

**History/Geography curriculum 2021-2022**

Term	KS1	LKS2	UKS2
Autumn (1) 2021 <b>Migration (Geography links)</b>	Changes within living memory ( <b>My family tree</b> )	The Roman Empire and its impact on Britain  <b>Local history link: Boudicca</b>	The Viking struggle for the Kingdom of England (raids and invasion) <b>Local history link: St Edmund</b>
Autumn (2) 2021 <b>Exploration (Geography focus)</b>	<b>Why was Christopher Columbus important?</b> To learn about the lives of significant individuals in the past who have contributed to national and international achievements – making comparisons across time. <b>(Christopher Columbus &amp; Neil Armstrong)</b>	<u>How has exploration shaped our world?</u>  <b>Local history significant individual link: Captain George Vancouver</b>	<b>Where did Ernest Shackleton travel to and why?</b>  <b>Significant individual link: Ernst Shackleton</b>
Spring (1&2) 2022 <b>Inventors and inventions (DT &amp; British Science Week focus)</b>	Events beyond living memory that are significant nationally or globally  <b>(The Wright brothers)</b>	<b>Why are some inventions more significant than others?</b>  <b>Local history link: Frederick Savage</b>	
Summer (1) 2022 <b>Monarchy</b>	To learn about the lives of significant individuals in the past who have contributed to national and international achievements <b>(The reign of Queen Elizabeth II: Sandringham &amp; London)</b>	<u>What makes a successful leader?</u> The Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor ( <b>first kings of England</b> )	British history beyond 1066 (The changing power of monarchs: <b>King John and the Magna Carta</b> )
Summer (2) 2022 <b>Healthy living (Geography Links)</b>	Significant individual: <b>Andy Murray</b> <b>How is where Andrew Murray lives different to Wimbledon?</b> Comparison of 2 areas in Britain.	Significant individual: <b>Alistair Humphreys</b> <b>Why is the Tour de France so challenging for a cyclist?</b> Studying the route using maps. Comparing to British cycle races.	Significant individual: <b>Muhammed Ali</b> <b>How is Muhammed Ali's home town different to Rome?</b> Comparing a city in North America to and area in Europe.

EYFS:

Autumn (1) Transport: All about me!

History/Geography curriculum 2022-2023			
Term	KS1	LKS2	UKS2
Autumn (1) 2022 <b>Transport</b>  <b>(Geography links)</b>	<p><i>How do people travel to Kings Lynn?</i> Changes within living memory: Local roads and transport links.</p> <p>Mapping journeys to Kings Lynn by different methods. Identifying roads, railways, bridges etc. as Human Geography.</p>	<p><i>How did the development of the railways change our local area?</i> Significant turning point – The first railways</p> <p>Comparing railways in the local area by using old and new OS maps. Use the 8 points of a compass and grid references.</p>	<p><i>Who was Ibn Battuta and how did his Rihla help us? Trade routes and the spread of Islam?</i> Non-European society that contrasts with British history (Early Islamic civilization)</p> <p>Trade between different countries – what it is, why we have it. How trade affects Human Geography.</p>
Autumn (2) 2022 <b>Peace makers</b>	<p><i>How does UDHR affect my life? (rights of the child)</i> Changes beyond living memory: Eleanor Roosevelt and the UDHR.</p>	<p>A study of an aspect or theme in British history beyond 1066 Significant turning point – Armistice day</p>	<p>Significant turning point – Battle of Britain</p>
Spring (1& 2) 2023 <b>Communication</b>	<p><i>Do we all communicate the same way? (The development of Braille/BSL)</i> The lives of significant individuals in the past who have contributed to national and international achievements: Louis Braille &amp; Helen Keller (Rose Ayling-Ellis)</p>	<p><i>How can we communicate with the past?</i> <i>A study of Ancient Sumer and the first recorded written communication/Ancient Egypt hieroglyphs</i> Achievements of Early civilisations (including depth study)</p>	<p><i>How can we communicate with the past?</i> <i>A study of language, buildings and government of ancient Greece.</i> Ancient Greece and their influence on the western world</p>
Summer (1) 2023 <b>Conservation (Geography focus)</b>	<p><i>What is the weather like today?</i> <b>Weather and climate</b> Skills are identifying hot and cold areas of the world.</p>	<p><i>How do climate zones affect different areas?</i> Key skills – identify hemispheres, equator.</p>	<p><i>How do volcanoes and earthquakes have an impact on areas where they are?</i></p>

	Observing the weather – looking at daily weather patterns in the UK	Rain forest – climate zones, biomes.	Physical Geography, Plate tectonics and the ring of fire.
Summer (2) 2023 <b>Local area study (Geography links)</b>	<p><i>How has North End changed? A study of the local fishing community.</i></p> <p>Significant historical places in their locality:</p> <p><i>Can I make a map of the North End?</i> Know the points of a compass. Use field work and observational skill to study key Human Geography features of the local area.</p>	<p><i>How do we know so much about our local history? Local archaeological finds/Flag Fen</i></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p><i>Can I use maps to find out about the History of my local area?</i> Using an OS map to identify historical features of local area. Construct a map showing local archeological finds.</p>	<p><i>How has punishment changed over time? Local aspect – Lynn gaols</i></p> <p>Thematic study: changes in an aspect of social history crime &amp; Punishment</p> <p><i>Can I observe, measure and record geographical features in the local area?</i> Making maps and plans of local area, linked to History topic.</p>