



## St Teresa's R.C Primary School History and Geography Curriculum Map

History	
Geography	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (3-4 Years old)	<b>Understanding the world</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul> <b>Maths</b> <ul style="list-style-type: none"> <li>Understand position through words alone. For example, "the bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> <b>Understanding the world</b> <ul style="list-style-type: none"> <li>Use their senses in hands – on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>					
	<b>How many different nursery rhymes do you know?</b>  <b>The natural world</b> Autumn Leaves  <b>Past and present/People, culture and communities</b> 'Come and See' Celebrations and Festivals  <b>Celebrations and Festivals</b> International Peace day European Day of Languages World Space week Harvest Festival	<b>Where does the day go at night?</b>  <b>The natural world</b> Light and Dark  <b>Past and present/People, culture and communities</b> 'Come and See' Celebrations and Festivals  <b>Celebrations and Festivals</b> All saints Day Diwali Bonfire Night World Science week Remembrance Day 1st Sunday of Advent	<b>Who went to Grandma's house?</b>  <b>The natural world</b> Winter wonderland  <b>Past and present/People, culture and communities</b> 'Come and See' Celebrations and Festivals  <b>Celebrations and Festivals</b> Epiphany World Religion Week Burns Night Chinese New Year Safer internet Day Kindness week	<b>What can you see on air, land and sea?</b> <b>The natural world</b> Habitats Spring into life <b>Past and present/ People, culture and communities</b> 'Come and See' Celebrations and Festivals <b>Celebrations and Festivals</b> Pancake Day Lent St David's Day World Book day British Science Week St Patricks Day Mother's Day Palm Sunday	<b>How does your garden grow?</b>  <b>The natural world</b> Plants and Growing  <b>Past and present/ People, culture and communities</b> 'Come and See' Celebrations and Festivals <b>Celebrations and Festivals</b> Ramadan Eid Ascension Pentecost Father's Day	<b>How do you want to be?</b>  <b>The natural world</b> Summer sun  <b>Past and present/ People, culture and communities</b> 'Come and See' Celebrations and Festivals <b>Celebrations and Festivals</b>



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				Easter		
Reception	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between the life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>					
	<p><b>Who ate all the biscuits?</b></p> <p><b>The natural world</b> Ourselves and body parts. Five senses Keeping our bodies healthy. Basic Hygiene</p> <p><b>Past and Present/ People and communities</b> New and old stories How we have grown and changed. Talk about past and present events in their own lives and the lives of family members. 'Come and See' celebrations and festivals</p> <p><b>Celebrations and Festivals</b> International Peace day European Day of Languages World Space week Harvest Festival</p>	<p><b>What do animals like to eat? (Minibeasts)</b></p> <p><b>The natural world</b> Seasons and change. Features of local environment.</p> <p><b>Past and Present/ People and communities</b> Local environment 'Come and See' celebrations and festivals</p> <p><b>Celebrations and Festivals</b> All saints Day Diwali Bonfire Night World Science week Remembrance Day 1st Sunday of Advent</p>	<p><b>How do we get around (Transport)</b></p> <p><b>The natural world</b> How things move Floating and sinking</p> <p><b>Past and Present/ People and communities</b> Transport from the past Simple maps 'Come and See' celebrations and festivals</p> <p><b>Celebrations and Festivals</b> Epiphany World Religion Week Burns Night Chinese New Year Safer internet Day Kindness week</p>	<p><b>Houses and Homes</b></p> <p><b>The natural world</b> Plant lifecycles Planting seeds and what they need to grow.</p> <p><b>Past and Present/ People and communities</b> How homes were different in the past Homes around the world 'Come and See' celebrations and festivals</p> <p><b>Celebrations and Festivals</b> Pancake Day Lent St David's Day World Book day British Science Week St Patricks Day Mother's Day Palm Sunday Holi Easter</p>	<p><b>All creatures great and small</b></p> <p><b>The natural world</b> Animals habitats Nocturnal animals Showing care for living things</p> <p><b>Past and Present/ People and communities</b> Comparing weather in different countries 'Come and See' celebrations and festivals</p> <p><b>Celebrations and Festivals</b> Ramadan Eid Ascension Pentecost Father's Day</p>	<p><b>What makes a hero? (People who help us)</b></p> <p><b>The natural world</b> Importance of exercise. Healthy food. Dental care Keeping our bodies healthy.</p> <p><b>Past and Present/ People and communities</b> People in the community who help us 'Come and See' celebrations and festivals</p>



