

Geography and history curriculum

	EYFS - Nursery				
Subject	Autumn		Spring		Summer
	Marvellous me	Festivals	Under the sea	In the garden	Who do you want to be?
Mathematics					Shapes and Patterns Measurements
Understanding the World	Learning and using new vocabulary Humans Developing an understanding of their family <i>The Very Hungry Caterpillar</i> <i>So much</i>	Learning and using new vocabulary Sound Light Electricity Explore how things work <i>The Nativity</i> <i>Meg and Mog</i>	Learning and using new vocabulary Living things and their habitats Develop their understanding of the differences between people <i>Wonderful worms</i> (narratively complex)	Learning and using new vocabulary Animals, excluding humans Plants <i>The Tiny Seed</i> (narratively complex)	Learning and using new vocabulary Materials, including changing materials Forces Develop an interest in different occupations Discuss where in the world they have been
Fieldwork	<i>Where do they go in the story? (Peter and the wolf)</i>	<i>What is it like in Dalston?</i>	<i>Which sea creatures do you think we will see at the aquarium?</i>	<i>What happens in this building?</i> <i>What do you think you might see in Albion Square?</i>	<i>What buildings will you see on the river?</i> <i>What jobs will you be able to do here?</i> <i>What did you enjoy?</i> <i>How did it make you feel?</i>

	EYFS - Reception					
Subject	Autumn		Spring		Summer	
	Myself and My Family	Celebrations	Where we live	Animal adventures	Transport and travel	Toys
Mathematics					Shapes and Patterns Measurements The Shape of Things (NL) Pattern Fish (ST)	
Understanding the World	Humans Seasonal changes Families and Communities Past and present Celebrating Eid (AT)	Sound Materials, including changing materials Families and Communities Special celebrations Past and present Suki's Kimono (ST)	Living things and their habitats Contrasting countries Past and present Seasonal changes Bye Car (ST) Mr Gumpy's Outing (NC)	Animals, excluding humans Living things and their habitats Contrasting countries Past and present Lost and Found (RT)	Forces Earth and Space Light Past and present Who Sank the Boat (ST)	Materials, including changing materials Past and present Seasonal changes Whatever Next (NC)
Fieldwork	<i>What fruits and vegetables might we see at the market and where do they come from?</i>	<i>What is Dalston like?</i>	<i>What types of buildings do you think we will see in our local area?</i> <i>What mini beasts do you think we'll find in Albion square?</i>	<i>Which different habitats will we see at the zoo?</i>	<i>What transport can we see in the Docklands area?</i>	<i>Where is Haggerston park? What can we do at the park?</i>

	Year 1		
Subject	Autumn: The world around me	Spring: London	Summer: Food and Farming
History	Significant events in children's lives, Guy Fawkes Night and Remembrance Day Significant people: Ruby Bridges and Edith Cavell Interview Dave, TA at the school (primary source)	Great Fire of London Samuel Peeps diary Past and present monarchs	Changes to food and farming in the UK Interview a chef (primary source)
Geography	Compass directions Local area – identifying human features The UK – focus on England and Scotland Settlements (City, coastal village) Continents and oceans	Compare London: past and present Features of a city London landmarks World monarchies	Origins of food Food in stories Foods from around the world Compare English and Vietnamese farm Map skills
	Fieldwork: <i>What can you see, smell, hear and feel in Albion Square?</i> <i>How would you rate the bus journey?</i>	Fieldwork: <i>What are the trees like in Albion Square?</i> <i>In which month does it rain the most?</i>	Fieldwork: <i>How clean is London Fields?</i> <i>What type of buildings can we find on a farm and what are they used for?</i>
	Year 2		
Subject	Autumn: Victorians and the UK	Spring: Pole to Pole	Summer: Travel and Transport
History	Queensbridge School – features of Victorian architecture Victorian schooling Significant people: Florence Nightingale, Mary Seacole and Queen Victoria	Significant People: Earnest Shackleton, Barbara Hillary and Marianne North Timeline of the race to Antarctica	History of Transport First Aeroplane Flight Moon Landing Significant People: Amelia Earhart and Lewis Hamilton
Geography	Features of a map Identifying Victorian architecture in Hackney, sketch maps Recap of the UK with a study of Wales and Northern Ireland (city, town, village)	Human and physical features of the North and South Poles Deforestation of the Amazon Temperate and tropical rainforests (Amazon and the Lake District) Compare and contrast Rio and London	Map skills and locational language Identifying traffic usage in the local area

