowledge to apply them to each new topic. They can describe, understand and apply key aspects of geography and history to answer and raise their own questions.
Year 5 Mexico		That North America is one of the 7 continents of the world. That climate is different in different parts of the world.		
Year 5 Maya		That other ancient civilisations exist (e.g. the Ancient Egyptians).		

Year 5 Rainforests, mountains and volcanoes	information. They select, organise and record information in different ways.	The names of some rivers around the world (E.g. Nile, Thames,). The main climate zones around the world. The effects of climate change.		
Year 5 Tudors		England has been ruled by a monarch and still has a monarch (although is governed by parliament). The thrones of England were fought over.		
Year 6 Children of Conflict	Children use the range of geographical and historical skills and knowledge to apply them to each new topic. They can describe, understand and apply key aspects of geography and history to answer and raise their own questions.	What life was like as a child in WW2. That WW2 was within the lifetime of great-grandparents.		By the end of KS2, children are examining, analysing and comparing a range of primary and secondary sources, evaluating their usefulness and reliability. They understand how Britain has developed over time, and how the world has been influenced by significant individuals and civilisations. They understand and can confidently use a range of maps and have a secure locational knowledge and understanding of physical and geographical characteristics of the world around us.
Year 6 Refugees		That people have moved and settled in different places throughout history, including as a result of wars and conflicts. (Celts, Romans, Vikings, etc)		
Year 6 Greece		That Greece is part of Europe. That ancient Greeks were one of many ancient civilisations.		