



EAST BOLDON INFANT SCHOOL

HISTORY/GEOGRAPHY CURRICULUM

Breakdown of weekly challenge questions YEARS 1 AND 2

HISTORY/GEOGRAPHY Y	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
Year 1	How have we changed? How have schools changed? *BEAMISH – RESOURCE PACK *BEAMISH – SCHOOL VISIT* HISTORY	Where am I from and where have I been? GEOGRAPHY	Where is the South Pole? Who lives there and has anyone travelled to the Poles? GEOGRAPHY/HISTORY	Why can't an Emperor Penguin live in Kenya? *VISITORS – LIONS OF ZULULAND / AFRICAN DRUMMING* GEOGRAPHY	Why were castles built and who lived in them? * VISIT – Newcastle Keep* *PROJECT BOX?* GEOGRAPHY	How were countries discovered and who found them? *VISIT – HARTLEPOOL MARINA* HISTORY
HISTORY/GEOGRAPHY Y	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
Year 2	Were Neil Armstrong and Tim Peake brave people?	What would an alien find exciting about our village/country?	Why did the Great Fire of London start? How does it compare with the Fire of Gateshead? *VISIT*	How is life different for a child in China?	Why do we love to be beside the seaside?	Why is Grace Darling still remembered today? Compare with RNLI *VISIT TO GRACE

	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY	GEOGRAPHY	DARLING MUSEUM, TOMB, BAMBURGH BEACH* HISTORY
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Resource boxes: <https://twamschools.org.uk/boxes-of-delight> <https://www.beamish.org.uk/health-wellbeing/loans-boxes/>

YEAR 1 HISTORY/GEOGRAPHY: HOW HAVE I CHANGED? HOW HAS SCHOOL CHANGED?									
Autumn 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>HISTORY FOCUS</p> <p>Pupils should be taught:</p> <p>*Changes within living memory.</p>	<p>Transition week Getting to know classes</p> <p>Homework in preparation: Can the children bring in a baby picture of themselves?</p>	<p>How do humans change? How have I changed</p> <p>*Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present. * Talk about the changes to themselves</p> <p>*Use historical terms - past, present, future.</p>		<p>Can I create my own timeline?</p> <p>*Understand where people fit within a chronological timeline.</p> <p>*Use historical terms - past, present, future.</p>	<p>What were schools like a long time ago?</p> <p>* develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>know where events they study fit within a chronological framework and identify similarities and differences between ways of</p>	<p>How has my school changed?</p> <p>* develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>know where events they study fit within</p>	<p>Can I create a timeline for schools?</p> <p>* develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>know where events they study fit within a</p>		

				life in different periods.	a chronological framework and identify similarities and differences between ways of life in different periods.	chronological framework and identify similarities and differences between ways of life in different periods.	<p>*To know key feature of how a human changes as they get older – hair changes colour, skin changes</p> <p>*To know that I can do things now that I couldn't do as a baby.</p> <p>* That classrooms looked very different. That schools have changed over the years</p>	<p>Baby Toddler Child Young adult Adult Elderly Change Time Older younger Timeline Past Present Future</p>
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YEAR 1 GEOGRAPHY: WHERE AM I FROM? WHERE HAVE I BEEN?

Autumn 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p><u>GEOGRAPHY FOCUS</u></p> <p>Locational Knowledge * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Place Knowledge * Understand geographical similarities and</p>	Where do we live what's so special about it? Where is it on a map of the UK? Which other countries are there in the UK?	How far have you travelled around the United Kingdom? How many different ways could you travel	Where is London and why is it important? * Name, locate and identify characteristics of the four countries	How can we travel to Scotland? What might we find there? What is the capital city? How is it similar/differe	What would you see in Wales? Where is it located on a map of the UK? What is the capital city?	How could we get to Northern Ireland? Where is it located? Why could we not travel there just by car? What is the		

<p>differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p> <p>Geographical skills and Fieldwork</p> <p>*Use world maps, atlases and globes to identify the UK and its countries.</p> <p>*Use simple compass directions to describe the location and features on routes and maps.</p>	<p>* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>*Use world maps, atlases and globes to identify the UK and its countries.</p>	<p>around our country?</p> <p>* Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p> <p>*Use simple compass directions to describe the location and features on routes and maps.</p>	<p>and capital cities of the United Kingdom.</p>	<p>nt to England?</p> <p>* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>* Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p> <p>*Use world maps, atlases and globes to identify the UK and its countries</p>	<p>* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>* Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p> <p>*Use world maps, atlases and globes to identify the UK and its countries</p>	<p>capital city? Is it the same as England?</p> <p>* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>* Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p> <p>*Use world maps, atlases and globes to identify the UK and its countries</p>	<p>I can say where I live</p> <p>I can locate East Boldon on a map of the UK.</p> <p>I know the 4 countries that make up the UK and their flags</p> <p>I know the capital cities of each of the 4 countries.</p>	<p>United Kingdom England Scotland Wales Ireland London Edinburgh Cardiff Dublin Belfast North East South West</p>
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YEAR 1 HISTORY/GEOGRAPHY: Where is the South Pole and why can't we live there?

