



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

		Autumn	Spring	Summer
EYFS	A	Observing the weather- how it changes and why? Different environments- The polar regions Remembrance Day Bonfire Night	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 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 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 How does woodland change through the seasons? Homes around the world	The roles of Mountain Rescue Where does our fruit come from? Life cycle of a seed	Kings and Queens Castles Bees Ladybirds around the world and their life cycles Insect habitats Bay Rescue visit

Years 1/2	A	<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.</p> <p>Science Links - Seasons</p> <p>Geographical Skills and Fieldwork: collect, represent and interpret data on weather using weather reports and equipment – 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 significant both events.</p> <p>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 its 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? Look at the history of our own school using range of sources: photographs, school records, interviews with past pupils.</p> <p>Look at range of sources to find out about schools in England and make comparisons to life in schools today – how has school 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>
	B	<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?</p> <p>Levens Hall visit</p>	<p>Where do I live? Levens Village:</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. Use world maps, atlases and globes to identify location of the UK and of Cumbria.</p>	<p>H People from the past: 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>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.</p> <p>Visit: Steamboat museum, Windermere. Lakeland Motor Museum, Backbarrow. Haverigg railway.</p>

			<p>Develop understanding of key geographical vocabulary of human and physical features.</p> <p>Geographical Skills + Fieldwork: Use simple fieldwork and observation skills to study the geography of our village; and key human and physical features of our locality.</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.</p> <p>Visit – Levens Village Walk</p>	<p>Develop key vocabulary – beach, cliff, coast, forest, hill, mountain, sea, ocean etc using maps of UK and of Cumbria.</p> <p>Geographical skills and Fieldwork: Use world maps, atlases and globes to identify the UK and its countries.</p>		<p>Geographical Skills + Fieldwork: use world maps, atlases and globes to identify countries, continents and oceans.</p>	
<p>Years 3/4</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.</p> <p>Visit to Castlerigg, Keswick.</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>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>H – a local history study</p> <p>A study of an aspect of history or site that is significant to the locality:</p> <p>Sizergh Castle Visit</p> <p>Use historical sources to find out about Sizergh Castle – formulate questions about the past and examine different</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>UK Settlements: define different types of settlement - capital, city, town, village, hamlet and understand how these have changed over time.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <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>Science links – Materials, Rocks and States of Matter</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <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>types of sources to find information over time including maps, drawings, plans etc.</p>
<p>B</p>	<p>H -The Roman Empire and its impact on Britain: The Roman Empire and the power of the Army Invasion by Claudius and conquest - Hadrian's Wall</p> <p>British resistance – Boudicca Trip to Hadrian's Wall and Roman Army Museum</p>	<p>H- Britain's Settlement by Anglo-Saxons and Scots: Roman withdrawal from Britain in AD410 and the fall of western Roman Empire Anglo-Saxon invasions, settlements and kingdoms, place names and village life Anglo-Saxon art and culture The Legend of Beowulf</p>	<p>H -Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice</p> <p>Woodmatters- Anglo-Saxon and Viking day</p>	<p>G – The Amazon: Locate countries of North and South America concentrating on environmental regions, key physical and human characteristics Describe and understand key aspects of physical geography with a focus on Amazon River and water cycle.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>Use maps, atlases and globes to locate and describe features studied.</p> </div>	<p>G – Amazon + Cumbria – place knowledge</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>Use maps, atlases, globes, digital mapping and aerial photographs to locate countries and describe features.</p> <p>Use fieldwork to observe, measure, record and present physical features – river study</p> </div> <p>Local rivers study and visit</p>

Years 5/6	A	<p>H -Ancient Greece – Life, Achievements and Legacy:</p> <p>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:</p> <p>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:</p> <p>3 Day Residential to Edinburgh</p> <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> <p>Create field sketches of city and rural landscapes; identifying significant physical and human features.</p>	<p>G – Climate Change:</p> <p>Understand the impact of human activity on our planet. Identify how industry, tourism, transport, waste management affect pollution, wildlife, climate across the globe.</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, digital mapping and aerial photos to explore environmental themes.</p>	<p>Geographical skills and Fieldwork: Use maps and atlases, digital mapping and photographs.</p> <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>
	B	<p>G - Where in the World?:</p> <p>Locate the world’s countries using maps –concentrating on environmental regions, climate zones, vegetation belts and biomes, key physical and human characteristics, countries and major cities.</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> <p>Science links– Earth and Space</p>	<p>H - Ancient Egypt:</p> <p>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 - and a depth study of Ancient Egypt.</p> <p>What is a civilisation?</p> <p>In-depth look at the significance of The Nile to Ancient Egyptians; significant achievements – The Pyramids; and look at process and reasons for mummification.</p> <p>Trip to Liverpool World Museum</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</p>		

	<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>History links – Ancient Egypt</p>	<p>Science links – Forces</p>	<p>primary and secondary to find out about prisons.</p> <p>Trip to Police Museum and Courtroom in Ripon. Visit from Lancashire Police.</p>	<p>Ullswater - Fieldwork Studies:</p> <div data-bbox="1890 272 2181 655" style="border: 1px solid black; padding: 5px;"> <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> <p>3D representations of contour lines on OS maps.</p> </div> <p>3 Day residential to Patterdale Hall, Ullswater.</p>
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