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<b>EYFS End Points (Early Learning Goals - ELG)</b>	<p><b>Understanding the world</b></p> <p>ELG – Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>Understanding the world</b></p> <p>ELG – People and communities</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.</li> <li>• 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.</li> </ul> <p>ELG – The Natural World</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including seasons.</li> </ul>		
<b>Year 1</b>	<p>Has St Teresa's R.C Primary School always been like it is today?</p> <ul style="list-style-type: none"> <li>• significant historical events, people and places in their own locality</li> </ul> <p style="text-align: right;">Where can the Naughty Bus take us?</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds</li> </ul>	<p>How has shopping changed over the last 80 – 90 years?</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life''</li> </ul> <p>What will we find in our local area?</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and</li> </ul>	<p>How were the lives of these famous explorers the same or different? – Ibn Battuta, Christopher Columbus, Ernest Shackleton and Neil Armstrong.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p style="text-align: right;">An Introduction to the Seven Continents and the Five Oceans of the World</p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• 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</li> </ul>



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		<p>the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Year 2</b>	<p>Was the Great Fire of London really that Great? Which events should we remember in November?</p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul> <p>What are the four countries and capital cities and surrounding seas of the UK?</p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>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</li> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<p>What is special about the life of Walter Tull?</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>What are the Seven Continents and Five Oceans of the world? (Revision from Year 1)</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>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</li> <li>location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>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</li> </ul>	<p>How did George Thomas contribute to the community of Irlam and Cadishead?</p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> <li>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</li> </ul> <p>How are Irlam and Pointe-a-Pierre (in Trinidad) the same and different? 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</p> <ul style="list-style-type: none"> <li>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 Pole.</li> <li>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</li> <li>Use simple compass directions</li> <li>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.</li> </ul>



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KS1 History Endpoints	Historical Chronology	Historical Concepts	Historical Interpretation	Historical Enquiry	Historical Communication
	<ul style="list-style-type: none"><li>• I know where the people and events I have studied fit on a basic timeline.</li><li>• I can tell you a few similarities and differences between ways of life at different times.</li><li>• I can name a few people in the past who have contributed to national and international achievements.</li><li>• I can put a few objects/ events in order</li></ul>	<ul style="list-style-type: none"><li>• I can identify similarities and differences between different times.</li><li>• I can tell you about some of the people or events from my work</li><li>• I can give more than one cause of an event and give a reason why people in the past acted as they did.</li><li>• I am able to reflect on the significance of what I have learnt about the past.</li></ul>	<ul style="list-style-type: none"><li>• I have developed an awareness of the past and can comment on what or how I found things out.</li><li>• I understand some of the ways in which we find out about the past.</li><li>• I can tell you a few ways how the past has been presented or described.</li><li>• I understand the importance of basing my ideas on evidence</li><li>• I am developing the skills of presenting an idea and raising questions about the past.</li></ul>	<ul style="list-style-type: none"><li>• I can analyse artefacts I ask questions. I think how I might find out answers</li><li>• I am developing skills to study history by hypothesising, question-ing and investigating</li><li>• I can choose &amp; use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.</li></ul>	<ul style="list-style-type: none"><li>• I use common words &amp; phrases relating to passing of time</li><li>• I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people, I know in different ways using everyday historical terms.</li><li>• I can recount stories accurately and explain why some people and events were important.</li></ul>