	Fieldwork: <i>How do we know it is autumn? Where are the Victorian buildings in our local area?</i>	Fieldwork: <i>Where are the local churches?</i>	Field Work: <i>What transport passes Queensbridge Primary School? What places in our local area support our health and wellbeing? How do we get to the Transport Museum?</i>
	Year 3		
Subject	Autumn: Stone Age to Iron Age	Spring: Mexico	Summer: Europe
History	Timelines of prehistory Significant person: Cheddar Man Exploring artefacts What was life like in the Stone Age, Bronze Age and Iron Age? The Stonehenge mystery	Achievements and legacies of the Maya Civilisation Beliefs and rituals of the Maya Expansion and decline of the Maya Empire	History of Eurovision Independent investigation of a European Country's involvement in Eurovision Experiences of the Windrush Generation
Geography	How Britain has changed The Introduction of farming and settlements (Skara Brae)	Human and physical geography of Mexico, A study of La Paz, Baja California Sur Compare and contrast La Paz and Cardiff Mexican festivals and traditions	Identify and locate European countries and capitals Explore physical geography and landmarks in Europe A study of Andalusia Compare and contrast regions of Andalusia and NW England Map skills – OS Maps, symbols, grid references
	Fieldwork: <i>What is Epping Forest like? What route do we take on the daily mile?</i>	<i>What types of buildings will we cross on our journey to Holborn? What is the environment like in Holborn?</i>	Field Work: <i>What is a canal and what are they used for? What transport passes Queensbridge Primary school? (Bar charts) What route do we take to swimming? How do you feel about the Windrush sculptures?</i>

	Year 4		
Subject	Autumn: Romans and Natural Disasters	Spring: Africa	Summer: The UK
History	Spread of the Roman Empire Legacy of the Roman Empire in Britain Significant person: Boudicca	Beliefs and experiences of Ancient Egyptians Exploring artefacts An overview of Ancient Civilisations Significant person: Nelson Mandela	Changes of land use in Hackney and Epping and Forest
Geography	Mapping the Roman Empire Natural disasters: earthquakes, volcanoes and tsunamis Plate tectonics	Climate zones and biomes in Africa A study of South Africa	In-depth study of the UK Human and Physical Geography of the UK Counties Climate and land use in the UK Map skills
	Fieldwork: <i>What route do we take to the Science Museum?</i> <i>What can we see in our local area when going to Dalston Library?</i>	Fieldwork: <i>What is the environment of the British Museum like?</i> <i>What businesses are there on our route to the British Museum?</i> <i>What connections does Hackney have to Africa?</i>	Fieldwork: <i>How has Epping Forest changed?</i>
	Year 5		
Subject	Autumn: Invaders and Settlers	Spring: Achievements and Legacies	Summer: Rivers
History	Push and Pull factors for Invading and Settling in Britain A study of Sutton Hoo Village Life and beliefs in Anglo Saxon Settlements How should the Vikings be remembered?	The Legacy of Ancient Greeks and their influence on Europe Explore artefacts (Greek pots) Compare ancient and modern democracy Significant People: Mae Jemison, The Hidden Figures of NASA Bristol Bus Boycott (1963)	
Geography	Anglo Saxon and Viking Settlements Viking migration routes Anglo Saxon place names	Physical geography of Greece	World and UK Rivers Journey and uses of a river Cause and effects of flooding

			Investigation of the Mississippi, Amazon and the Thames.
	Fieldwork: <i>What route do we take to the Hackney Museum?</i> <i>What is Albion Square like?</i>	Fieldwork: <i>What types of buildings will we cross on our journey to South Kensington?</i> <i>What is the environment like in South Kensington?</i> <i>What does the space look like? (sensory garden)</i>	Fieldwork: <i>How can we ensure we are safe when travelling independently in the local area?</i>
	Year 6		
Subject	Autumn: World War 2	Spring: Evolution and exploration	Summer: Empire and enslavement
History	Theme: experiences of children in WW II Kinder Transport What was life like for Jewish children during the war? What was life like for adults and children in Hackney during the war? Experience of evacuees Timeline of important dates	Timeline of human evolution	Exploring the expansion of the British Empire Causes and consequences of empires Legacy of enslavement in Britain Abolition movement Debate the removal of the Robert Geffrye statue
Geography	Fieldwork: Hackney Bomb Maps and investigating consequences of local bomb damage Exploration of PGL human and physical features Map skills	Mapping the journey of HMS Beagle Investigation of the four biomes and human geography of the Andean mountain region Comparing and contrasting Machu Picchu with Snowdonia, Wales	Exploring maps of the British Empire Mapping Transatlantic Slave Trade Discussion of resources traded between countries Exploring how British cities are built on wealth of enslavement How is the past remembered in Hackney?

	<p>Fieldwork:</p> <p><i>Where is Surrey?</i></p> <p><i>How is it different to Hackney/London?</i></p> <p><i>How far is it in miles from Hackney?</i></p> <p><i>How has Hackney changed since WW2?</i></p>	<p>Fieldwork:</p> <p><i>How do we get to Youth Community centre in Dalston?</i></p> <p><i>What traffic is in Dalston?</i></p>	<p>Fieldwork:</p> <p><i>How is Kensington different to Hackney?</i></p> <p><i>How is the past remembered in Hackney?</i></p> <p><i>What are the effects of adventure island on Southend?</i></p>
--	---	---	--