













Geography and History School Overview  
 Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief







Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u><b>Magical me!</b></u> 	<u><b>Fantastic festivals!</b></u> 	<u><b>Transport yourselves in!</b></u> 	<u><b>Come outside!</b></u> 	<u><b>Amazing animals!</b></u> 	<u><b>Splish, splash, splosh!</b></u> 
	<p style="text-align: center;"><b>Understanding the world</b></p> <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p style="text-align: center;"><b>Geography links</b></p>					
F1 Understanding the world	<p>Know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>Know that we live in Arnold</p> <p>Know the name of different objects in their immediate environment</p> <p>Know and talk about some of the places visited (e.g.: the park/ASDA)</p> <p>Know about my immediate environment</p>	<p>Know how to pretend and imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea</p> <p>Know my friends have similarities and differences</p>	<p>Know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>Know the name of different objects in their immediate environment</p> <p>Know about my immediate environment</p> <p>Know how to use simple positional language</p>	<p>Know how to respect and care for the natural environment</p>	<p>Know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>Know the name of different objects in their immediate environment</p> <p>Know about my immediate environment</p>	<p>Know about places in and around school</p> <p>Know my friends have similarities and differences</p>

Geography and History School Overview  
 Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

F2 Understanding the world	<p>Know that information can be drawn from a simple map (classroom map) and draw a simple map.</p> <p>Know about places in and around school</p> <p>Know about places in and around school</p>	<p>Know about the features of their own immediate environment at a simple level Hobbucks</p> <p>Know that we live in Arnold a part of Nottingham</p> <p>Know how familiar environments might vary from one another e.g. the Hobbucks and Arnold</p> <p>Know that we live in England</p> <p>Know and discuss their local environment</p> <p>Know that Google Earth can be used to explore and have looked for familiar landmarks</p>	<p>Know there are lots of countries in the world that are all different</p> <p>Know that Google Earth can be used to explore and have looked for familiar landmarks</p> <p>Know other countries might be different from each other.</p> <p>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>Know and discuss their local environment</p> <p>Know that information can be drawn from a simple map</p> <p>Know that a simple map can give me information</p>	<p>Know and discuss their local environment</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>Know there are lots of countries in the world that are all different</p> <p>Know that information can be drawn from a simple map</p> <p>Know that a simple map can give me information know that Google Earth can be used to explore and have looked for familiar landmarks</p>
Year 1	<p><b><u>Driver: Which direction would you take?</u></b></p> <p><b><u>Our local area</u></b></p>  <p><b>Geographical enquiry</b></p> <p>Know how to draw a simple map</p> <p>Know how to investigate their surroundings</p> <p>Know where things are within school and the local area</p> <p><b>Geographical skills</b></p> <p>Know how to use and construct basic symbols in a key.</p> <p><b>Fieldwork skills</b></p> <p>Study the geography of school and its grounds</p>	<p><b><u>Driver: Where can a painting take us?</u></b></p> <p><b><u>Aerial View/ landmarks – linked to Umbrella text</u></b></p>  <p><b>Human and physical geography</b></p> <p>Identify seasonal and daily weather patterns in the UK</p> <p><b>Geographical skills</b></p> <p>Know how to use aerial photographs and planned perspectives to recognise landmarks and basic human and physical features.</p> <p><b>Fieldwork skills</b></p> <p>Analysing aerial photography of local area</p>	<p><b><u>Drover: How can we look after our coasts?</u></b></p> <p><b><u>UK countries, capitals and surrounding seas</u></b></p>  <p><b>Locational knowledge</b></p> <p>Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p><b>Geographical skills</b></p> <p>Use maps and atlases to identify the UK</p> <p>Use locational language to describe features and routes on maps. To use and devise simple maps including basic symbols</p> <p><b>Place knowledge</b></p> <p>Human and physical features of areas of the UK</p> <p><b>Fieldwork skills</b></p> <p>Consolidation of fieldwork and observational skills when looking at seaside</p>			

Geography and History School Overview  
 Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

<p>Year 2</p>	<p><b><u>Driver: Why is Nottingham so amazing?</u></b>  <b><u>Local Area Study &amp; Mapping</u></b></p>  <p><b>Locational knowledge</b>              Name, locate and identify countries and capitals of the UK and surrounding seas.</p> <p><b>Place Knowledge</b>              Name, locate and identify where we live.</p> <p><b>Geographical skills and fieldwork</b>              Use maps and atlases to identify the UK.              Use locational language to describe features and routes on maps.              To use and devise simple maps including basic symbols.              Study the geography of school and its surrounding environment.</p>	<p><b><u>Driver: Comparison between UK Arnold and Hong Kong?</u></b></p>  <p><b>Locational Knowledge</b>              Name, locate and identify the world's seven continents and five oceans</p> <p><b>Place Knowledge</b>              Understand similarities and differences between UK Arnold and Lai Chi Wo (a Hong Kong village)</p> <p><b>Human and physical geography</b>              Identify seasonal and daily weather patterns in the UK and compare to weather by the Equator and North and South Poles</p>	<p><b><u>Driver - Bodies of water</u></b>  <b><u>Ponds, streams, rivers, seas, oceans</u></b></p>  <p><b>Locational knowledge -</b>              Name, locate and identify countries and capitals of the UK and surrounding seas.              Recap world maps</p> <p><b>Human and physical geography</b>              Use geographical vocabulary to refer to physical and human features at the seaside</p>
---------------	---	--	---

