



St Bernard's RC Primary History and Geography Curriculum



	Term 1	Term 2	Term 3
Year 1	<p>Developing knowledge about the locality</p> <p>Changes within Living Memory</p>	<p>Developing knowledge about the UK</p>	<p>Understanding Geographical similarities and differences</p> <p>Significant Historical Events, People and Places in the Locality</p>
Year 2	<p>Developing knowledge about the UK</p> <p>Human and physical features of the school's surrounding environment</p>	<p>Developing knowledge about the UK</p> <p>Human and physical features of the school's surrounding environment</p>	<p>Developing knowledge about the world - continents and oceans.</p> <p>Events beyond Living Memory</p> <p>Lives of Significant Individuals</p>
Year 3	<p>Location and characteristics - the world's most significant human and physical features.</p> <p>The UK: key topographical features & land-use patterns</p>	<p>History of the World - Earliest Civilizations</p> <p>History of the UK - Chronology</p>	<p>Geographical skills and Fieldwork - school focus</p>

<p>Year 4</p>	<p>History of the World - Empires</p> <p>Knowledge and understanding beyond the local area - comparing the UK and abroad</p> <p>Locate the world's countries - continents</p>	<p>History of the UK - Impact</p> <p>Knowledge and understanding beyond the local area - comparing the UK and abroad</p> <p>Locate the world's countries - continents</p>	<p>Knowledge and understanding of the UK</p> <p>Knowledge and understanding beyond the local area - comparing the UK and abroad</p>
<p>Year 5</p>	<p>Continents. The location and characteristics of most significant human and physical features</p>	<p>History of the World - Contrasting Non-European Society c. 900</p> <p>Knowledge of the UK</p>	<p>Place knowledge - comparison</p> <p>Geographical skills and Fieldwork</p> <p>History of the UK - Settlement & Struggle</p>
<p>Year 6</p>	<p>History of the UK - Beyond 1066</p> <p>Local History Study</p>	<p>Locate the world's countries - continents</p> <p>Knowledge and understanding of the UK</p>	<p>Geographical skills and Fieldwork - school focus</p>

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

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 2 gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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 geographical skills needed to: 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.