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<b>KS1 Geography Endpoints</b>	<b>Locational knowledge and place knowledge</b> <ul style="list-style-type: none"> <li>• I can name &amp; locate the world's 7 continents and 5 oceans</li> <li>• I can name, locate and identify characteristics of the 4 countries &amp; capital cities of the UK &amp; surrounding seas</li> <li>• I understand geog. similarities and differences through studying the human &amp; physical geography of a small area of the UK &amp; contrasting non-European country.</li> </ul>	<b>Fieldwork</b> <ul style="list-style-type: none"> <li>• I can use simple fieldwork and observational skills to study the geography of my school and its grounds.</li> <li>• I can complete a chart to express opinions during Fieldwork.</li> <li>• I use first-hand observation to investigate places – the school grounds, the streets around and the local area.</li> <li>• I can recognise and record different types of land use, buildings and environments</li> </ul>	<b>Use of geographical vocabulary</b> <ul style="list-style-type: none"> <li>• I use and understand basic geographical specific vocabulary relating to human and physical geography</li> <li>• <b>I can use this specific key vocabulary to describe physical features</b> (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</li> <li>• <b>key human features</b> (city, town, village, factory, farm, house, office, port, harbour, shop, address)</li> <li>• I can use mathematical vocabulary to describe position and location</li> </ul>	<b>Using globes, maps and plans</b> <ul style="list-style-type: none"> <li>• I use world maps, atlases and globes to identify UK &amp; its countries</li> <li>• I can identify the countries, continents and oceans studied.</li> <li>• I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<b>Map work skills</b> <ul style="list-style-type: none"> <li>• I can follow a route on prepared maps (left/right) &amp; find information.</li> <li>• I can use simple compass directions (NSEW)</li> <li>• I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</li> <li>• I can make a simple map (E.g. from a story).</li> <li>• I can use &amp; construct basic symbols in a key</li> </ul>	<b>Human and physical geography: enquiry skills and communication</b> <ul style="list-style-type: none"> <li>• I can use observational skills and ask and respond to questions.</li> <li>• I can identify seasonal/ daily UK weather patterns</li> <li>• I can study the key human and physical features of the surrounding environment of my school</li> <li>• I begin to explain how/why I can find information from aerial photographs.</li> <li>• I use and apply Maths to help me to show learning</li> </ul>
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## St Teresa's R.C Primary School History and Geography Curriculum Map

Year 3	<p>How did Britain change from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"><li>changes in Britain from the Stone Age to the Iron Age</li></ul> <p>What makes the different regions of the UK different?</p> <ul style="list-style-type: none"><li>UK’s geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li></ul> <p>Describe and understand key aspects of human geography, including types of settlement, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>How has the landscape and land use of the UK changed over time?</p> <ul style="list-style-type: none"><li>UK land-use patterns; and understand how some of these aspects have changed over time</li></ul>		<p>What did the first civilisations have in common and what were their achievements?</p> <ul style="list-style-type: none"><li>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</li></ul> <p>What were the importance of rivers to the earliest settlements in the U.K. and the 4 ancient civilizations of the world? (including studying different types of coastlines around Britain and coastal processes) Are all coasts the same in the UK?</p> <ul style="list-style-type: none"><li>Describe and understand key aspects of human geography, including types of settlement, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li><li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li></ul>	
Year 4	<p>How did the Ancient Greeks influence us today?</p> <ul style="list-style-type: none"><li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li></ul> <p>What are the similarities and differences between the different areas of Europe?</p> <ul style="list-style-type: none"><li>locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on Europe’s environmental regions, key physical and human characteristics, countries, and major cities</li></ul>	<p>What did the Romans do for Britain?</p> <ul style="list-style-type: none"><li>the Roman Empire and its impact on Britain</li></ul> <p>How is the North West region of the UK similar or different to the Naples Bay region in Italy?</p> <ul style="list-style-type: none"><li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</li><li>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.</li></ul>		<p>Why are water and rivers so important?</p> <p>Field work study – The River Glaze</p> <ul style="list-style-type: none"><li>Describe and understand key aspects of rivers and the water cycle.</li></ul>



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	<ul style="list-style-type: none"><li>Describe and understand key aspects of human geography, including types of settlement, economic activity including trade links</li><li>identify the position and significance of latitude, longitude</li></ul>		<ul style="list-style-type: none"><li>Describe and understand key aspects of volcanoes</li><li>Describe and understand key aspects of earthquakes</li></ul>			
Lower KS2 History Endpoints	<b>Historical Chronology</b> <ul style="list-style-type: none"><li>I can understand that the past is divided into differently named periods of time and use some dates to explain British, local, world history</li><li>I can place events, people and changes of British, local &amp; world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE &amp; AD.</li><li>I can put artefacts or information in chronological order.</li></ul>	<b>Historical Concepts</b> <ul style="list-style-type: none"><li>I can give a few reasons for and the results of the main events and changes of a time studied.</li><li>I can make a few connections and contrasts e.g. change, cause, similarity, difference, and significance.</li><li>I can tell you a range of similarities/ differences between different times in the past in periods covered so far.</li></ul>	<b>Historical Interpretation</b> <ul style="list-style-type: none"><li>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li><li>I can describe how the past can be represented or interpreted in a few different ways.</li></ul>	<b>Historical Enquiry</b> <ul style="list-style-type: none"><li>I can answer and sometimes devise my own historically valid questions.</li><li>I can use one or more sources of information to help me answer questions about the past in sentences.</li></ul>		<b>Historical Communication</b> <ul style="list-style-type: none"><li>I can present recalled or selected information in a variety of ways using specialist terms.</li><li>I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</li><li>I am beginning to use place value in the context of timelines</li></ul>
Lower KS2 Geography Endpoints	<b>Locational knowledge and place knowledge</b> <ul style="list-style-type: none"><li>I can locate the world’s countries, using maps to focus on Europe (including Russia): environ-mental regions, key physical or human characteristics,</li></ul>	<b>Fieldwork</b> <ul style="list-style-type: none"><li>I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</li><li>I can conduct surveys.</li><li>I can carry out a simple questionnaire.</li></ul>	<b>Use of geographical vocabulary</b> <ul style="list-style-type: none"><li>I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall,</li></ul>	<b>Using globes, maps and plans</b> <ul style="list-style-type: none"><li>I can locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics,</li></ul>	<b>Map work skills</b> <ul style="list-style-type: none"><li>I can use the 8 points of a compass.</li><li>I can use simple grids with letters and numbers and 4-figure coordinates to locate features.</li><li>I can use and understand Ordnance</li></ul>	<b>Human and physical geography: enquiry skills and communication</b> <ul style="list-style-type: none"><li>I can describe &amp; under-stand key aspects of: physical geography, including rivers and mountains.</li><li>I can explain volcanoes/</li></ul>