Spring 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5 Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p><u>GEOGRAPHY AND HISTORY FOCUS</u> <u>Human and Physical</u> *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 the North and South Poles *Use basic geographical vocabulary to refer to: Key physical features, including, forest, hill, mountain, soil, valley, vegetation. <u>Geographical skills</u> *Use world maps, atlases and globes to locate countries/continents.</p> <p>Pupils should be taught: *about events beyond living memory that are significant nationally or globally. *the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Where is the South Pole and why can't we live there?</p>	<p>Where is the South Pole and what do you know about it?</p> <p>*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 the North and South Poles *Use basic geographical vocabulary to refer to: Key physical features, including, forest, hill, mountain, soil, valley, vegetation. *Use world maps, atlases and globes to locate countries/continents</p>	<p>What is the weather like at the South Pole?</p> <p>*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 the North and South Poles *Use basic geographical vocabulary to refer to: Key physical features, including, forest, hill, mountain, soil, valley, vegetation.</p>	<p>What lives at the South Pole? Could you live there?</p> <p>*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 the North and South Poles *Use basic geographical vocabulary to refer to: Key physical features, including, forest, hill, mountain, soil, valley, vegetation.</p>	<p>Who has travelled to the South pole? Were they successful? Why/Why not?</p> <p>Understand where people and events fit within a chronological timeline. Use a wide vocabulary of historical terms. Ask and answer questions using historical sources to show understanding of key events. Use a range of sources to find out about the past and identify different ways in which it is represented. Understand the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><u>GEOGRAPHY</u> *I know where the North and South Pole are and can locate them on a map. *I know and can recognise different climate zones. *I can name some examples of wildlife/vegetation from the South Pole and explain how they can survive there. <u>HISTORY</u> *I might be able to recall when the Race to the South Pole happened. *I can explain why Captain Scott was not successful in his expedition. *I can explain why Roald Amundsen won the Race to the South Pole.</p>	<p>Equator North Pole South Pole Snow Ice Iceberg Blizzard Frostbite Climate Temperature Wildlife Feathers Blubber Huddle Predators Captain Scott Roald Amundsen Expedition Equipment</p>

YEAR 1 GEOGRAPHY: WHY CAN'T A PENGUIN LIVE IN KENYA?

Spring 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p style="color: red; text-align: center;">GEOGRAPHY FOCUS</p> <p>Locational Knowledge * Name and locate the world's continents – AFRICA</p> <p>Place Knowledge *understand geographical similarities and differences through studying areas of UK and a contrasting non-European country.</p> <p>Human and Physical *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 the North and South Poles</p> <p>Place Knowledge * Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p> <p>Geographical skills and Fieldwork</p>	<p>Where is Kenya in our world? What do you know about it? Do you think an Emperor Penguin could live there?</p> <p>*Use world maps, atlases and globes to identify the UK and its countries</p>	<p>What is the land like in Africa?</p> <p>* Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p>	<p>What is the weather like in Africa?</p> <p>*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 the North and South Poles</p> <p>* Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p>	<p>What is life like for a child in Africa?</p> <p>* Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p>	<p>How is Kenya different to the UK (East Boldon?)</p> <p>*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 the North and South Poles</p> <p>* Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p>	<p>Can an Emperor Penguin live there? Convince me.</p> <p>*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 the North and South Poles</p>	<p>* I can identify Africa on a world map or globe. *I can recognise Africa's location to the equator and explain how this affects the climate in comparison to the South Pole. * I know that Kenya is in Africa * I might be able to locate Kenya * I know that Africa is a continent. *I know that a continent is a group of countries. *I know that life for children in Kenya is different to life in the UK and I can give at least 2 ways how. *I can name 2 similarities and 2 differences between the land in Kenya and life in Africa. * I can explain what at least one of the colours of the Kenyan flag represents.</p>	<p>Africa Kenya North East South West Equator Temperature Climate Dry Tropical Flag Animal names Continents Countries Compare</p>

YEAR 1 HISTORY/GEOGRAPHY: WHY WERE CASTLES BUILT AND WHO LIVED IN THEM?

