

Geography and History Yearly Overview EYFS and KS1

Bramley Infant and Nursery continue to review and reflect upon content and context of topics in light of equality, diversity and inclusion. Significant local, national and international events will also be explored as appropriate e.g. coronations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Topic: Autumn</p> <p>Begin to remember their way around a familiar environment Able to follow directions</p> <p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles</p> <p>Enjoys a sense of belonging though being involved in daily tasks</p>	<p>Topic: Light and Dark and Christmas</p> <p>Respond to some positional language</p> <p>Has a sense of own immediate family and relations and pets</p> <p>Beginning to understand that things may happen now or at another time, in routines</p>	<p>Topic: Nursery Rhymes</p> <p>Explore how things look from a different viewpoint including near or far away.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Beginning to learn they have similarities and differences that connect them to, and distinguish them from, others</p>	<p>Topic: New life and Easter</p> <p>Can talk about some of the details of things they have observed such as plants, animals, natural and found objects</p> <p>Beginning to use me, you and I in their talk to show awareness of their social identity</p>	<p>Topic: Friends and family</p> <p>Enjoys playing with small world reconstructions, building on first-hand experience, e.g. visiting farms, garages, train tracks, walking by river or lake</p> <p>Beginning to understand some talk about immediate past and future</p>	<p>Topic: Courage</p> <p>Understands 'where' in simple questions</p> <p>Learns that they have similarities and differences that connect them to, and distinguishes them from, others</p> <p>In pretend play, initiates everyday actions and events from own family and cultural background.</p>
Pre-School	<p>Topic: Year 1-All about me Year 2-All about me</p> <p>Observing things in the natural world.</p> <p>Begin to use talk to explain what is happening.</p> <p>Following directions and respond to some positional and directional language.</p> <p>Using language to recall past experiences and talk about things that are important to them.</p>	<p>Topic: Year 1-Autumn and celebrations Year 2-Autumn and celebrations</p> <p>Comments and asks questions about aspects of their familiar world, such as where they are.</p> <p>Using talk to explain what is happening and anticipate what is happening next.</p> <p>Beginning to understand growth and changes over time.</p> <p>Using language to recall past experiences.</p> <p>Enjoys joining in with family customs and routines and is able to describe them.</p> <p>Recognising and describing special times or events.</p>	<p>Topic: Year 1-Winter and superheroes Year 2-Traditional tales</p> <p>Beginning to understand why and how questions and responding correctly.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Talks about why things happen and how things work.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Recalls a sequence of events in everyday life and stories.</p> <p>Recognising and describing special times or events.</p> <p>Enjoys joining in with family customs and routines and is able to describe them.</p>	<p>Topic: Year 1-Superheroes and Spring Year 2-Under the sea and Spring</p> <p>Beginning to understand why and how questions and responding correctly.</p> <p>Questions why things happen and gives explanations.</p> <p>Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p>Talks about why things happen and how things work.</p> <p>Talks more extensively about things that are important to them.</p> <p>Shows interest in different ways of life.</p>	<p>Topic: Year 1-The great outdoors Year 2-Farms and farm animals</p> <p>Shows care and concern for living things and the environment. Beginning to understand the effect their behaviour can have on the environment.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Questions why things happen and gives explanations.</p> <p>Using language to recall past experiences and talk about things that are important to them.</p>	<p>Topic: Year 1-Amazing animals Year 2-Minibeasts</p> <p>Questions why things happen and gives explanations using a range of tenses.</p> <p>Shows care and concern for living things and the environment.</p> <p>Recognising and describing special times or events.</p> <p>Enjoys joining in with family customs and routines and is able to describe them.</p>
Reception	<p>Topic: Autumn</p> <p>To investigate the environment around me and compare it to others that I have experienced.</p> <p>Autumn- Look closely at similarities, differences, patterns and change in nature.</p> <p>Responds to and uses the language of position and direction.</p>	<p>Topic: Light and Dark</p> <p>Autumn into Winter- Look closely at similarities, differences, patterns and change in nature.</p> <p>Learning about seasonal vocabulary from non-fiction texts shared with the class.</p> <p>Enjoys joining in with family customs and routines and can</p>	<p>Topic: Storytelling</p> <p>To describe immediate environment using knowledge from observations, stories and maps and how environments might vary from one another.</p>	<p>Topic: Storytelling</p> <p>Spring- Look closely at similarities, differences, patterns and change in nature, including changes in daylight.</p> <p>Knows about similarities and difference in relation to places, objects, materials and living things</p>	<p>Topic: Not a Box</p> <p>Uses spatial language including following and giving directions, using relative terms and describing them from different viewpoints.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Topic: Pirates</p> <p>Participating in community events including Class Assemblies, Sports Day, School Fair and Leaver's Assembly at the church.</p> <p>Past and Present- How did pirates live, and how do we live differently now?</p>