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	<p>countries, and major cities.</p> <ul style="list-style-type: none"> <li>I can name and locate geographical regions of the UK &amp; their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers.</li> <li>I understand how some aspects have changed over time.</li> <li>I can understand geographical similarities and differences of human &amp; physical geography of a region of the UK and in a European country.</li> </ul>	<ul style="list-style-type: none"> <li>I am able to use simple equipment to measure and record.</li> <li>I can investigate the local area, looking at types of shops, services and houses.</li> <li>I apply mathematical skills in data handling to Geography fieldwork.</li> </ul>	<p>key, urban, rural, human, physical to describe places or geographical features in different ways.</p> <ul style="list-style-type: none"> <li>I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.</li> </ul>	<p>countries, and major cities.</p> <ul style="list-style-type: none"> <li>I can use a globe &amp; maps &amp; some OS symbols on maps to name geographical regions &amp; identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns;</li> <li>I can use atlases to find places using index/ contents.</li> <li>I can understand need for a key.</li> <li>I understand the purpose of maps.</li> <li>I am beginning to understand scale and distance on a map, using and applying mathematical skills.</li> </ul>	<p>Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p> <ul style="list-style-type: none"> <li>I can map evidence from fieldwork e.g. sketch annotated views.</li> <li>I can use plans.</li> <li>I can use aerial photos and satellite images.</li> <li>I can begin to use smaller scale aerial views.</li> <li>I can use oblique aerial views.</li> </ul>	<p>earthquakes in simple terms.</p> <ul style="list-style-type: none"> <li>I can describe the water cycle using a diagram.</li> <li>I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</li> <li>I can identify differences between places.</li> <li>I can communicate geog. information in a variety of ways, including through maps and writing at length</li> <li>I apply mathematical skills when using geog.data etc.</li> </ul>
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<b>Year 5</b>	<p>Why was there a struggle between the Anglo Saxons and Vikings and who won what?</p> <ul style="list-style-type: none"><li>• Britain's settlement by Anglo-Saxons and Scots</li><li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li></ul> <p>What are the counties and cities of the UK?</p> <ul style="list-style-type: none"><li>• name and locate counties and cities of the United Kingdom</li><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• 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</li></ul>	<p>In which ways were the Mayan Civilization more or less advanced than Britain in AD 900?</p> <ul style="list-style-type: none"><li>• 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.</li></ul> <p>Is there more to North America than just the USA?</p> <ul style="list-style-type: none"><li>• locate the world's countries, using maps to focus on North America, concentrating on North America's environmental regions, key physical and human characteristics, countries, and major cities</li><li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li></ul>	<p>How is the Great Lakes region of North America similar or different to the North West region of England?</p> <ul style="list-style-type: none"><li>• locate the world's countries, using maps to focus on North America concentrating on North America's environmental regions, key physical and human characteristics, countries, and major cities</li><li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a North American country</li><li>• identify the position and significance of latitude, longitude, Equator, Northern</li></ul>	<p>How has democracy developed over time in the United Kingdom?</p> <p>How significant was the role of Emmeline Pankhurst in the Suffragette movement?</p> <ul style="list-style-type: none"><li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li><li>• a local history study</li></ul>
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## St Teresa's R.C Primary School History and Geography Curriculum Map