Summer 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p style="color: red; margin: 0;"><u>HISTORY FOCUS</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *changes beyond living memory *significant historical events, people and places in their own locality (Newcastle Castle) *understand the way we find out about the past – different sources. 	<p>Why were castles built? Where were they built?</p> <p>Use a range of sources to find out about the past and identify different ways in which it is represented.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>What are the parts of a castle? How are they used?</p> <p>*Ask and answer questions using historical sources to show understanding of key events.</p> <p>*Use a range of sources to find out about the past and identify different ways in which it is represented.</p> <p>*Learn about significant historical ...places in own locality</p>	<p>How have castles changed over the years?</p> <p>*Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>*Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>What jobs were there in a castle? Which one will you apply for?</p> <p>*Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>*Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>What did a knight wear to protect himself and why?</p> <p>*Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>*Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>Write a diary entry for a member of the castle? Challenge:</p> <p>Does a cook work harder than a knight? Convince me.</p> <p>*Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>*Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>*I can explain why castles were built and may be able to explain where they built and why.</p> <p>* I can plot when castles were built on a class timeline in relation to other events studied.</p> <p>* I can name at least 2 of the jobs in a castle and some of their duties.</p> <p>* I can explain some of the knight's duties and describe at least two parts of the armour.</p> <p>* I can name a local castle and describe the purpose of one of its features (ie battlements)</p>	<p>Castle turret battlements portcullis drawbridge moat arrow loops portcullis drawbridge keep motte bailey defence knight squire page weapons King, Queen Cook, Lord Entertainer Hill Newcastle Keep armour – chainmail, armour, breast plate, shoulder guard... coat of arms</p>

YEAR 1 HISTORY/GEOGRAPHY: WHY WERE CASTLES BUILT AND WHO LIVED IN THEM?

Summer 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p style="text-align: center;"><u>HISTORY FOCUS</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *changes beyond living memory *significant historical events, people and places in their own locality (Newcastle Castle) *understand the way we find out about the past – different sources. 	<p>Why were castles built? Where were they built?</p> <p>Use a range of sources to find out about the past and identify different ways in which it is represented.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>What are the parts of a castle? How are they used?</p> <p>*Ask and answer questions using historical sources to show understanding of key events.</p> <p>*Use a range of sources to find out about the past and identify different ways in which it is represented.</p> <p>*Learn about significant historical ...places in own locality</p>	<p>How have castles changed over the years?</p> <p>*Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>*Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>What jobs were there in a castle? Which one will you apply for?</p> <p>*Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>*Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>What did a knight wear to protect himself and why?</p> <p>*Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>*Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>Write a diary entry for a member of the castle? Challenge:</p> <p>Does a cook work harder than a knight? Convince me.</p> <p>*Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>*Use a range of sources to find out about the past and identify different ways in which it is represented.</p>	<p>*I can explain why castles were built and may be able to explain where they built and why.</p> <p>* I can plot when castles were built on a class timeline in relation to other events studied.</p> <p>* I can name at least 2 of the jobs in a castle and some of their duties.</p> <p>* I can explain some of the knight's duties and describe at least two parts of the armour.</p> <p>* I can name a local castle and describe the purpose of one</p>	<p>Castle turret battlements portcullis drawbridge moat arrow loops portcullis drawbridge keep motte bailey defence knight squire page weapons King, Queen Cook, Lord Entertainer Hill Newcastle Keep armour – chainmail, armour, breast plate, shoulder guard...</p>

							of its features (ie battlements)	coat of arms
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YEAR 1 HISTORY: HOW WERE COUNTRIES DISCOVERED AND WHO FOUND THEM?

