

History & Geography curriculum map

	<i>Nursery - Understanding the World (History & Geography)</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Geography (People, Culture & Communities)</p>	<p>Know the name of my school and talk about my classroom environment (noticing differences between inside and outside).</p> <p>Key Text - We're Going on a Bear Hunt (focus on inside and outside)</p>	<p>Begin to recognise differences between places/settings (in stories). City and arctic.</p> <p>Key Text - Over in the arctic</p>	<p>Know where my family live (here - close/near or , in another country far away ect)</p> <p>Begin to recognise similarities and differences between places/settings (in stories). City and forest.</p>	<p>Begin to know that there are different countries in the world (linked to where family live or where they have been on holiday)</p>	<p>Begin to recognise differences between places/settings (in stories). City and farm in the countryside. (farm visit).</p>	<p>Begin to recognise differences between places/settings (in stories). City and beach (create beach outdoors).</p> <p>Know that there are different countries in the world with a hot climate.</p>
<p>History (Past & Present)</p>	<p>Name the members in my family who live in my house.</p> <p>Begin to make sense of today (now and next using two visuals on timetable).</p>	<p>Name the members in my extended family (grandparents, aunties, uncles and cousins).</p> <p>Talk about my family using words 'old', 'young'.</p> <p>Make sense of now, next and then (using three visuals on timetable).</p>	<p>Make sense of today (morning and afternoon).</p> <p>Can talk about what they do in the morning (brush teeth, come to school). What they do in the afternoon (eat lunch, play outside).</p>	<p>Make sense of today and tomorrow.</p> <p>Begin to make sense of their family's history (where they live, what jobs they did).</p> <p>I know who is older and who is younger in my family.</p>	<p>Understand that something we have had for a long time is old and something we have had for a short time is new (make reference to classroom toys and books).</p> <p>Begin to understand the sequence of days of the week.</p> <p>Key Text - The Hungry Caterpillar</p>	<p>Make sense of today (morning and afternoon and evening - what do you do after school?)</p>

Reception - Understanding the World

Geography (People, Culture & Communities)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Develop their sense of responsibility and membership of a community (provide class jobs such as coat monitor, area monitors, litter pickers etc)</p> <p>Key Text - All Are Welcome</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities</p> <p>Key text - Who Are You</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Key text - Stick Man <i>(explore the idea of physical and human features by asking qns such as 'Who put that there? E.g. stream, trees, bridges & houses)</i> <i>(walk around the school grounds)</i></p>	<p>Recognise and explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Key text - We all went on Safari <i>(explore planes/flat land, mountains, climate, dress/clothing, animals)</i></p> <p>Key text - Home</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Key Text - Hats of Faith</p> <p>Begin to recognise some environments that are different to the one in which they live</p> <p>Key text - Handa's Surprise. .</p>	<p>Know that Earth is made of two parts, land and sea. Know that land is flat but has hills and mountains.</p> <p>Name some animals that are found on land, sea and sky.</p> <p>Key text - Here We Are</p> <p>I can explain how to take care of different environments and have a basic understanding of why this is important.</p> <p>Key text - Dear Earth</p>	<p>Know that a town is a big place with lots of people, homes and shops.</p> <p>Name the town that they live in within the city Manchester (Harpurhey, Collyhurst, Miles Platting, Blakely, Moston etc)</p> <p>Draw information from a simple map (school site or local area) and use locational and directional language (near and far).</p> <p>Key text - Home</p>

History (Past & Present)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Understand the sequence of days of the week (using visual timetable)</p> <p>Talk about the lives of the people around them and their roles in society (people who help us).</p>	<p>Begin to make sense of yesterday, today, and tomorrow (refer to this each day when reviewing visual timetable - yesterday was Tuesday, today is Wednesday, Tomorrow will be Thursday).</p> <p>I know that things happening now are the present and the things that have happened to me are in the past (relate this to morning, afternoon and this evening e.g. This morning has been so it is in the past, it is now the afternoon the present and the future is what</p>	<p>I know that life was different in the past. (Explore this concept looking at technology, toys, homes, jobs).</p> <p>I can explore real life objects and pictures and books to find out more about familiar situations in the past (of technology, toys, homes, jobs)</p>	<p>I know that people in my family were younger in the past and that their life was different to mine (set this as a dojo activity to research and find out about their parents - looking at photos of them as a child/baby)</p> <p>I know the developmental stages of humans; babies, toddlers, children, adults, elderly.</p> <p>I can sequence events from my life - use pictures of the children when they were babies - toddlers -</p>	<p>I can talk about events in the last year and I can explain how I have changed and grown this year.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>I can ask questions to find out more about past events (before their living memory).</p> <p>I can ask questions to find out more about significant people from the past (before their living memory).</p> <p>Understand the sequence of months of the year.</p>

	hasn't happened yet, going home to have your tea and go to bed).		children I know that as we grow we become more independent but when we become elderly we may need more support from our families or care workers who can help to provide care.		
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 1	Geog - Where we live - Harpurhey	History - Toys (Past vs Present)	Geog - The United Kingdom With a focus on London and Edinburgh	History - The Royal Family	Geog - Contrasting localities comparing Upper Mill to Harpurhey	History - The History of Football
Yr 2	History - Women who changed the World	Geog - Continents & Oceans	History - The Gunpowder Plot	Geog - Contrasting localities Uppermill village to Lagos	History - Magnificent Mancunians	Geog - Polar regions
Yr 3	History - Stone age to Iron age	Geog - Natural disasters	History - Ancient Egypt	Geog - European study: Athens, Greece	History - Ancient Greece	Geog - European study: Rome, Italy
Yr 4	History - Roman Britain (Anglo Saxons 2022/3)	Geog - Manchester	History - Anglo, Saxons and Scots (Roman Britain 2022/3)	History - The Vikings	Geography - Waterways & Canals	
Yr 5	History - Early Islamic Civilization	Geog - The British Isles	History: Monarchs	History - The Industrial history of Manchester	Geog - Mountains and Rivers	

Yr 6	History - Crime and Punishment	Geog - North America	History - The World Wars	Geog - South America: The Amazon Rainforest
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