				<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of climate zones and vegetation belts.</li> </ul>	
<b>Year 6</b>	<p>How has warfare changed since 1066?</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>a local history study</li> </ul> <p>How did Geography impact WW2?</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Is South America just one big rainforest?</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on South America concentrating on South America's environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> </ul>	<p>How can physical geography impact on human activity? A focus on extreme weather across the globe.</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</li> </ul>	<p>To what extent did the industrial revolution have an impact on Irlam and Cadishead?</p> <ul style="list-style-type: none"> <li>a local history study</li> </ul> <p>How has the geography of Irlam and Cadishead influenced its population?</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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.</li> </ul>	



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			<ul style="list-style-type: none"> <li>Describe and understand key aspects of climate zones and vegetation belts</li> </ul>	food, minerals and water	
<b>End of KS2 History Endpoints</b>	<b>Historical Chronology</b> <ul style="list-style-type: none"> <li>I demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world</li> <li>I show a chronically secure knowledge and understanding of local, national and global history.</li> <li>I can tell the story of events within and across the time periods I have studied.</li> <li>I can identify specific changes within and across different periods over a long arc of development.</li> <li>I can describe connections, contrasts and trends over short and longer time periods.</li> </ul>	<b>Historical Concepts</b> <ul style="list-style-type: none"> <li>To understand historical concepts cause &amp; consequence, continuity, change, similarity, difference etc.</li> <li>I understand change and continuity. I devise questions about change, cause, similarity, difference and significance of people or events in a wider context.</li> <li>I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time</li> <li>I can discuss trends over time</li> <li>I can see the relationship between different periods and the legacy or impacts for me and my identity.</li> </ul>	<b>Historical Interpretation</b> <ul style="list-style-type: none"> <li>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li> <li>I can explain that the past can be represented or interpreted in many different ways.</li> <li>I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.</li> <li>I evaluate and carefully select from a range of historical sources to find relevant historical information.</li> <li>I consider different viewpoints or think about bias or anachronism.</li> </ul>	<b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims</li> <li>I can answer and devise my own historically valid questions. I can evaluate a range of historical sources</li> <li>I make perceptive deductions about the reliability of sources</li> <li>I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</li> </ul>	<b>Historical Communication</b> <ul style="list-style-type: none"> <li>I can create my own structured accounts, including written narratives and analyses.</li> <li>I construct informed responses by thoughtfully selecting and organising of relevant historical information.</li> <li>I can use key historical terms accurately e.g. century, decade.</li> <li>I make pertinent and valid comparisons between periods.</li> <li>I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc.</li> </ul>



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<b>Exceeding End of Ks2 History Endpoints</b>	<b>Historical Chronology</b> <ul style="list-style-type: none"> <li>I can make detailed links between features of past societies and periods.</li> <li>I can explain how history 'fits together' &amp; events from one time period affect another.</li> <li>I can make detailed links between and across features of past societies and across different historical periods</li> </ul>	<b>Historical Concepts</b> <ul style="list-style-type: none"> <li>I can describe /make links between events/changes giving reasons and results of events/changes</li> <li>I can explain most causes/results, showing links between them.</li> <li>I understand there were different types of causes of an event.</li> <li>I may be able to suggest the most important cause or result.</li> </ul>	<b>Historical Interpretation</b> <ul style="list-style-type: none"> <li>I can suggest reasons for different interpretations of events, people and changes.</li> <li>I can describe and begin to explain different historical interpretations of events, people and changes</li> </ul>		<b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>I can judge the value of sources and identify those that are useful for answering a question</li> <li>I can identify/make detailed use of sources of information to help me reach and support a conclusion.</li> </ul>	<b>Historical Communication</b> <ul style="list-style-type: none"> <li>I can select and organise information to produce structured written work that uses correct dates and terms.</li> <li>I can select, organise and arrange relevant information to produce structured written work that uses correct dates and terms.</li> </ul>
<b>End of KS2 Geography Endpoints</b>	<b>Locational knowledge and place knowledge</b> <ul style="list-style-type: none"> <li>I know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</li> <li>I can name/ locate cities &amp; counties of the UK</li> <li>I know more about the geographical regions of the UK &amp; their</li> </ul>	<b>Fieldwork</b> <ul style="list-style-type: none"> <li>I use fieldwork to observe, measure &amp; record human &amp; physical features in the local area using a range of methods, including sketch maps, plans, graphs&amp; digital technologies.</li> <li>I can collect, analyse &amp; communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes.</li> </ul>	<b>Use of geographical vocabulary</b> <ul style="list-style-type: none"> <li>I introduce precise geographical words when describing geographical places features &amp; processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.</li> </ul>	<b>Using globes, maps and plans</b> <ul style="list-style-type: none"> <li>I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</li> <li>I can use a globe &amp; maps &amp; some OS symbols on maps to name and locate UK counties &amp; cities</li> <li>I can locate the world's countries, using maps to focus on North &amp; South America.</li> <li>I realise purpose, scale, symbols and style are related.</li> </ul>	<b>Map work skills</b> <ul style="list-style-type: none"> <li>I can use Ordnance Survey maps at different scales.</li> <li>I can, draw a detailed sketch map using symbols and a key.</li> <li>I know directions in neighbourhood.</li> <li>I can align a map with route.</li> <li>I can use the eight points of a compass, symbols and key (including</li> </ul>	<b>Human and physical geography: enquiry skills and communication</b> <ul style="list-style-type: none"> <li>I can describe processes that give rise to key physical &amp; human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time</li> <li>I can understand key aspects of: physical geography e.g. climate zones,</li> </ul>





