



Levens CE School – History and Geography Curriculum Map EYFS - Y6

		Autumn	Spring	Summer
EYFS	A	Observing the weather – how is it changing and why? Different environments – The polar regions Remembrance Day Bonfire Night The Christmas story	Changes in Spring Life cycle of a butterfly Growing beans The Easter story Dinosaurs	People and their jobs in society – our families and the Police Maps through stories Toys then and now Contrasting environments - Africa
	B	Ourselves and our families Roles in society – The Fire Service The Seasons – signs of autumn and winter Monitoring the temperature Caring for birds in Winter Hibernation and Migration – Where in the world? Remembrance Day Bonfire Night The Christmas story	The first moon landing Caring for our environment – plants, seeds, life cycle of a frog The Seasons - changes in spring on our environment and living things The Easter story	Mary Anning - fossils Marine Life Caring for our world – recycling, ocean pollution, caring for animals David Attenborough Where do we live? – our location, sense of place, countries around the world Maps Near and far – comparing places Holidays then and now
	C	How we have changed Remembrance Day Bonfire Night The Christmas story How does woodland change through the seasons? The roles of Mountain Rescue and The Lifeboat		Where in the world is the Gingerbread Man?

<p>A</p>	<p>G – Weather Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles. <i>(Science Links – Seasons)</i></p> <p>Geographical Skills and Fieldwork: collect, represent and interpret data on weather using weather reports. Record weather in locality using weather station– rain/temperature.</p> <p>Use atlases, maps and globes to identify hot and cold areas of world.</p>	<p>H – Events beyond living memory:</p> <p>The Great Plague and The Fire of London</p> <p>Use stories and other sources to understand and know key features of significance of events. Develop knowledge about how we can find out about the past and identify different ways in which it is represented – maps, paintings, diaries etc.</p>	<p>H – People from the Past:</p> <p>Rosa Parks and Sara Forbes Benetta</p> <p>Investigate difference and similarities between life in different periods through significant people in history.</p>	<p>G My School:</p> <p>Geographical skills + Fieldwork: Use simple fieldwork and observation skills to study the geography of school and its grounds and key human and physical features of the surrounding environment.</p> <p>Use simple compass directions and locational and directional language including N, S, E, W and near, far, left, right.</p> <p>Devise simple maps and keys; use aerial photographs to recognise landmarks and plan perspectives; create and label simple field sketches of school environment.</p>	<p>H – Changes within living memory: Life then and now:</p> <p>School</p> <p>How has school changed through time? A look at the history of our own school using range of sources: photographs, school records, interviews with older members of the community who attended Levens School.</p> <p>Look at range of historical sources to find out about schools in past and make comparisons to life in schools today – photographs, school records, artefacts. How have schools changed?</p>	<p>G – What a Wonderful World: Name and locate the world’s seven continents and five oceans.</p> <p>Understand how humans affect the environment – pollution, endangered animals, extreme weather patterns etc.</p> <p>Visit to Foulshaw Moss Nature Reserve. Cumbria Wildlife Trust.</p> <p>Geographical Skills and Fieldwork: Use world maps, atlases and globes to identify countries, continents and oceans.</p>
<p>B</p>	<p>H – Significant history - The history of Levens Hall:</p> <p>Use historical sources to find out about Levens Hall -What do photographs tell us about the past? What can people tell us about Levens Hall in the past – understanding different perspectives.</p> <p>Visit to Levens Hall</p>	<p>Where do I live? Levens Village: Village Walk study the geography of our village; and key human and physical features of our locality.</p> <p>Geographical Skills + Fieldwork: Use simple compass directions and locational and directional language including N, S, E, W and near, far, left, right. Devise simple maps and keys; fieldsketches. Use aerial photographs to recognise landmarks.</p>	<p>Geographical skills and Fieldwork: Use world maps, atlases and globes to locate UK, identify its countries and capital cities; and name and locate surrounding seas.</p> <p>G - My World – The UK: Name, locate and identify characteristics of four countries and capital cities of the UK and its surrounding seas. Develop key vocab: beach, cliff, coast, mountains etc.</p>	<p>H People from the past:</p> <p>Beatrix Potter: Who was Beatrix Potter? Why is she significant? Comparison of her life and ways of life in 19th century compared to 21st century through another author – Benjamin Zephaniah</p> <p>Visit: Beatrix Potter Museum and trail.</p>	<p>Geographical Skills + Fieldwork: use world maps, atlases and globes to identify countries, continents and oceans.</p> <p>Place knowledge – Cumbria and The Sahara:</p> <p>Compare Cumbria to another contrasting non-European region – understand similarities and differences through studying the human and physical geography of both locations.</p>	<p>H – Changes within living memory Life then and now:</p> <p>Transport – How has transport changed through time? Use a range of historical sources to create a timeline of significant events in development of transport. Transport in our locality- Visit: Steamboat Museum, Windermere. Lakeland Motor Museum, Backbarrow. Haverigg Railway.</p>

