

Benington Primary School Curriculum Map Topic (Geography and History)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Acorn Class	<p><b>Understanding the World</b></p> <p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</li> </ul>					
Year A Willow 1/2	<p><b>Wonderful Weather</b> Yr1 unit</p> <ul style="list-style-type: none"> <li>• Make recordings about the weather with some support.</li> <li>• Know how weather can affect people's lives.</li> <li>• Use world maps and globes to identify a range of countries, the Equator and the North and South Poles.</li> <li>• Explain weather dangers and how people can protect themselves.</li> <li>• Make comparisons between different types of weather.</li> <li>• Gather information about places and features studied.</li> </ul>	<p><b>The Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>• Talk about some of the key events and people involved in the Gunpowder Plot.</li> <li>• Explain why the Gunpowder Plot happened.</li> <li>• Sequence the main events of the Gunpowder Plot.</li> <li>• Show an awareness of the differences in ways of living in 1605 compared to the present.</li> <li>• Imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role play activities and their writing.</li> <li>• Talk about how the Gunpowder Plot has had</li> </ul>	<p><b>What a Wonderful World</b> Yr2 unit</p> <ul style="list-style-type: none"> <li>• Understand that the world is spherical.</li> <li>• Name the seven continents and five oceans of the world correctly.</li> <li>• Use an atlas to accurately locate the continents and oceans of the world.</li> <li>• Locate continents, oceans including their own continent and country using a world map</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• name, locate and identify characteristics of the four</li> </ul>	<p><b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• Talk about some of the key events of the Great Fire of London.</li> <li>• Say why the Great Fire of London spread and eventually stopped.</li> <li>• Explain that we know about the Great Fire because of Samuel Pepys' diary.</li> <li>• Explain how we know about the Great Fire of London from a variety of primary sources.</li> <li>• Show awareness of how London has changed, including its buildings, people and transport.</li> </ul>	<p><b>Sensational Safari</b> Yr2 unit</p> <ul style="list-style-type: none"> <li>• Explain where Kenya is located in the world and find Kenya on a world map or globe.</li> <li>• Draw a map of Kenya and locate the capital city, some main cities and oceans.</li> <li>• Understand what some aspects of Kenyan life are like.</li> <li>• Identify the features of a national park and begin to explain the difference to a game reserve.</li> </ul>	<p><b>Kings and Queens</b></p> <ul style="list-style-type: none"> <li>• Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order.</li> <li>• Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.</li> <li>• Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Make observations about the weather using description and some explanation.</li> <li>• Use a growing range of subject specific vocabulary.</li> </ul>	<p>an impact on national life in the present day.</p>	<p>countries and capital cities of the United Kingdom and its surrounding areas.</p> <ul style="list-style-type: none"> <li>• Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary.</li> <li>• Locate hot and cold areas of the world.</li> <li>• Use and follow simple compass directions (NESW).</li> <li>• Follow routes on a map.</li> <li>• Use aerial photographs and satellite images to recognise basic human and physical features</li> <li>• To ask geographical questions – Where is it? What is this place like? How near/far is it?</li> </ul>	<ul style="list-style-type: none"> <li>• Write a report about the Great Fire of London.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some differences and similarities between Kenya and the UK.</li> <li>• Begin to understand the importance of tourism to Kenya.</li> <li>• Draw a freehand map of Kenya.</li> <li>• Draw a map of a national park and begin to consider the location of key features.</li> <li>• Identify animals that live in Kenya and begin to explain the concept of 'endangered species'.</li> <li>• Confidently use compass directions to move around a map.</li> <li>• Use an atlas/globe to locate accurately places and landmarks in Kenya.</li> <li>• Ask geographical questions – Where is it? What is this place like? How near/far is it?</li> </ul>	
Year B Willow 1/2	<b>Beside the Seaside</b> Yr2 unit	<b>Travel and Transport</b>	<b>Let's go to China</b> Yr2 unit	<b>Toys</b>	<b>Our School Our Local Area</b> Yr1 unit	<b>Nurturing Nurses</b>

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<ul style="list-style-type: none"> <li>• use key words to describe different places, including seaside locations;</li> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, hill, sea.</li> <li>• Use basic geographical vocabulary to refer to: key human features, including: port, harbour, shop</li> <li>• locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK;</li> <li>• explain that seaside resorts can be found in the UK and worldwide;</li> <li>• begin to classify key features of places into 'natural' and 'man-made';</li> <li>• observe aerial photographs of seaside locations to recognise basic human and physical features;</li> <li>• understand that seaside resorts have changed over time and explain some simple</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the ways in which travel and transport has changed throughout history.</li> <li>• Talk about what they know about the inventions of cars, trains and aeroplanes.</li> <li>• Know some of the significant people involved in the development of different types of transport.</li> <li>• Talk and write about the differences between old and new transport.</li> <li>• Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.</li> <li>• Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand where China is located in the world and find China on a world map or globe.</li> <li>• Draw a map of China and locate the capital city, some main cities and oceans.