Summer 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>GEOGRAPHY AND HISTORY FOCUS</p> <p><u>Locational Knowledge</u> * Name and locate the world's continents and oceans</p> <p><u>Geographical skills and Fieldwork</u> *Use world maps, atlases and globes to identify the UK and its countries</p> <p>Pupils should be taught: *about events beyond living memory that are significant nationally or globally. *the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Which countries do you know and can you find them on a world map?</p> <p>* Name and locate the world's continents and oceans</p> <p>*Use world maps, atlases and globes to identify the UK and its countries</p>	<p>How do people travel across the oceans? Can you label the parts of a ship?</p> <p>*learn about events beyond living memory that are significant nationally or globally.</p> <p>*the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Who discovered Australia? What did they find there?</p> <p>*learn about events beyond living memory that are significant nationally or globally.</p> <p>*the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Who discovered America? What did they find there?</p> <p>*learn about events beyond living memory that are significant nationally or globally.</p> <p>*the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>What dangers were there out at sea?</p> <p>*learn about events beyond living memory that are significant nationally or globally.</p>	<p>Who was the most vicious pirate? Convince me.</p>	<p>GEOGRAPHY I can locate Australia on a world map I can locate America on a world map I can explain why countries are hot or cold Be able to locate the equator and discuss which countries they think will be hot or cold.</p> <p>HISTORY * I can name which countries Cook visited and relate this chronologically to our class timeline * I can explain why piracy was rife years ago * I can name 2 famous pirates (Cook, Blackbeard, Ann Bonney) and give 2 facts about them.</p>	<p>Countries Continents Oceans World Map North East South West Equator Climate Compass Australia America United Kingdom Ship Boat Expedition Travel Captain James Cook pirates/piracy crew flag booty crow's nest Ann Bonney Blackbeard – Edward Teach Calico Jack Captain, Quartermaster, Sailing master, Master Gunner, Carpenter/Surgeon, Cabin boy</p>

YEAR 2 HISTORY/GEOGRAPHY: WERE NEIL ARMSTRONG AND TIM PEAKE BRAVE PEOPLE?

Autumn 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p align="center"><u>HISTORY</u> <u>FOCUS</u></p> <p>*Changes in living memory</p> <p>*Learn about events beyond living memory.</p> <p>* Learn about the lives of significant individuals in the past who have contributed to</p>	<p>What do you know about Neil Armstrong and Tim Peake? What would you like to find out?</p>	<p>Who was Neil Armstrong ?</p> <p>* Learn about the lives of significant individuals in the past who have contributed to national and international</p>	<p>Who was Tim Peake?</p> <p>* Learn about the lives of significant individuals in the past who have contributed to national and international</p>	<p>How do people travel to the moon?</p> <p>*Changes in living memory</p> <p>*Learn about events beyond living memory.</p>	<p>What is it like to live in space?</p> <p>*Changes in living memory</p> <p>*Learn about events beyond living memory.</p>	<p>Are the lives of Neil Armstrong and Tim Peake linked?</p> <p><i>Neil Armstrong and Tim Peake were brave people. Prove it.</i></p>		

national and international achievements.	* Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	al achievements.	achievements.				<p>To recount the life of American Neil Armstrong who landed on the moon July 20th 1969.</p> <p>To know British Tim Peake went to ISS on 15th Dec 2015 & stayed there for 185 days</p> <p>To be able to name sources of information – internet, non-fiction texts.</p> <p>I can recount some interesting facts from an historical event.</p> <p>I can sequence events in chronological order.</p>	<p>Apollo 11 astronaut moonlanding orbit space NASA atmosphere commander ISS lunar module soyuz spacecraft pioneer</p>
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YEAR 2 HISTORY/GEOGRAPHY: WHAT IS EXCITING ABOUT OUR VILLAGE/COUNTRY?								
Autumn 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will	Key Vocabulary

<p style="text-align: center;">GEOGRAPHY FOCUS</p>							<p style="text-align: center;">the children be able to recall?)</p>	
<p><u>Locational Knowledge</u> * Name, locate and identify characteristics of the four countries, capital cities and its surrounding seas.</p> <p><u>Place Knowledge</u> <u>Human and Physical Geography</u> * Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p> <p><u>Geographical skills and Fieldwork</u> *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key. *use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>What do you know about East Boldon? What do you want to know?</p> <p>*To know the key physical features and characteristics of a place</p>	<p>Where is East Boldon?</p> <p>*To name, locate and identify the 4 countries and capital cities of the UK and its surrounding seas</p>	<p>Where would I like to go for a holiday in the UK?</p> <p>*To understand the physical geography of the UK</p>	<p>Where would I take a friend in East Boldon?</p> <p>*To understand the human and physical geography of a small area.</p>	<p>What would appear on a map of East Boldon? (Treasure hunt with clues).</p> <p>*To use maps and aerial photographs of a small area in the UK *construct a simple map and key</p>	<p>Can you use a map to explain to a friend how to find the way to our school? (Route to school from home).</p> <p>*to use compass directions and locational language to describe the location of features on a map.</p> <p style="text-align: center;"><i>What would an alien tell his/her friends about East Boldon?</i></p>	<p>*I know the country I live in is the UK *I know England is a country in the UK *I know England is a country in the United Kingdom (England, Scotland, Wales and Northern Ireland). * Be able to approximately locate East Boldon on a map of the UK. *Find where they live on a map in the UK * Describe physical and human features of East Boldon. * Use compass to explain East Boldon's location within England. *To be able to construct a basic map of East Boldon using aerial photographs.</p>	<p style="text-align: center;">city climate coastal compass point country county England human features landscape physical features river sea town United Kingdom village</p>

YEAR 2 HISTORY/GEOGRAPHY: What was London like before the Great Fire and how has it changed?