<p>A</p>	<p>H -Changes in Britain from Stone Age to Iron Age:</p> <p>What were the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron age? What stayed the same?</p> <p>How can we find out about these people when there is no written evidence? Understanding the role of the archaeologist and the significance of archaeology in finding out about the past.</p> <p>Visit to Castlerigg Stone Circle Keswick.</p> <p>Look at secondary sources, artefacts and stories to develop knowledge about the past. Look at examples of primary sources – what do they tell us? Objects or artefacts; cave drawings; stone circles etc.</p>	<p>G -British Isles – Locational Knowledge:</p> <p>Name and locate counties and main cities of UK. Study some geographical regions and their human and physical characteristics, explore features of some key topographical features including: hills, mountains, coasts, islands, lakes and rivers.</p> <p>UK Settlements: define different types of settlement - capital, city, town, village, hamlet and understand how these have changed over time.</p> <div data-bbox="887 555 1458 863" style="border: 1px solid black; padding: 5px;"> <p>Geographical Skills and Fieldwork: use maps, atlases and globes and digital mapping to locate countries and describe features studied.</p> <p>Explore symbols and key used on OS maps to identify different features and landmarks.</p> <p>Use eight points of a compass to describe the location of different cities and places in the British Isles.</p> </div> <p>National Parks of UK: look at significance of national parks, location, purpose etc. With closer look at The Lake District.</p>	<p>G – Mountains, volcanoes and earthquakes:</p> <p>Describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes.</p> <p>Visit to a quarry or Ingleton Caves.</p> <p><i>(Science links – Materials, Rocks and States of Matter)</i></p> <div data-bbox="1532 611 1836 970" style="border: 1px solid black; padding: 5px;"> <p>Use maps, atlases and globes to identify significant world mountain ranges and volcanoes – Ring of Fire.</p> <p>Labelled field sketches of mountains and volcanoes.</p> </div>	<p>H – A local history study</p> <p>A study of an aspect of history or site that is significant to the locality:</p> <p>Kendal Castle or Sizergh Castle</p> <p>Use historical sources – formulate questions about the past and examine different types of sources to find information over time including maps, drawings, plans etc.</p>
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<p>Years 5+6</p>	<p>A H -Ancient Greece – Life, Achievements and Legacy: City states of Sparta and Athens, warfare and seamanship, everyday life and beliefs, Greek mythology including Theseus and the Minotaur and elements of The Odyssey.</p> <p>Legacy of Ancient Greeks – education, language, architecture, government and Olympic Games.</p>	<p>H – The Maya Civilization: A non-European society that provides contrasts with British history – The Mayans AS900</p> <p>Who were the Mayans and how do we know about them? Use a range of sources to find out about their lives and culture. Make comparisons between life of Mayans and their own history.</p>	<p>G – Urban Environments - Edinburgh: 3 Day Residential to Edinburgh</p> <div data-bbox="1178 890 1473 1153" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Geographical Skills and Fieldwork: Use the eight points of a compass, four and six figure grid references, symbols and keys on OS maps to make comparisons between our locality and Edinburgh.</p> </div> <div data-bbox="1178 1177 1473 1345" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Create field sketches of city and rural landscapes; identifying significant physical and human features.</p> </div>	<p>G – Climate Change: Understand the impact of human activity on our planet. Identify how industry, tourism, transport, waste management affect pollution, wildlife, climate across the globe.</p> <div data-bbox="1536 1058 1809 1137" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Geographical skills and fieldwork:</p> </div> <div data-bbox="1536 1153 1809 1289" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Use maps, atlases, digital mapping and aerial photos to explore environmental themes.</p> </div>	<div data-bbox="1895 810 2145 978" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Geographical skills and Fieldwork: Use maps and atlases, digital mapping and photographs.</p> </div> <p>Place Knowledge – Alps and Lake District: - understand geographical similarities and differences through the study of human and physical geography of a region of UK with a European country –_with focus on climate, physical and human features – tourism, climate, weather, landuse etc</p>

	<p>B G - Where in the World?: Locate the world's countries—concentrating on environmental regions, climate zones, vegetation belts and biomes describing key features. Identify and locate major physical and human characteristics – comparing and contrasting examples of countries and major cities across the World e.g. Beijing, Cairo, London, New York.</p> <p>Identify position and significance of latitude, longitude, revisit Tropics of Cancer and Capricorn, northern and southern hemispheres, Arctic and Antarctic Circle, Also Prime/Greenwich Meridian and time zones (including day and night)</p> <div data-bbox="188 639 741 791" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Geographical skills and Fieldwork: Use atlases to explore maps showing different types of information – biomes, vegetation belts, climate zones etc.</p> </div> <p><i>(Science links– Earth and Space)</i></p>	<p>H - Ancient Egypt: The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared – Indus Valley, Ancient Sumer, Shang Dynasty of Ancient China. An indepth study of Ancient Egypt.</p> <p>What is a civilisation? In-depth look at the significance of The Nile to Ancient Egyptians; significant achievements – The Pyramids; look at beliefs and understanding around death; significance of discovery of Tutankhamen.</p> <p>Trip to Liverpool World Museum</p> <p><i>(Science links – Forces)</i></p>	<p>H – A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Changes in an aspect of social history – Crime and Punishment from the Anglo-Saxons to the Present</p> <p>Explore reliability of different sources – both primary and secondary to find out about prisons – plans of prisons, criminal records, photographs, personal accounts from different perspectives.</p> <p>Trip to Police Museum and Courtrooms in Ripon. Visit from Lancashire Police.</p>	<p>Ullswater - Fieldwork Studies: 3 Day residential to Patterdale Hall, Ullswater.</p> <div data-bbox="1895 336 2197 600" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Fieldwork and Geographical Skills: observe, measure and record human and physical features. Use range of methods: sketch maps, plans and graphs, digital technologies.</p> </div> <div data-bbox="1895 624 2181 687" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>3D representations of contour lines on OS maps.</p> </div> <div data-bbox="1895 711 2181 839" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Plot, describe and follow routes in locality using compass points and OS maps.</p> </div>
	<p>G -Africa: Human and physical geography Economic activity including trade links, and distribution of natural resources with focus on Suez Canal and River Nile</p> <p><i>(History links – Ancient Egypt)</i></p>			