</li> <li>• Understand what some aspects of Chinese life are like.</li> <li>• Compare key features of the capital city, Beijing with another capital city, London.</li> <li>• 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.</li> <li>• Describe the differences and similarities between schools in China and the UK.</li> <li>• Begin to understand what 'culture' means and begin to describe aspects of their own culture.</li> <li>• Begin to understand some of the types of farming in China,</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what they know about toys today.</li> <li>• Explain how we can find out about the past.</li> <li>• Describe features of different toys.</li> <li>• Recognise old and new toys.</li> <li>• Use words relating to the passing of time.</li> <li>• Identify different sources we can use to find out about the past.</li> <li>• Ask and answer simple questions.</li> <li>• Compare two toys from different time periods, identifying similarities and differences.</li> <li>• Use words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise familiar places in their local area</li> <li>• Write an address appropriately</li> <li>• Use maps and plan a route</li> <li>• Devise a simple map: and use and construct basic symbols in a key.</li> <li>• Use simple compass directions (NESW)</li> <li>• Use aerial photographs to recognise basic human and physical features</li> <li>• use key words to describe different places, including seaside locations;</li> <li>• Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office</li> <li>• Recognise basic map symbols and begin to understand the need for a key</li> <li>• Use simple fieldwork skills to study the geography of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Provide some criteria about what makes a person significant in history.</li> <li>• Talk about what they know about Florence Nightingale, Mary Seacole and Edith Cavell.</li> <li>• Know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today.</li> <li>• Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell.</li> <li>• Have an understanding of the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived.</li> <li>• Recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell.</li> </ul>
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<p>features of seaside holidays in the past;</p> <ul style="list-style-type: none"> <li>• describe a UK seaside resort (St.Ives, Cornwall) in detail using a range of information;</li> <li>• explain how an island is different from the mainland and locate some of the main British islands using an atlas;</li> <li>• visit a seaside resort to carry out fieldwork and observations;</li> <li>• use and follow simple compass directions (NESW);</li> <li>• plan and follow routes on a map using map symbols;</li> <li>• ask geographical questions – Where is it? What is this place like? How near/far is it?</li> </ul>		<p>particularly how rice is grown.</p> <ul style="list-style-type: none"> <li>• Use an atlas to locate accurately places and landmarks in China.</li> <li>• To ask geographical questions– Where is it? What is this place like? How near/far is it?</li> </ul>		<ul style="list-style-type: none"> <li>• Make simple observations about the geography of the classroom and school</li> <li>• Ask simple geographical questions To know about significant historical events, people and places in their own locality</li> </ul>	
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<p>Year A Beech 3/4</p>	<p><b>Rainforest</b>                  To locate vegetation belts around the world.                  To identify the position and significance of latitude, longitude, Equator.                  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.                  To locate the world's countries concentrating on their environmental regions, key physical characteristics.                  To understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food.                  To understand geographical similarities and differences through the study of human geography of a region of the UK and a region of South America and with a rainforest.                  To describe and understand key aspects of physical geography,</p>	<p><b>Modern Europe</b>                  To locate the world's countries, using maps to focus on Europe (including the location of Russia).                  To locate the world's countries, concentrating on major cities.                  To use maps, atlases, globes and digital mapping.                  To describe and understand human geography including... rivers and mountains, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.                  To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.                  An understanding of the human and physical geography of France, including its climate zones.                  An appreciation of geographical similarities and differences between</p>	<p><b>Modern Britain local history study (Stevenage)</b>                  To locate the countries that make up the UK on a map;                  • name the capital cities of the countries of the UK;                  To label the key cities in the UK on a map;                  To name the seas surrounding the UK;                  To name some of the UK's main rivers;                  To find the names of seas on a map;                  To explain what a county is;                  To find their county on a map;                  To find areas of higher ground on a map of the UK;                  To name some areas of higher ground in the UK;                  To explain who first settled in London;                  To describe some ways that London has changed since AD 43;                  To find London on world and UK maps;                  To describe how the UK population has changed over time;</p>	<p><b>World War 2</b>                  To develop a chronologically secure knowledge and understanding of British and World history.                  To address historically valid questions about change, cause, similarity, difference and significance.                  