Spring 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabular y
<p><u>HISTORY</u> <u>FOCUS</u></p> <p>*Changes in living memory</p> <p>*Learn about events beyond living memory.</p> <p>* Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>What was London like at the time of the Great Fire of London?</p> <p>*Changes in living memory</p> <p>*Learn about events beyond living memory.</p>	<p>How did the fire begin and how did it spread so quickly?</p> <p>How do we know about the events of the Great Fire of London?</p> <p>Pictures – plague and fire.</p> <p>*Changes in living memory</p> <p>*Learn about events beyond living memory.</p>	<p>PRACTICAL – Can we recreate the Great Fire of London?</p> <p>*Changes in living memory</p> <p>*Learn about events beyond living memory.</p>	<p>A great fire could not happen in London today. Prove it.</p> <p>*Changes in living memory</p> <p>*Learn about events beyond living memory.</p>	<p>Introduce Gateshead – look at the Fire of Gateshead How did it begin etc?</p> <p>*Changes in living memory</p> <p>*Learn about events beyond living memory.</p>	<p>How does the Great Fire of London compare with the Fire of Gateshead?</p> <p>*To know about a historic event beyond living memory</p> <p>**VISIT TO GATESHEAD QUAYSIDE</p> <p>Video presentation to share knowledge.</p>	<p>* I know the Great Fire of London started on the 2nd September 1666 and ended on the 6th September. I can place this event chronologically in relation to other events studied and my own personal timeline.</p> <p>**I know where information can be sourced and can use the internet and non-fiction texts to gather facts.</p> <p>* I can explain how the Great Fire of London has had an effect on modern Britain.</p>	<p>past present future history timeline year decade century cathedral similarities differences</p>

YEAR 2 HISTORY/GEOGRAPHY: HOW IS LIFE DIFFERENT FOR A CHILD IN CHINA?

Spring 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p style="color: red; font-weight: bold; margin: 0;"><u>GEOGRAPHY FOCUS</u></p> <p style="margin: 0;"><u>Locational Knowledge</u> * Name and locate the world's continents and oceans – ASIA</p> <p style="margin: 0;"><u>Place Knowledge</u> *understand geographical similarities and differences through studying areas of UK and a contrasting non-European country – CHINA</p> <p style="margin: 0;"><u>Human and Physical</u> * Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports.</p> <p style="margin: 0;"><u>Geographical skills and Fieldwork</u> *Use world maps, atlases and globes to identify countries, continents and oceans.</p>	<p style="margin: 0;">Where in the world is China?</p> <p style="margin: 0;">*Name and locate the world's seven continents and five oceans</p>	<p style="margin: 0;">How would you know you are in China?</p> <p style="margin: 0;">* to use basic geographical vocabulary to refer to key physical and human features of China</p>	<p style="margin: 0;">Is life in China different to our life in the UK?</p> <p style="margin: 0;">*To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country in the context of China.</p> <p style="margin: 0;">*I can understand what life is like for people in China.</p>	<p style="margin: 0;">Where could you visit in Beijing?</p> <p style="margin: 0;">*Identify geographical similarities and differences through studying the human and physical geography and of a non-European country</p>	<p style="margin: 0;">Is the school day the same around the world?</p> <p style="margin: 0;">*to use observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment and compare with a contrasting school.</p>	<p style="margin: 0;">Would you rather live in China or the UK? Convince me!</p>	<p style="margin: 0;">* To be able to use world maps and globes to locate China and the UK. * To locate the equator and explain the countries location to this and the effect on climate. * To be able to name the seven continents and five oceans (MA – to locate) * To use geographical language to compare and contrast physical and human features.</p>	<p style="margin: 0; color: green;">continent ocean population culture Mandarin Chinese provinces typhoon flood earthquake physical human</p>

YEAR 2 HISTORY/GEOGRAPHY: WHY DO PEOPLE LOVE TO BE BESIDE THE SEASIDE?

