



History and Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A 2022/2023	<u>Geography</u> What do I know about the UK and where I live in Waterhouses? <i>(UK and 4 countries and the seas that surround it)</i>	<u>History</u> Which internationally famous person did something incredible in the past? -Range of famous people – influencers – link to Black History Month.	<u>Geography</u> Why is London our capital city and which are the other cities of the UK? <i>(other cities in the UK)</i>	<u>History</u> How has life changed since the time my grandparents were young? -Look at political, roles of the royals and technology over time	<u>History</u> How have holidays changed from the past?	<u>Geography</u> What goes on at an airport/train station? <i>(maps looking at roads)</i>
	<b>Locational Knowledge</b> Know the names of the four countries that make up the UK Know the names of the three main seas that surround the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland	<b>Chronology and Causation</b> Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past Begin to appreciate the difference between long ago and very long ago Know where the people and events	<b>Locational Knowledge</b> Know why so many important buildings are located in London <b>Human and Physical Geography</b> Explain some of the advantages and disadvantages of living in a London or Rochdale <b>Geography skills and fieldwork</b>	<b>Chronology and Causation</b> To appreciate the difference between long ago and very long ago Create a simple timeline to capture recent events Remember parts of stories they have read or have had read to them which involve memories about the past Know that the toys their parents and	<b>Chronology</b> Recognise that their own lives are similar and/or different from the lives of people in the past. Use common words or phrases concerned with the passing of time. <b>Events People and Changes</b> Develop awareness of significant historical events,	<b>Locational Knowledge</b> Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world. <b>Human and Physical Geography</b> Explain some of the advantages and disadvantages of



	<p>Know the name of the nearest town or city</p> <p><b>Place knowledge</b></p> <p>Know and name the characteristics of the local area</p> <p><b>Human and Physical Geography</b></p> <p>Know the main differences between city, town and village</p> <p><b>Geography skills and fieldwork</b></p> <p>Know their address, including postcode</p> <p>Know that all streets have a name, including post code</p> <p>Know how to follow a simple road map</p> <p>Talk about the features in their local environment.</p>	<p>studied fit into a basic timeline</p> <p>Able to point out a few similarities and differences between ways of life at different times</p> <p>Able to order a few events and artefacts from the recent past</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> <p><b><u>Historical Enquiry</u></b></p> <p>Look carefully at pictures and objects to find information.</p> <p>Find answers and respond to simple questions about the past.</p>	<p>Know the name of the nearest town or city and locate it on a map of the UK</p> <p>Locate a number of cities on a map of the UK</p> <p>Make a model, using road strips and toy buildings that shows features in an area</p>	<p>grandparents played with were different to their own</p> <p>Organise a number of artefacts by age</p> <p>Recognise that familiar objects we have today would have been different in the past, i.e., telephone</p> <p>Know what a number of older objects were used for</p> <p>Know the main differences between their school days and that of their grandparents</p> <p>Begins to appreciate what a timeline is by looking at a time line over the past 10 years</p> <p>Use words to show the passing of time: old, new, earliest, latest, past, present, future,</p>	<p>people and places in their own locality.</p> <p><b><u>Historical Enquiry, Interpretation and using sources</u></b></p> <p>Ask and answer simple questions about the past through observing and handling a range of sources. Recognise some basic reasons why people in the past acted as they did. Consider why things may change over time</p> <p><b><u>Communication</u></b></p> <p>Talk about what/who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing.</p>	<p>living in a city or village.</p> <p><b>Geography skills and fieldwork</b></p> <p>Know and use the terminologies: left and right; below, next to</p> <p>Know the name of the nearest town or city and locate it on a map of the UK</p> <p>Locate a number of cities on a map of the UK</p> <p>Make a model, using road strips and toy buildings that shows features in an area</p> <p>Talk about the main differences between a world map and a globe.</p>
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		<p>Choose and select evidence and says how it can be used to find out about the past</p> <p>Understand some ways we find out about the past</p> <p>Recognise the importance of basing ideas on evidence</p> <p>Develop the idea of presenting an idea and raising questions about the past</p> <p><b><u>Interpretation and Significance</u></b></p> <p>Know about people in the past who have contributed to national and international achievements</p> <p>Recount historic details from eye-witness accounts, photos and artefacts</p>		<p>century, new, newest, oldest, modern, before, after</p> <p><b><u>Historical Enquiry</u></b></p> <p>Respond to simple questions about the past</p> <p>Observe and handle artefacts and ask simple questions about the past</p> <p>Offer an opinion as to why something may have happened in the past and why they know</p> <p><b><u>Interpretation and Significance</u></b></p> <p>To identify similarities and differences between different times</p> <p>Begin to identify and recount historic details from the past from</p>	<p>Use a variety of simple historical terms and concepts.</p>	
