

EVAP Geogrpahy and History Curriculum Plan 2021-2023

Geography and History are taught as discreet subjects at EVPA. The aim of these two subjects is to inspire curiosity about our world and the way in which people live in it – in the past and in the present. The development of skills and knowledge is carefully planned to ensure progression from Early Years Foundation Stage through to the end of Upper Key Stage Two where our children will be ready to continue their learning of these key subjects at secondary school.

At EVPA we have mixed age classes, therefore, the curriculum is designed on a two year cycle; this cycle ensures that there is no repetition of coverage ad that progression of skills and knowledge is carefully implemented. The skills progression documents and curriculum intent documents that accompany this long term planning document can be found in the 'Geography and History' area of our school website.

Pupils' achievement in Geography and History is measured as either 'Working Towards the Expected Standard' 'Working at the Expected Standard' or 'Exceeding the Expected Standard'. A teacher judgement is made at the end of each unit for either Geography or History.

Where appropriate, we link the teaching of high quality fiction texts to a topic. Non-fiction texts are used to support learning and develop the skills of independent research and use of sources. Again, where appropriate, we will link subjects such as Design to the topics covered in Geography and History.

The EVPA IREACH values are embedded in all teaching and a theme of 'Homes and Houses', which runs throughout the curriculum, help our children make connections between the past and present and between our culture and other cultures.

| | Term 1 | Term 2 | Term 3 |
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| Year 1 & 2 Cycle A | <p style="text-align: center;"><u>Our World</u></p> <ul style="list-style-type: none"> • 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 • Contrast UK with the Arctic – landscape and climate • Explore Inuit culture and compare Inuit homes and houses with homes and houses in the UK | <p style="text-align: center;"><u>Intrepid Explorers</u></p> <ul style="list-style-type: none"> • describe significant individuals from the past. • Describe what makes an individual significant and why we should remember them • Ibn Batuta – from Morocco, born in 1304 and travelled over 73,000 miles • Christopher Columbus – discovery of the Americas • Felicity Aston – Polar Exploration | <p style="text-align: center;"><u>Victorians</u></p> <ul style="list-style-type: none"> • Queen Victoria • Victorian Homes and Houses • Victorian Schools – the school log book to support this. • Key historical events during the reign of Queen Victoria. Create a timeline. • Victorian Transport – the invention of the steam engine • Victorian Toys - https://discoverymuseum.org.uk/week-1-toys • Plant a Tree for the Jubilee – link our Oak Tree to the past (see entry in school log book) and a new tree for the future • observe and use pictures, photographs and artefacts to find out about the past |

| | Term 1 | Term 2 | Term 3 |
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| Year 1 & 2 Cycle B | <p style="text-align: center;"><u>The United Kingdom</u></p> <ul style="list-style-type: none"> Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Identify Northamptonshire, Northampton, Wellingborough and Ecton on a map 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 link to areas in the UK 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 | <p style="text-align: center;"><u>Fire! Fire!</u></p> <ul style="list-style-type: none"> The Great Fire of London Charles I Samuel Pepys – the person and his diary and why this is important Explore 17c homes and houses - Why did the houses burn? observe and use pictures, photographs and artefacts to find out about the past use stories and accounts to distinguish between fact and fiction | <p style="text-align: center;"><u>Ecton and London</u></p> <ul style="list-style-type: none"> use simple compass directions and locational and directional to describe the location of features and routes on a map; use a map to explore Ecton devise a simple map of Ecton School and a map of Ecton Village; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of Ecton, including key human and physical features, using a range of methods Compare a map of Ecton with a map of London; identify similarities and differences. |
| | Term 1 | Term 2 | Term 3 |

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| Year 3 & 4 Cycle A | <u>Egyptians</u> | <u>Stone Age</u> | <u>Mountains and Rivers</u> |
| | <ul style="list-style-type: none"> • Investigate Egyptologist Howard Carter his discoveries, achievements and methods. • Understand important aspects of the daily life of the Ancient Egyptians; including homes, jobs and food • Gods & Pharaohs and mummification • The legacy of the Ancient Egyptians | <ul style="list-style-type: none"> • Investigate how we know about Britain's prehistory • Make a timeline with the main dates of the periods in Stone Age to Iron Age Britain. • Learn about the development of homes and settlements from the Stone Age to the Iron Age. • Investigate life as a villager in those times • Stone age living v modern living • A home in Skara Brae • Archaeology: what does it teach us? | <ul style="list-style-type: none"> • Explain the processes of physical and human geography and their significance. • Living in the mountains – homes in the Kumaon region of the Himalayas and climate in the Himalayas. • The features of a river – compare the Nile and the Nene • Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes |
| | Term 1 | Term 2 | Term 3 |