To locate the world's countries using maps to focus on Europe, concentrating on countries and major cities.                  To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (Dunkirk, Battle of Britain).                  To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><b>Anglo Saxons &amp; Scots</b>                  To describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.                  To explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences.                  To be able to describe a typical Anglo-Saxon village and explain what jobs the people did                  To be able to analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture.                  To explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped.                  To describe the work of some key individuals at the time</p>	<p><b>Vikings</b>                  To explain where and why some Viking raids or attacks took place.                  To compare the significance of Anglo-Saxon kings during the Viking period.                  To locate relevant information and write a fact-file on Viking longships.                  To describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild.                  To compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments.</p>
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	<p>including: climate zones, biomes and vegetation belts.                      To explore the effect humans can have on their environment.                      To know human geography including trade links and the distribution of natural resources including energy, food, minerals and water</p>	<p>your local area and regions of France.                      To locate Germany and other European countries on a map and concentrate on their environmental regions,                      To know key physical and human characteristics, and major cities.</p>	<p>To identify where some immigrants to the UK came from;                      To identify similarities and differences between their daily routine and that of a child from another historical period                      Studying an aspect of history that is significant in the locality                      A study over time tracing how several aspects of national history are reflected in the locality</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</p>		
<p>Year B                      Beech 3/4</p>	<p><b>Stone Age to Iron Age</b>                      To develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.                      To know about changes in Britain from the Stone Age to the Iron Age.                      To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p><b>Egyptians</b>                      To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies.                      To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between short- and long-term timescales.                      To understand the abstract terms 'empire' &amp; 'civilisation'.</p>	<p><b>Romans</b>                      To continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study, by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.                      To construct informed responses that involve thoughtful selection and organisation of historical</p>	<p><b>Mountains</b>                      To describe and understand the key aspects of physical geography, including mountains, earthquakes and volcanoes.                      To locate the world's countries, using maps to focus on Europe, North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.                      To identify the position and significance of latitude, longitude, the Equator, the northern and</p>	<p><b>Tudors</b>                      To understand how the War of the Roses led to the first Tudor king                      To investigate the character and reign of King Henry VIII and to test the common interpretation of him through a source enquiry                      To investigate the reasons why King Henry VIII broke with Rome, and make a judgement on the most significant cause of the English Reformation and</p>	<p><b>Olympics/ World Cup</b>                      To use primary and secondary sources selectively to research events in the past.                      To investigate a historical theme to discover how past events or the actions of individuals or groups have shaped society.                      To compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.</p>

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	<p>To understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To know about changes in Britain from the Stone Age to the Iron Age.</p>	<p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>To locate the world's countries, using maps and focussing on their environmental regions and key physical characteristics.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>To describe and understand key aspects of physical and human geography.</p>	<p>information by learning about Roman roads.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.</p> <p>To construct informed responses that involve thoughtful selection and organisation of historical information; by knowing when, how and why Hadrian's Wall was built, by learning about the religious beliefs of the Romans and by learning about Roman baths.</p>	<p>southern hemispheres, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.</p> <p>To understand geographical similarities and differences through the study of physical geography of a region in Europe and a region within North or South America.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and another region.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>		<p>To discuss why people and events from a particular time in the past were important, placing them within a historical sequence.</p>