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		To develop an awareness of the past and comment on how they found they found out		sources e.g. pictures/stories Consider the differences between ‘long ago’ and ‘now’		
<b>Cycle B 2023/2024</b>	<b>History</b> What lessons have we learned from the Great Fire of London?	<b>History</b> What was life like when my parents were young?	<b>Geography</b> Why are some places in the world always hot and others always cold? <i>(Globe – equator, North Pole and South Pole - link to Lost and Found and Meerkat Mail)</i>	<b>Geography</b> What are the main differences between my life and life in a small village in Africa? - Mugmareno Village, Zambia <i>(Continents and oceans)</i> -Link to Fairtrade fortnight	<b>History</b> How did Britain change between the beginning of the Stone age and the end of the Iron age?	<b>Geography</b> What are the main features of the UK? <i>(counties, special features such as Lake district and holiday destinations))</i>
	<b><u>Chronology and Causation</u></b> Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past Begin to appreciate the difference	<b><u>Chronology and Causation</u></b> Create a simple timeline to capture recent events Know that the toys their parents played with were different to their own Organise a number of artefacts by age Recognise that familiar objects we	<b>Place knowledge</b> Know features of hot and cold places in the world Know where the equator, North Pole and South Pole are on a globe <b>Human and Physical Geography</b> Know some of the key physical and human features of	<b>Locational Knowledge</b> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Know why so many important buildings are located in London <b>Place knowledge</b>	<b><u>Chronology and Causation</u></b> Begin to understand that the past is divided into different named periods of time Able to use dates to explain British, local and world history Start using a timeline that	<b>Locational Knowledge</b> Know the difference between Great Britain, The British Isles and the United Kingdom Know the names of and locate at least eight counties and at least six cities in England Know the names of four countries from



	<p>between long ago and very long ago Know where the people and events studied fit into a basic timeline Able to point out a few similarities and differences between ways of life at different times Able to order a few events and artefacts from the recent past Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> <p><b><u>Historical Enquiry</u></b> Look carefully at pictures and objects to find information.</p>	<p>have today would have been different in the past, i.e., telephone Know what a number of older objects were used for Begins to appreciate what a timeline is by looking at a time line over the past 10 years Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</p> <p><b><u>Historical Enquiry</u></b> Respond to simple questions about the past Observe and handle artefacts and ask simple questions about the past</p>	<p>very hot or very cold places <b>Geography skills and fieldwork</b> Know which is N, E, S and W on a compass</p>	<p>Know the main differences between the climate and features of a place in England and that of a small place in a non-European country <b>Geography skills and fieldwork</b> Know and use the terminologies: left and right; below, next to Talk about the main differences between a world map and a globe</p>	<p>identifies different centuries Use appropriate dates and chronological conventions, e.g., BC, BCE and AD Put artefacts or information in chronological order from a long time ago Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore</p> <p><b><u>Historical Enquiry</u></b> Use a variety of sources to collect information about the past Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past</p>	<p>the southern and for from the norther hemisphere <b>Place knowledge</b> Know at least five differences between living in the UK and a Mediterranean country Know the main differences between a rural and an urban location within the UK <b>Human and Physical Geography</b> Know the name of and locate a number of the world’s longest rivers Know why most cities are situated close to a river <b>Geography skills and fieldwork</b> Use maps to locate European countries and capitals</p>
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	<p>Find answers and respond to simple questions about the past.</p> <p>Choose and select evidence and says how it can be used to find out about the past</p> <p>Understand some ways we find out about the past</p> <p>Recognise the importance of basing ideas on evidence</p> <p>Develop the idea of presenting an idea and raising questions about the past</p> <p><b><u>Interpretation and Significance</u></b></p> <p>Recount historic details from eye-witness accounts, photos and artefacts</p> <p>To begin to reflect on the significance of what has been</p>	<p>Offer an opinion as to why something may have happened in the past and why they know</p> <p><b><u>Interpretation and Significance</u></b></p> <p>To identify similarities and differences between different times</p> <p>Begin to identify and recount historic details from the past from sources e.g. pictures/stories</p> <p>To be able to talk about some people and events that they have studied and give reasons for their actions</p> <p>Consider the differences between ‘long ago’ and ‘now’</p>			<p>Explain that there are different types of evidence and sources that can be used to help represent the past</p> <p><b><u>Interpretation and Significance</u></b></p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Start to use stories or accounts to distinguish between fact and fiction</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p>Use a globe to gain a better understanding about countries’ location (USA and Russia, for example)</p> <p>Use maps to locate European countries and capitals</p> <p>Talk about the features in their local environment and compare it with another they know.</p>