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| Year 3 & 4 Cycle B | <u>Romans in Britain</u> | <u>Rainforests</u> | <u>Extreme Earth</u> |
| | <ul style="list-style-type: none"> • Learn the legend of the founding of Rome – Romulus and Remus • Locate Rome on a map and the spread of the Roman Empire • Roman Invasion of Britain • Roman cities and Roman homes • Roman etymology • Roman Empire: rule and control – compared with today • The legacy of the Romans and its impact eg: grid-based cities, sewers and sanitation, aqueducts etc • Possible trip to Chester House Estate and the onsite Roman Town | <ul style="list-style-type: none"> • The equator – a ring of forests • What is a rainforest? • Rainforest layers • Indigenous homes of the Amazon Rainforest • Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes; deforestation and its global impact. | <ul style="list-style-type: none"> • Earthquakes and volcanoes • Earth’s structure • Seismology and volcanology • Structure of a volcano • Why do people live on or near volcanoes? • https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/volcanoes-a-suitable-home/ • Earthquakes – why they happen and where they happen • Living with earthquakes – building earthquake safe homes • https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-mountains,-volcanoes/ |
| | Term 1 | Term 2 | Term 3 |

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| Year 5 & 6 Cycle A | <u>Ancient Greece</u> | <u>Biomes</u> | <u>The Tudors</u> |
| | <ul style="list-style-type: none"> • The four main time periods of the Greek Empire and the chronology of the Ancient Greeks. • Greek homes and buildings • Explore the empire of Alexander the Great and know and understand significant aspects of the expansion and dissolution of empires. • The development of democracy from its creation in Ancient Greece to systems used today. • Learn about the ancient Olympics and the legacy of this • Understand how our knowledge of the past is constructed from a range of sources. • | <ul style="list-style-type: none"> • Describe and understand key aspects of climate zones, biomes and vegetation belts. • Use maps, atlases and globes to locate countries and describe features studied • Identify the six major biomes on our planet – their location and key features • Undertake a detailed comparison of a Desert and a Taiga Forest | <ul style="list-style-type: none"> • The Wars of the Roses – key people and timeline. • The significance of the Tudor Rose. • The Tudor family: Henry V11 – Elizabeth 1 • Primogeniture – link to our royal family and how this has changed in very recent times • The six wives of Henry V111 • Church and State – how and why these were so important • Tudor homes and houses – Cannons Ashby, a Tudor manor house or Kirby Hall home to Sir Christopher Hatton (school trip) • Understand how our knowledge of the past is constructed from a range of sources. • Tudor culture – Shakespeare and The Globe Theatre |
| | Term 1 | Term 2 | Term 3 |

Comparative Study – Mexico and Spain

- Identify Mexico and Spain on a map; know which continent each country is in
- Identify the key cities and biomes of Mexico and of Spain
- Identify the coastal and mountainous areas of Mexico and Spain
- Compare tourism in Spain with tourism in Mexico
- Understand what ecotourism is and why it is important – compare ecotourism in Spain with ecotourism in Mexico
- Compare one densely populated area of Spain with a densely populated area of Mexico; look at types of homes in these areas.

WWII

- Winston Churchill – research facts about Britain’s wartime leader. Select and evaluate information from a range of sources.
- Investigate three key events from early in the war – Operation Dynamo, The Battle of Britain and The Blitz – look at the inspirational speeches that Churchill made to accompany these events.
- The legacy of WW11: William Beverage and the Welfare State; Aneurin Bevan and the NHS; The United Nations: founded in 1945.

Coasts

- Develop an understanding of the interaction of human and physical geography and the impact this has on the planet
- Research the main types of coasts found in the UK
- The processes of coastal erosion
- People who live by the sea and the impact of coastal erosion
- Coastal tourism and the human impact
- Tourism – compare a British coastal town (Bournemouth) with Dubai – a man made ‘coast’.
- Impact of tourism on the climate
- Making choices that impact the environment locally and globally
- Environmental Distasters – Boxing Day Tsunami
- Global influencer: Greta Thunberg