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<p>Year A Oak 5/6</p>	<p><b>Shakespeare and his world</b></p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p> <p>To place events on a timeline</p> <p>To understand how to interpret portraits</p> <p>To be able to question history</p> <p>To consider why the Spanish Armada failed</p> <p>To consider the impact of Tudor exploration on our lives</p> <p>To consider both positive and negative qualities of people from history</p> <p>To use pictures as a secondary source of history</p> <p>To know how to find out about the past using a variety of sources</p> <p>Know about the experiences of people living in the past.</p>	<p><b>A Victorian childhood</b></p> <p><b>A local history study:</b> A study of the history of Benington school from pre Victorian times up to the present day including looking at the original site and examining Victorian artefacts.</p> <p>To know how aspects of daily life have changed since Victorian times</p> <p>To explore the concept of working children.</p> <p>To understand how the lives of children have improved significantly since Victorian times.</p> <p>To know how education has changed since Victorian times</p> <p>To understand how our notion of poverty has changed.</p> <p>To compare the lives of children in Victorian times and now</p> <p>To explore the life of Queen Victoria.</p> <p>To find out about some of the key inventions and developments in technology from Victorian times.</p>	<p><b>South and central America</b></p> <p>Develop knowledge of the location of globally significant places including their physical and human characteristics. Interpret a range of geographical sources. Communicate geographical information in a variety of ways.</p> <p>Locate the World's countries including South America.</p> <p>Understand geographical similarities and differences.</p> <p>A study of a non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p> <p>Locate the world's countries, using maps to find North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><b>Lights, Camera, Action!</b></p> <p>Pupils are responsible, competent, confident and creative users of information and communication technology.</p> <p>Pupils describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>Know how industry can affect a geographical area.</p> <p>To know how technology has changed over time</p> <p>To express opinion about a film.</p> <p>To understand the origins of the film industry</p>	<p>There is no history, or geography unit this half term</p>	<p><b>Water – go with the flow</b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>To understand that maps are a bird's eye view of a place</p> <p>To recreate a simple map from a visit.</p> <p>To recognise commonly use O/S map symbols.</p> <p>To use 4 and 6 figure grid references</p> <p>To use the 8 points of a compass</p> <p>To understand the stages in the life of a river</p> <p>To understand the water cycle</p> <p>To know some of the rivers of the world</p> <p>To build their knowledge of the UK and the wider world</p>
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		To understand that the development of the railways was a key turning point in British history	To understand the terms country and continent. To locate continents on a World map To use secondary sources to find out information To ask questions To carry out research To collect evidence To present findings To understand the concept of fair trade			To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs
Year B Oak 5/6	<b>Our place in Europe</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<b>Keen to be green</b> To understand the term "eco-footprint". To develop an understanding of managing the environment sustainably To understand that products have both a negative and a positive effect To understand that products can be designed to limit environmental impact To develop an understanding of the processes involved in recycling To understand the position and significance of the Arctic and Antarctic	<b>Space</b> To describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,, the Prime/Greenwich	<b>Recent British history</b> To know what is meant by the term Britain  To know what the British Empire was. To use secondary sources of history.  To uses sources to draw conclusions  To explore the significance of The Windrush.  To explore an aspect of British life throughout the decades and explore how it has changed for example clothing, music or transport.	<b>Structures and buildings</b> To know some of the most famous buildings and structures in the world To know about the tallest structures in the world To know why we have bridges and that there are several different sorts of bridge. To solve problems of design and structure To understand the different sorts of homes/buildings we might see. To conduct a survey	<b>The Greeks!</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world To understand where Greece is and how long ago the Ancient Greek civilisation was. To understand which gods the Greeks worshipped and why. To experience Greek food To know about Greek numbers and letters To learn about the past from sources including art To know how the political system worked in Ancient Greece

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	<p>To use maps to identify places          To know the difference between a continent and a country and to identify the 7 continents          Explain why the Arctic is not a continent          To identify some capital cities of Europe.          To use maps to identify geographical features          To understand how and why maps change over time.          To explain the difference between the EU and Europe          To understand how places develop to reflect their geographical location          To identify regions of a specific country          To compare regions of a country          To identify positive and negative features of a place.</p>	<p>especially in relation to environmental issues and climate change.</p>	<p>Meridian and time zones (including day and night)</p> <p>They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.</p> <p>To understand the phases of the moon</p>			<p>To use artefacts to infer information about ancient Greek warfare.          To understand the impact of Ancient Greece on our modern civilisations.</p>
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