



## St Alban & St Stephen Catholic Primary School & Nursery



### History/Geography Coverage 2023-2024

*Learning and growing with God by our side  
Faith, Friendship, Determination, Respect & Unity*

#### ELEMENTS OF HISTORY/GEOGRAPHY

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery (UW)</b>	To make discoveries about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.	To appreciate that a range of festivals and celebrations take place that may be outside of their own experiences and how they are celebrated.	To learn where the North and South Poles are and some of the animals that live there.  Make simple comparisons between their own environment and the arctic regions.	To develop geographical awareness by exploring maps of our school and local areas (i.e. Clarence Park)..  Create their own simple maps (based on imagination or a real place i.e. school).	To further develop geographical map work skills by exploring journeys made by fairy-tale characters.  Earth Day  Important issues we face in our world today.	To explore the seaside and share places they have visited in the past.  Learn the features of the seaside and what they might find there.  Create simple treasure maps.
<b>Reception (UW)</b>	Use their knowledge of their personal history and understanding of themselves to make further comparisons.	Develop a deeper knowledge of events from around the world and the reasons why they take place or are celebrated.	Make comparisons between hot and cold locations and discover how animals adapt to these climates.	To develop geographical awareness by exploring maps of our school and local areas (i.e. streets, town, buildings.	To further develop geographical map work skills by exploring journeys made by fairy-tale characters and recreate their	To learn about the impact of pollution on the environment with a focus on the ocean.  To learn about the positive impact of

				To learn about landmarks, draw routes on a map and draw their own to show a journey.	own in our local environment.  Earth Day  Recycling – The effect humans are having on our planet.	recycling in Reception (link to Art).  To create treasure maps with directional language and learn about famous pirates in the past.
<b>Year 1</b>	<p><b>Local Area</b> <b>Big Question: Where do I live and go to school?</b> <i>Use simple fieldwork/observational skills to study the geography of their school and its grounds and the key features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic features; devise a simple map</i> St Albans- my house, street, school, town, city, country. Weather (Eco-theme: How can I look after my area? Eg Litter-picking)</p>	<p><b>Space Race</b> <b>Big Question: How did people learn to explore space?</b> <i>Events beyond living memory that are significant nationally or globally, for example, the first (space) flight</i> <b>Amelia Earhart</b> <b>Valentina Tereshkova</b> <b>Neil Armstrong</b> <b>Tim Peake</b> <b>Katherine Johnson</b></p> <p>Animals in space, Timeline of space exploration, technology behind space exploration, milestones in space exploration</p>	<p><b>Poles Apart</b> <b>Big Question: Why are some countries hot and some are cold?</b> <i>Name and locate the world's seven continents. identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i> Seven Continents Hot and Cold Countries Equator/Poles Climate &amp; clothing Different lives of people in other continents. (Eco-theme: How is global warming affecting the Arctic?)</p>	<p><b>Healthcare in the Past</b> <b>Big Question: How and why have hospitals changed?</b> Inspirational leaders: Mary Seacole, Florence Nightingale <i>The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods- hospitals.</i> Florence Nightingale and Mary Seacole. Hospitals then and now. Further study to go on Home Learning grid: Inspirational Leaders who have changed healthcare: Edith Cavell, Elizabeth Fry,</p>	<p><b>On the Farm</b> <b>Big Question: Where does our food come from and how does it reach us?</b> <i>Identify seasonal and daily weather patterns in the United Kingdom. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries where our food comes from – supermarkets imported – world food.</i> Farms &amp; farming in UK –Farm animals, wool/milk etc. (Eco-theme: How is climate change affecting people who grow food? Reducing food-miles by eating local, seasonal food)</p>	<p><b>Life in the Past</b> <b>Big Question: How have children's lives changed in living memory?</b> <i>Explore changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> Simple family tree. What was our school like in the past? Who founded our school? What was life like for children at SSAS in my grandparents' / parents' time? What toys did my grandparents play with? What sort of music did they listen to? How did my grandparents communicate?</p>
<b>Year 2</b>	<p><b>London today</b> <b>Big Question: Why is London an important city?</b> (Eco-theme: Respect for God's Creation) <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p>	<p><b>London in the past: The Great Fire and Gunpowder Plot</b> <b>Big Question: Why and how do we remember these events?</b> <i>Significant historical events beyond living memory</i></p>	<p><b>The World and Me: Asia (Hong Kong)</b> <b>Big Question: How is Hong Kong different to the place that I live?</b> <i>Name and locate the world's seven continents. Study human and physical geography of a small area in a contrasting non-European country (St</i></p>	<p><b>Homes Through Time</b> <b>Big Question: Why don't people live in castles anymore?</b> <i>Significant historical places in the locality. Changes within and beyond living memory.</i> Homes in the past- which houses in our area are modern? How do we</p>	<p><b>Oceans</b> <b>Big Question: Why do we need to protect our oceans?</b> (Eco-theme: Respect for God's Creation) <i>Environmental geography- the world's oceans.</i>  What is an ocean? Where are the world's oceans</p>	<p><b>Local history of our school: The Orchid King of St Albans</b> <b>Big question: What happened here in the past and how do we know?</b> <i>Significant historical places and people in the locality</i></p>