	<p>Understands questions including the word 'when'</p> <p>Talk about past events in their own lives and in the lives of family members.</p>	<p>begin to recall events from previous years that are repeated.</p> <p>Understand and use vocabulary linked to time passing; such as yesterday, last week</p>	<p>To begin making simple maps of familiar and imaginative environments, with landmarks</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Enjoys joining in with family customs and routines and can begin to recall events from previous years that are repeated.</p> <p>Recognise the difference between past and present and old and new.</p> <p>Understand the past through settings, characters and events encountered in books read in class and through storytelling.</p>	<p>Able to follow and uses the language of position and direction.</p>	<p>Develop your sense of self-recognising belonging and being sensitive to prejudice and discrimination.</p> <p>Talk about past events in their own lives and in the lives of family members.</p>	<p>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;</p> <p>Enjoys joining in with family customs and routines and can begin to recall events from previous years that are repeated.</p>
Year One	<p>Topic: Here we are</p> <p>Geography National curriculum Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>History: National curriculum: Looking at lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Charles Darwin as a significant individual from the past (Science link)</p> <p>Rosa Parks – Black history month</p>	<p>Topic: Here we are</p> <p>Geography National curriculum Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>History: Events beyond living memory that are significant nationally or globally.</p> <p>Soldier's pets in WW1 – true story of Winnie and remembrance Guy Fawkes and The Houses of Parliament and Rosa Parks.</p>	<p>Topic: Terrific Toys</p> <p>Geography: National curriculum Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map (imaginary place); and use and construct basic symbols in a key (own symbols).</p> <p>Exploring simple maps with key- Use Road and Rail set to create a map with a simple key.</p> <p>History: The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Ada Lovelace, Charles Macintosh</p> <p>Introduce timeline and plot significant events/people</p>	<p>Topic: Terrific Toys</p> <p>Geography: National curriculum Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Exploring simple maps with key- Use Road and Rail set to create a map with a simple key.</p> <p>History: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>History of toys, exploring events, games and toys beyond and within living memory.</p> <p>Explore how materials and development of technology over time have impacted change on toys and impact on individuals as a result.</p>	<p>Out and about</p> <p>History: Significant historical events, people and places in their own locality</p> <p>Changes within Bramley – railway, shops, housing History of buildings. Link to village. - railway Bramley School – how did the school develop and grow? Bramley village – what changes have taken place within living memory? Changes in the village – use of photos as evidence source Gertrude Jekyll, significant person – the artist gardener</p>	<p>Out and about</p> <p>Geography National curriculum Geographical skills and fieldwork Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map (link to maths)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features within Bramley</p> <p>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.-Village walk, using newly learnt vocabulary to discuss features.</p>

<p>Year Two</p>	<p>Topic: Castle Keepers</p> <p>Geography National curriculum Human and Physical Understand the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Place knowledge Develop knowledge about the world, the United Kingdom and their locality.</p> <p>Use maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Geographical skills and fieldwork Interpret a range of sources of geographical information, including maps, diagrams and aerial photographs.</p> <p>Zoom in/out of digital maps.</p> <p>Use aerial/satellite photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Use simple compass directions (N, S, E, W) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use and construct basic symbols in a key</p> <p>History:</p>	<p>Topic: Castle Keepers</p> <p>History: Looking at lives of significant individuals in the past who have contributed to national and international achievements including comparing aspects of life in different periods –</p> <p>Events beyond living memory that are significant nationally- Remembrance also Nelson Mandela, linked to black history month.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Queen Elizabeth I and Queen Victoria I</p> <p>King Charles III</p>	<p>Topic: World wonderers</p> <p>Geography National curriculum Human and Physical Identify seasonal and daily weather patterns in the United Kingdom 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 basic subject-specific vocabulary relating to human and physical geography.</p> <p>Place knowledge Identify and locate the Equator, Northern Hemisphere, Southern Hemisphere, North Pole and South Pole on a globe and a world map.</p> <p>Name and locate the world's seven continents on a globe and a world map.</p> <p>Name and locate the world's five oceans on a globe and a world map.</p> <p>Use maps, atlases and globes to locate places studied.</p> <p>Geographical skills and fieldwork Use simple compass directions (N, S, E, W.)</p> <p>Zoom in/out of digital maps.</p> <p>Use aerial/satellite photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Develop numerical and quantitative skills when discussing size, population, and quantity of countries.</p> <p>Use and construct basic symbols in a key</p> <p>Use aerial/satellite photos and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Topic: World wonderers</p> <p>Geography National curriculum Human and Physical Understand basic subject-specific vocabulary relating to human and physical geography.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom 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 of the 7 continents through studying human and physical features.</p> <p>Understand geographical similarities and differences through studying human and physical features of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Geographical skills and fieldwork Use aerial/satellite photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use maps, atlases and globes to locate places studied.</p>	<p>Topic: Change Champions</p> <p>Geography National curriculum Human and Physical Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>History: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements comparing aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality</p> <p>Inventors and inventions</p> <p>George Stephenson</p>	<p>Topic: Change Champions</p> <p>Geographical skills and fieldwork Use simple compass directions (N, S, E, W) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p> <p>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>Zoom in/out of digital maps.</p> <p>Use aerial/satellite photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>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>History: Events beyond living memory that are significant nationally or globally The Downs Link</p>
------------------------	---	--	---	---	--	---

	<p>Recall events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Looking at lives of significant individuals in the past who have contributed to national and international achievements including comparing aspects of life in different periods</p> <p>The Battle of Hastings</p> <p>William the Conqueror</p>					
--	--	--	--	--	--	--