History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Magical me!</u>	<u>Fantastic festivals!</u>	<u>Transport yourself in!</u>	<u>Come outside!</u>	<u>Amazing animals!</u>	<u>Splish, splash, splosh!</u>
						
	<p style="text-align: center;"><b>Understanding the world</b></p> <p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
F1	<p>Know about and discuss an event that happened 'before' know who is in their family and their place within it.</p> <p>Know about the lives of people who are familiar to them know and talk about significant events, from their own experience.</p> <p>Know about what they were like when they were a baby I am interested in photographs of myself</p>	<p>Know and talk about significant events, from their own experience know about and discuss an event that happened 'before'.</p> <p>Know about the lives of people who are familiar to them.</p>	<p>I am interested in photographs of myself and familiar people and objects.</p> <p>I am interested in photographs of myself and familiar people and objects.</p>	<p>Know that there are different occupations (Eg: fire fighters/nurse/police officers.)</p> <p>Know about and discuss an event that happened 'before'.</p> <p>Know and talk about significant events, from their own experience.</p>	<p>Know about and discuss an event that happened 'before.'</p> <p>Know and talk about significant events, from their own experience.</p>	<p>I am interested in photographs of myself and familiar people and objects.</p> <p>Know and talk about significant events, from their own experience.</p> <p>Know about what they were like when they were a baby.</p>

Geography and History School Overview  
 Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

	<p>and familiar people and objects</p> <p>I am curious about people and show interest in stories about myself and my family</p> <p>Know that there are different occupations (Eg: fire fighters/nurse/police officers)</p>					
F2	<p>Know about and discuss past events in their own life and/or in the lives of family members</p> <p>Know how they have changed since they were born</p> <p>Know the names of people who are familiar to them and can describe their role</p> <p>Know about similarities and differences between themselves and others.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Know some facts about events or people from the past that they recall from stories they have read/heard</p> <p>Know about characters from stories, including figures from the past (e.g. Robin Hood/Guy Fawkes).</p>	<p>Know about and discuss past events in their own life and/or in the lives of family members</p> <p>Know how to compare and comment on images of familiar situations in the past, particularly in the books they have read (Comparing old/new transport)</p> <p>Know and talk about significant events, from their own experience with increased vocab</p> <p>Know when an image represents a familiar situation in the past.</p>	<p>Know that answers to simple questions can be found from photos and pictures and objects</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know how they have changed since they were born</p> <p>Know about some of the experiences they have had at different points in the school 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>

Geography and History School Overview  
**Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief**

Year 1	<p><u>Driver: How can History tell the story of the past?</u></p>  <p><b>Event beyond living memory</b> <b>Chronological understanding</b> Sequence events in our lives Begin to know how to retell a familiar story set in the past.</p> <p><b>Historical enquiry</b> Using sources of information to answer questions</p> <p><b>Interpretations of history</b> Know that stories with historical content may be fact or may be fiction Remembrance day – learning what happened many years ago.</p>		<p><u>Driver: What is it like to be an Antarctic explorer?</u> <u>Scott of the Antarctic</u></p>  <p><b>The life of a significant individual from the past</b> Recount the life of a significant individual in the past - Scott of the Antarctic Know about the life of someone famous from Britain who lived in the past.</p> <p>Know what the word significant means Contribution to national and international achievement</p> <p><b>Chronological understanding</b> Begin to know how to retell a familiar story set in the past.</p> <p><b>Historical enquiry</b> Using sources of information to answer questions</p>		<p><u>The Great Outdoors!</u> <u>Farming in the past</u></p>  <p><b>Changes in living memory – past 100 years</b></p> <p><b>Chronological understanding</b> Know some objects belong to the past Identify old and new objects Past and present of own and other's lives</p> <p><b>Interpretations of history</b> Reliability of adult memories</p> <p><b>Historical enquiry</b> Finding out about the past from different sources including older people</p>	
Year 2	<p><b>Enhancer:</b> <b>Nottingham in the Past</b></p>  <p><b>History in own locality &amp; changes within living memory</b> Goose Fair in the Past</p> <p><b>Chronological understanding</b> Sequence past events in their own lives</p>	<p><b>Driver: Great Fire of London</b> <b>Significant event beyond living memory</b></p>  <p><b>Great Fire of London</b></p> <p><b>Historical knowledge</b> <b>Cause and consequence:</b> Great Fire of London</p> <p><b>Historical Interpretation:</b> using stories to</p>	<p><u>Enhancer: significant person Nelson Mandela</u></p>  <p><b>Historical enquiry:</b> Find out about a famous person from the past (Nelson Mandela) Historical knowledge – cause and consequence: Nelson Mandela</p> <p><b>Lives of significant people</b> Recount the life of a significant person in the past: Nelson Mandela</p>		<p><b>Seaside in the Past</b></p>  <p><b>Chronological understanding</b> Comparisons over time from Victorian seaside to today Objects and artefacts</p> <p><b>Historical enquiry</b> Finding out about the past from different sources including older people</p> <p><b>Interpretations of history</b> Using stories to distinguish between fact and fiction</p>	

## Geography and History School Overview

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

	<p>Similarities and Differences between Goose Fair in the past and today</p> <p><b>Historical enquiry</b> finding out about the past from different sources including older people</p>	<p>distinguish between fact and fiction</p> <p><b>Changes within living memory</b> Remembrance Day</p>		<p><b>Lives of significant people</b> Grace Darling, Royal National Lifeboat Institution</p>
--	--	--	--	--