	<p>London- where it is, how we get there, key geographical features and landmarks.</p> <p>What is air pollution and why is it an issue in London? How could air pollution be reduced in the city?</p> <p>Further study: Learn more about the capital cities of other UK countries.</p>	<p>Great Fire of London 1666- cause, effect, Samuel Pepys</p> <p>Gunpowder Plot – Guy Fawkes, November 5<sup>th</sup>.</p> <p>Changes in London since these events.</p> <p>Further study: Famous people linked to London- Florence Nightingale, Elizabeth Tudor</p>	<p><i>Albans/ London &amp; Hong Kong</i>) Where is London? Where is Hong Kong? What is a continent? What are the continents of the world? How would you travel from London to Hong Kong? What is Hong Kong like?</p> <p><a href="https://www.rgs.org/schools/teaching-resources/hong-kong-a-city-in-asia-by-the-sea/">https://www.rgs.org/schools/teaching-resources/hong-kong-a-city-in-asia-by-the-sea/</a> Further study: What are other main countries in Asia?</p>	<p>know? What did homes look like 500 years ago? 1000 years ago?</p> <p>Castles- why were they built and how did they develop over time? What was life like in castles? (Motte and Bailey Castles.)</p> <p>Homes in the future-why don't we live in castles any more? How can we make our homes in the future more 'eco' to protect the environment? Further study: Homes around the world</p>	<p>and why are they important? How is the ocean different at the North Pole and the Equator? Why are the oceans under threat and how can we protect them?</p> <p>Further study: Great sea explorers: Christopher Columbus Ibn Battuta</p>	<p>What was this area like in the past?</p> <p>Who was Frederick Sanders, and why was he known as the orchid king? How can we find clues to the past?</p> <p>Why and where did Frederick Sanders send out explorers? What might Camp House have been like?</p> <p>Further study: Other famous residents of St Albans- and Inspirational Leaders: Eleanor Ormerod, Samuel Ryder</p>
<b>Year 3</b>	<p><b><u>Stone Age Britain</u></b></p> <p><b>Big Question: Who first lived in Britain and how do we know?</b></p> <p><i>Changes in Britain from Stone Age to Iron age.</i></p> <p>Neolithic hunter-gatherers early farmers – Scara Brae</p> <p>Bronze age – religion, technology, travel- Stonehenge</p> <p>Iron age hill forts, tribal kingdoms , farming, art etc.</p>	<p><b><u>Volcanoes and Earthquakes</u></b></p> <p><b>Big Question: Can we control the Earth?</b></p> <p><i>Physical Geography &amp; locational knowledge.</i></p> <p>What causes Earthquakes -tectonic plates, Earthquake 'zones' . What is a Volcano? Vesuvius and Pompeii, Volcanic Islands</p> <p><b>Eco-theme: Extreme Weather events- can we prevent these from happening?</b></p>	<p><b><u>Ancient Egypt</u></b></p> <p><b>Big Question: How do we know so much about Ancient Egypt?</b></p> <p>The achievement of the Ancient Egyptians – Context of Ancient Egypt – early civilization. River Nile, Pyramids, Valley of the Kings. Gods &amp; beliefs, farming, art, culture.</p> <p>Pharaohs –Tutankhamun, Howard Carter</p>	<p><b><u>Mountains in the UK</u></b></p> <p><b>Big Question: Why are mountains important?</b></p> <p><i>Physical Geography &amp; key topographical features of the UK.</i></p> <p><i>Place knowledge</i></p> <p>Physical and man-made landscape of the UK – mountain ranges, countries, famous mountains in the UK, contour lines, challenges and dangers</p> <p><b>BBC Teach - Mountains resource</b></p> <p><b>(Eco-theme:Respect for God's Creation)</b></p>	<p><b><u>Time travellers through history</u></b></p> <p><b>Big Question: What would life have been like for the children of St Albans at different times in history, including in Victorian times?</b></p> <p><i>Changes in an aspect of social history: childhood.</i></p> <p><i>Local history.</i></p> <p>What do we know about the lives of children in St Albans in the past? Workhouse, Town Hall, children working, Victorian reformers, Victorian schools.</p> <p>Inspirational Leaders: Dr Barnardo, Louisa Twining</p>	<p><b><u>Changing St Albans</u></b></p> <p><b>Big Question: What are the environmental problems in St Albans and what can I do about them?</b></p> <p><i>Changing land use patterns, human geography including land use. Fieldwork</i></p> <p>Map comparisons from different times, advantages and disadvantages of growing settlement, traffic and parking surveys, impact of traffic, weather in St Albans, including extreme events such as flooding - causes and solutions</p> <p><a href="https://www.changethehistory.eu/uk/learning-resources/">https://www.changethehistory.eu/uk/learning-resources/</a></p>