Summer 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p><u>GEOGRAPHY FOCUS</u></p> <p><u>Locational Knowledge</u> * Name and locate the world's continents and oceans – AUSTRALIA</p> <p><u>Place Knowledge</u> *understand geographical similarities and differences through studying areas of UK and a contrasting non-European country – AUSTRALIA</p> <p><u>Human and Physical</u> * Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports.</p> <p><u>Geographical skills and Fieldwork</u> *Use world maps, atlases and globes to identify countries, continents and oceans.</p>	<p>Where are our seaside?</p> <p>*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom *Describe a place outside Europe using geographical words Human and physical geography *Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, season and weather *Key human features, including: town, village, port, harbour and shop</p>	<p>Where in the world is Australia? Where is Byron Bay?</p> <p>*Use world maps, atlases and globes to identify countries, continents and oceans.</p>	<p>How would you travel to Australia/ Byron Bay?</p> <p>*understand geographical similarities and differences through studying areas of UK and a contrasting non-European country – AUSTRALIA</p> <p>*Use world maps, atlases and globes to identify countries, continents and oceans.</p>	<p>What would you find at Byron Bay?</p> <p>*understand geographical similarities and differences through studying areas of UK and a contrasting non-European country – AUSTRALIA</p>	<p>How are Byron Bay and South Shields different?</p> <p>*understand geographical similarities and differences through studying areas of UK and a contrasting non-European country – AUSTRALIA</p> <p>*Describe a place outside Europe using geographical words Human and physical geography *Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, season and weather *Key human features, including: town, village, port, harbour and shop</p>	<p>Working in groups children will create a presentation on 'What makes a seaside special?'</p> <p>*Describe a place outside Europe using geographical words Human and physical geography *Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, season and weather *Key human features, including: town, village, port, harbour and shop</p>	<p>*Use atlas, world maps, and globes to locate seaside visited. *Locate Australia on a world map *Know why aborigine people are important *Explain what makes the seaside special. *Describe human and physical features of the seaside *Describe key features of a place using the vocab beach, coast and ocean *Describe some human features of the seaside, such as the jobs people do *Say what they like and don't like about their locality and another locality like the seaside.</p>	<p>beach coast aborigine ocean seaside pier promenade harbour amusement s fairground cliff physical human</p>

YEAR 2 HISTORY/GEOGRAPHY: WHY IS GRACE DARLING STILL REMEMBERED TODAY?

Summer 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p style="color: red; text-decoration: underline; font-weight: bold; margin: 0;">HISTORY FOCUS</p> <p>*Changes in living memory</p> <p>*Learn about events beyond living memory.</p> <p>* Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>*Learn about significant historical events, people and places in their own locality.</p>	<p>Who was Grace Darling and what do we know about her?</p> <p>*Learn about events beyond living memory.</p> <p>*Learn about significant historical events, people and places in their own locality.</p>	<p>What do we know about William Darling?</p> <p>*Learn about events beyond living memory.</p>	<p>How did Grace Darling's life change on the night on 7th September 1838?</p> <p>*Changes in living memory</p>	<p>How did her life change after the rescue?</p>	<p>Can you make memorabilia to celebrate Grace's life?</p> <p>*Learn about events beyond living memory.</p>	<p>Compare the work of RNLI with Grace's rescue and the resources.</p> <p>George Elmy Lifeboat disaster - Seaham?</p> <p>** VISIT TO GRACE DARLING MUSEUM, CHURCH AND BAMBURGH COASTLINE **</p> <p>*Learn about events beyond living memory.</p> <p>*Learn about significant historical events, people and places in their own locality.</p>	<p>Know that these events happened beyond living memory (no-one is alive to re-tell their memories) and made news around the world.</p> <p>Titanic set sail from Southampton to New York on 10.04.1912</p> <p>Collided with iceberg on April 14th 1912 - sank on April 15th</p> <p>Describe the differences between the Titanic and modern cruise ships</p> <p>Grace Darling was a lighthouse keeper's daughter born in Bamburgh</p> <p>Born 24.11.1815</p> <p>Famous for rescuing 9 survivors from SS Forfarshire</p>	<p>voyage</p> <p>iceberg</p> <p>passengers</p> <p>lookout</p> <p>collide</p> <p>bow</p> <p>afloat</p> <p>survivors</p> <p>wreckage</p> <p>cabin</p> <p>RNLI</p> <p>heroine</p>

