

Whole School Curriculum Map: 2019-2020

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All About Me / Senses	People Who Help Me Celebrations	Space Chinese New Year	Life Cycles (chicken) Traditional Tales Superheroes	Traditional Tales Life Cycles (frogs) Growing	Animals Mini-beasts Pirates
Year 1	Welcome to the Jungle Locational Knowledge: 1 & 2 Place Knowledge: 1	Welcome to the Jungle	Toy Story KS1 History: 1 KS1 History: 3	Toy Story	Jurassic Giants Geographical Skills & Fieldwork: 4	Jurassic Giants
Year 2	Lively London Geographical Skills & Fieldwork: 2 & 3 KS1 History: 2 KS1 History: 4	Lively London	Oh, The Places We'll Go! Locational Knowledge: 1 Geographical Skills & Fieldwork: 1	Oh, The Places We'll Go!	Food, Glorious Food! Human & Physical Geography: 1 & 2	Food, Glorious Food!
Year 3	Chocolate KS2 History: 9	Chocolate	Active Planet Blue Planet Locational Knowledge: 1 & 2 Human & Physical Geography: 1	Active Planet Blue Planet	The Romans KS2 History: 2	The Romans
Year 4	Secrets of the Rainforest Place Knowledge: 1 Human &	Secrets of the Rainforest	Scavengers and Travellers KS2 History: 3 & 4	Scavengers and Travellers	Who do you Think you Are? KS2 History: 1	Who do you Think you Are?

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	Physical Geography: 2					
Year 5	Ancient Egyptians Geographical Skills & Fieldwork: 1 KS2 History: 7	Ancient Egyptians	Farnborough Spa	Farnborough Spa	Grand Designs Geographical Skills & Fieldwork: 2 KS2 History: 8	Grand Designs
Year 6	WWI KS2 History: 6	WWI	Explorers, Inventors and Scientists Locational Knowledge: 3 Human & Physical Geography: 1	Explorers, Inventors and Scientists	Making a Difference Geographical Skills & Fieldwork: 3 KS2 History: 5	Making a Difference

Geography

Key stage 1

Pupils should be taught to:

Locational knowledge

1. name and locate the world's seven continents and five oceans
2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

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1. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

1. 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
2. use basic geographical vocabulary to refer to:
 - a) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - b) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

1. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
2. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
3. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
4. 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.

Key stage 2

Pupils should be taught to:

Locational knowledge

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1. 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
2. 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
3. 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)

Place knowledge

1. 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 within North or South America

Human and physical geography

describe and understand key aspects of:

1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
2. 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

Geographical skills and fieldwork

1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
2. use the eight points of a compass, four and six-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
3. 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

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History Key stage 1

Pupils should be taught about:

1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
2. events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
3. 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
4. significant historical events, people and places in their own locality.

Key stage 2

Pupils should be taught about:

1. changes in Britain from the Stone Age to the Iron Age
2. the Roman Empire and its impact on Britain
3. Britain's settlement by Anglo-Saxons and Scots
4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
5. a local history study
6. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
7. 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 Ancient Greece – a study of Greek life and achievements and their influence on the western world

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8. Ancient Greece – a study of Greek life and achievements and their influence on the western world
9. a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.