						(Eco-theme: Respect for God's Creation)
<b>Year 4</b>	<p><b>Roman Britain</b>  <b>Big Question: How did the Romans change St Albans?</b>  <i>The Roman Empire and its impact on Britain.</i>  Julius Caesar's attempted invasion of Britain 55BC ; Power of the Roman army, Claudius' successful invasion &amp; conquest; British resistance, Boudicca.  Roman roads communications and the Romanisation of Britain.  What have the Romans got to do with St Albans?  How did Verulamium Park get its name?  Inspirational Leaders: Boudicca</p>	<p><b>World Kitchen</b>  <b>Big Question: How can food be fair?</b>  (Eco-theme: Fair Trade)  <i>Human and physical geography- distribution of natural resources.</i>  Distribution of energy, food, minerals, water.  Major food producers of the world – link to climate and bio-zones.  Compare to areas of drought and famine.  Trade links and food distribution – Fair Trade</p>	<p><b>Anglo Saxons</b>  <b>Big Question: How do people choose where to settle?</b>  <i>Britain's settlement by the Anglo-Saxons</i>  Roman withdrawal from Britain and arrival of Anglo-Saxon.  Anglo Saxon invasion settlement and kingdoms; place names and village life – link to Wheathampstead.  Anglo- Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne.  Inspirational Leaders: St Columba</p>	<p><b>Asia</b>  <b>Big Question: Grand Tour of Asia- where and why?</b>  <i>Locate countries and know their key characteristics</i>  Study of countries chosen by children, including India.  Map skills  Languages spoken.  Diversity of countries within Asia- child-led research. Include physical, human geography and environmental issues.  Links to British Empire – why were some countries in Asia part of the British Empire and what impact did this have?  (Eco-theme: What environmental issues do these countries face? )</p>	<p><b>Turning Points in Time- St Albans Abbey</b>  <b>Big Question: How has the abbey been affected by historical events?</b>  <i>Local British History</i>  Theme:  What we mean by 'monarchy' -How Britain differs from a country with a 'President'.  History of St Albans Abbey and how monarchs affected it  King Offa of Mercia: King John- The Magna Carta (initial discussions were held in St Albans Cathedral-Link to democracy) and Henry VIII – Dissolution of the monasteries</p>	<p><b>Rainforests</b>  <b>Big Question: Does the world need rainforests?</b>  (Eco-theme: Respect for God's Creation, Deforestation)  <i>The study of physical and human geography in a region of South America.</i>  Amazon River  South America - countries  Tree levels e.g canopy  Debate re rainforest</p>
<b>Year 5</b>	<p><b>Europe</b>  <b>Big question: What does it mean to be European?</b>  (Eco-theme: Respect for God's Creation- environmental issues that different European countries face)</p>	<p><b>Ancient Greece</b>  <b>Big question: What did the Ancient Greeks do for us?</b>  <i>Ancient Greek life and achievements and their influence on the Western world.</i>  Three main periods  -Archaic, Classical,</p>	<p><b>Desert lands – hot and cold</b>  <b>Big question: Are deserts natural or made by humans?</b>  (Eco-theme: Respect for God's Creation- climate change and desertification)</p>	<p><b>Vikings</b>  <b>Big Question: Were the Vikings really the Vicious Vikings?</b>  <i>The Viking and Anglo-Saxon struggle for the kingdom of England</i>  Who were the Vikings? -Where they</p>	<p><b>The River Thames</b>  <b>Big Question: Why are rivers 'the arteries of our planet'?</b>  (Eco-theme: Respect for God's Creation- how has the River Thames been cleaned up? Why are many rivers so polluted?)</p>	<p><b>Migration</b>  <b>Big Question: Should we build walls or bridges?</b>  <i>A study of an aspect or theme in British History beyond 1066</i>  What is migration? Why do people migrate? The movement of the first people into Britain.</p>