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	<p>learnt from the past To develop an awareness of the past and comment on how they found they found out</p>					
Cycle C 2024/2025	<p><b><u>Geography</u></b> Why is Blackpool different to Waterhouses? <i>(focus on both human and physical)</i></p>	<p><b><u>History</u></b> Why do we have castles and what were they for?</p>	<p><b><u>Geography</u></b> How is a River formed? <i>(Including rivers in the UK and the world plus the Water Cycle)</i></p>	<p><b><u>History</u></b> How did the Victorians influence our life today?</p>	<p><b><u>Geography</u></b> What are the similarities and differences between my life in the UK and life in France?</p>	<p><b><u>History</u></b> What was life like in Stoke-on-Trent during the industrial revolution?</p>
	<p><b>Locational Knowledge</b> Know the names of the three main seas that surround the UK <b>Place knowledge</b> Know some of the characteristics associated with a coastal place in comparison to where they live <b>Human and Physical Geography</b></p>	<p><b>Chronology and Causation</b> Recognise the distinction between past and present. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time</p>	<p><b>Locational Knowledge</b> Know the names of four countries from the southern and four from the northern hemisphere <b>Human and Physical Geography</b> Know and label the main features of a river</p>	<p><b>Chronology and Causation</b> Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past Begin to appreciate the difference between long ago and very long ago</p>	<p><b>Locational Knowledge</b> Know the difference between Great Britain, The British Isles and the United Kingdom Know the names of and locate at least eight counties and at least six cities in England Know the names of four countries from the southern and</p>	<p><b>Chronology</b> Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Use common words and phrases concerned with the passing of time.</p>



	<p>Know the key physical and human features of a coastal place</p> <p><b>Geography skills and fieldwork</b></p> <p>Talk about the features in their local environment</p>	<p>such as ‘a long time ago’ and ‘before’.</p> <p><b>Events People and Changes</b></p> <p>Retell some events from beyond their living memory which are significant nationally or globally.</p> <p>Describe some changes within their living memory (including aspects of national life where appropriate).</p> <p><b>Historical Enquiry, Interpretation and using sources</b></p> <p>Use sources to answer simple questions about the past.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p> <p><b>Communication</b></p>	<p>Know the name of and locate a number of the world’s longest rivers</p> <p>Know why most cities are situated close to a river</p> <p>Explain the features of a water cycle.</p> <p><b>Geography skills and fieldwork</b></p> <p>Know and name the eight points of a compass</p>	<p>Know where the people and events studied fit into a basic timeline</p> <p>Able to point out a few similarities and differences between ways of life at different times</p> <p>Able to order a few events and artefacts from the recent past</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> <p><b>Historical Enquiry</b></p> <p>Look carefully at pictures and objects to find information.</p> <p>Find answers and respond to simple</p>	<p>four from the norther hemisphere</p> <p><b>Place knowledge</b></p> <p>Know at least five differences between living in the UK and a Mediterranean country</p> <p>Know the main differences between a rural and an urban location within the UK</p> <p><b>Human and Physical Geography</b></p> <p>Know the name of and locate a number of the world’s longest rivers</p> <p>Know why most cities are situated close to a river</p> <p><b>Geography skills and fieldwork</b></p> <p>Use maps to locate European countries and capitals</p>	<p><b>Event People and Changes</b></p> <p>Demonstrate knowledge of aspects of history significant in their locality</p> <p><b>Interpretation, Enquiry and using sources</b></p> <p>Use sources to address historically valid questions.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Recognise that different versions of the past events may exist.</p> <p>Describe some of the ways the past can be represented</p> <p><b>Communication</b></p> <p>Discuss some historical events, issues, connections, and changes.</p>
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		Retell simple stories or events from the past. Use simple historical terms.		<p>questions about the past. Choose and select evidence and says how it can be used to find out about the past Understand some ways we find out about the past Recognise the importance of basing ideas on evidence Develop the idea of presenting an idea and raising questions about the past</p> <p><b>Interpretation and Significance</b> Recount historic details from eye-witness accounts, photos and artefacts To begin to reflect on the significance of what has been learnt from the past</p>	Use a globe to gain a better understanding about countries' location (USA and Russia, for example) Use maps to locate European countries and capitals Talk about the features in their local environment and compare it with another they know.	Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology.
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