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	<p>identifying physical and human characteristics, including <b>more</b> cities and detail of the key topographical features including naming some UK hills, mountains &amp; rivers or types of coasts</p> <ul style="list-style-type: none"> <li>• I can explain how aspects have changed over time.</li> <li>• I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2).</li> <li>• I can identify the position/ significance of latitude, longitude, equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle &amp; time zones (incl. day &amp; night).</li> </ul>	<ul style="list-style-type: none"> <li>• I can carry out a focused in-depth study, looking at issues/changes in the area.</li> <li>• I can imagine how &amp; why area may change in future.</li> </ul>	<ul style="list-style-type: none"> <li>• I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.</li> <li>• I can provide greater detail of geographical regions of the UK &amp; their identifying physical and human characteristics using specific geographical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</li> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries&amp; describe features studied.</li> <li>• I can show the position and significance of latitude, longitude, Equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle, and time zones (including day &amp; night) using a globe.</li> <li>• I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps</li> </ul>	<p>the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> <li>• I can understand and use 6 figure grid references to</li> <li>• Interpret OS maps.</li> </ul>	<p>biomes and vegetation belts.</p> <ul style="list-style-type: none"> <li>• I can describe in detail types of settlement, land use, economic activity including trade links.</li> <li>• I can describe the distribution of natural resources including energy, food, minerals &amp; water in the continents &amp; countries I have studied.</li> <li>• I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.</li> <li>• I know location of places of global significance, their defining physical &amp; human characteristics and how they relate to one another</li> <li>• I regularly use/ apply maths skills in my work</li> </ul>
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<b>Exceeding End of KS2 Geography Endpoints</b>	<b>Locational knowledge and place knowledge</b> <ul style="list-style-type: none"><li>• I know more of the world's countries of all the continents and their cities and key topographical features.</li><li>• I describe and make links between places &amp; features.</li><li>• I give reasons for differences.</li></ul>	<b>Fieldwork</b> <ul style="list-style-type: none"><li>• I am able to complete a small fieldwork project with detailed method, and analysis of results</li><li>• I can explain most of the results and show links between them.</li><li>• I can understand height / slope in field work and relate to maps and photographs (contours).</li></ul>	<b>Use of geographical vocabulary</b> <ul style="list-style-type: none"><li>• I can describe and start to explain geographical processes using the correct terminology.</li></ul>	<b>Using globes, maps and plans</b> <ul style="list-style-type: none"><li>• I can select appropriate maps resources to find and show detailed information.</li><li>• I can describe features seen and how they relate to each other.</li><li>• I can interpret relief.</li><li>• I can use latitude and longitude with greater understanding.</li><li>• I appreciate different map projections.</li><li>• I can interpret distribution &amp; thematic maps for information.</li></ul>	<b>Map work skills</b> <ul style="list-style-type: none"><li>• I can follow route on 1:50.000 OS map.</li><li>• I can read/compare scales.</li><li>• I can draw measured plans e.g. from field data.</li></ul>	<b>Human and physical geography: enquiry skills and communication</b> <ul style="list-style-type: none"><li>• I draw upon my knowledge &amp; understanding beyond the local area, UK, Europe, N &amp; S America to suggest suitable questions and make decisions based on knowledge, understanding and facts.</li><li>• I use ICT to enhance learning &amp; present findings</li></ul>
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