	<p><i>Locational knowledge, geographical similarities/differences</i>  <i>Place knowledge</i>          What is a continent?          Locating countries, key cities, key topographical features (longest river/ mountain ranges/ surrounding seas/ oceans.. What unites the countries of Europe? Physical geography, EU. Child-led research and study of chosen European country leading to class presentation. What is unique about your chosen country? What makes it European?          Time zones - longitude</p>	<p>Hellenistic.          Difference between Athens and Sparta.          Define the terms.</p> <p>Greek warfare, beliefs, mythology, daily life, democracy          Ancient Olympics, Marathon</p> <p>What impact has Ancient Greece had on us today?</p>	<p><i>Physical geography, mapping, locational knowledge</i>          What deserts are and where in the world and why – location using a world map or atlas – Hot and Cold Deserts Weather &amp; climate of deserts. Sahara, Gobi,          Why is there an increase in desertification?          Climate change. CAFOD (impact on people’s lives)</p>	<p>come from and why. As invaders, explorers, traders. Family Viking life as settlers.          Viking place names – Danelaw          Alfred the Great          -Gods &amp; myths</p>	<p><i>Key aspects of physical geography: rivers. Human geography-settlement and land-use. Key topographical features of the UK.</i>          The River Thames. Mapping the river, the course of the river. Settlement around the river. Development of the river and human use. Environmental changes to the Thames and benefits.</p>	<p>Migration during historical periods already studied.          20<sup>th</sup> century: The Windrush Generation. Arriving and Belonging in St Albans (St Albans Museum)          21<sup>st</sup> century migration to Britain.</p>
<b>Year 6</b>	<p><b><u>The Isle of Wight</u></b>  <b>Big Question: How and why are our coasts changing?</b>          (Eco-theme: Respect for God’s          Creation-environmental issues affecting our coasts)          Understand differences and similarities through a study of human and physical geography of an area of the U.K. (Isle of Wight)Coastlines and land</p>	<p><b><u>The Empire of Benin</u></b>  <b>Big Question: How do empires rise and fall?</b>          A non-European study contrasting with British History</p> <p>What is an empire and how are empires created?          What empires do you know?          Why should we study Benin? What sort of place was Benin 500-1000 years ago? How do we know?</p>	<p><b><u>xtreme Earth: Extreme Issues</u></b>  <b>Big Question: What is environmental activism and why does it matter?</b>          Fieldwork: observing, measuring, record, present human and physical features in the local area. (Eco-theme: Respect for God’s Creation-environmental activism)  <a href="https://www.changethestory.eu/uk/">https://www.changethestory.eu/uk/</a></p>	<p><b><u>World War II</u></b>  <b>Big Question: How do ordinary people become extraordinary heroes?</b>          WW2 Evacuation / local history focus- a study of an aspect of history that is significant in the locality.          Why did World War 2 begin? What was evacuation? Why were children evacuated to St Albans? What was life like for evacuees in St Albans? How did the war affect life in St Albans?          What else happened in St Albans during WW2 (secret operations work)? What was the Kindertransport and why should we remember it?</p> <p>Inspirational Leaders: (courageous advocacy):</p> <ul style="list-style-type: none"> <li>● Lord Alfred Dubs</li> <li>● White Rose opposition movement</li> </ul>	<p><b><u>Year 6 Performance</u></b></p> <p>Combined skills unit:</p> <ul style="list-style-type: none"> <li>● English</li> <li>● Art and DT (scenery and prop-making)</li> <li>● PE (dances)</li> <li>● Music</li> <li>● PSHE</li> </ul>	

	<p>use e.g. holiday resorts, tourism. Describe and understand physical features of coast and human geography of coasts including land use. Use compasses, 4 and 6 figure grid references, signs and symbols on OS maps. Great Leadership – National Trust protecting our coasts</p>	<p>How and why did the Empire of Benin end? What changes took place when the European settlers started trading? Why did the Victorians get involved in Benin and what were the effects on the Benin people? Should the Benin bronzes be returned?</p>	<p>Global environmental issues- mapping / environmental issues Impact of global warming on climate &amp; weather; flood, drought. Changing weather oceans, Arctic circle, Northern and Southern Hemisphere, Poles- melting of polar ice caps, deserts, rivers, climate zones, Tropics, countries, cities. <b>Inspirational Leaders:</b> – Greta Thunberg, David Attenborough</p>	<ul style="list-style-type: none"> <li>● Ida and Louise Cook</li> <li>● Noor Inayat Khan</li> </ul>	
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