**2014 CURRICULUM – TOPIC COVERAGE**



|  |  |  |
| --- | --- | --- |
| **Subject / Key Stage** | **Element of 2014 Curriculum** | **Topics which include this element** |
| **KS 1 History - Skills** | Develop an awareness of the past, using common words and phrases relating to the passing of time. | Our VillageJourneysFamily ChangesGreat Fire of London |
| Know where the people and events they study fit within a chronological framework | Our VillageJourneysFamily ChangesGreat Fire of London |
| Identify similarities and differences between ways of life in different periods. | Our VillageJourneysFamily ChangesGreat Fire of London |
| Use a wide vocabulary of everyday historical terms | Our VillageJourneysFamily ChangesGreat Fire of London |
| Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events | Our VillageJourneysFamily ChangesGreat Fire of London |
| Understand some of the ways in which we find out about the past and identify different ways in which it is represented. | Our VillageJourneysFamily ChangesGreat Fire of London |
| **KS 1 History -Knowledge** | Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  | Our VillageFamily Changes |
| 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]  | Our VillageGreat Fire of LondonJourneys |
| The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | Great Fire of LondonJourneysFamily Changes |
| Significant historical events, people and places in their own locality | Our VillageFamily Changes |
| **KS1 Geography – Skills** | 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  | JourneysBritainAnimals Around the World |
| Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map | JourneysAnimals Around the World |
| 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 | Our VillageBritain |
| 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 | Our VillageJourneys |
| **KS1 Geography - Knowledge** | Name and locate the world’s 7 continents and 5 oceans  | Journeys |
| Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas | Britain |
| 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 | Animals Around the WorldBritainJourneys |
| 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  | Animals Around the WorldBritain |
| Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  | BritainAnimals Around the WorldJourneysOur Village |
| Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | JourneysAnimals Around the WorldBritain |
| **KS 2 History - Skills** | Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. | Romans (3/4)Our Local Area (3/4)Anglo Saxons & Vikings (3/4)Egyptians (3/4)Stone & Iron Age (5/6)Greeks, Govt & Democracy (5/6)World War 2 (5/6) |
| Note connections, contrasts and trends over time and develop the appropriate use of historical terms. | Romans (3/4)Our Local Area (3/4)Anglo Saxons & Vikings (3/4)Egyptians (3/4)Stone & Iron Age (5/6)Greeks, Govt & Democracy (5/6)World War 2 (5/6) |
| Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | Romans (3/4)Our Local Area (3/4)Anglo Saxons & Vikings (3/4)Egyptians (3/4)Stone & Iron Age (5/6)Greeks, Govt & Democracy (5/6)World War 2 (5/6) |
| Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | Romans (3/4)Our Local Area (3/4)Anglo Saxons & Vikings (3/4)Egyptians (3/4)Stone & Iron Age (5/6)Greeks, Govt & Democracy (5/6)World War 2 (5/6) |
| Understand how our knowledge of the past is constructed from a range of sources. | Romans (3/4)Our Local Area (3/4)Anglo Saxons & Vikings (3/4)Egyptians (3/4)Stone & Iron Age (5/6)Greeks, Govt & Democracy (5/6)World War 2 (5/6) |
| **KS 2 History - Knowledge** | Changes in Britain from the Stone Age to the Iron Age. *This could include:**-late Neolithic hunter-gatherers and early farmers, for example, Skara Brae**-Bronze Age religion, technology and travel, for example, Stonehenge**-Iron Age hill forts: tribal kingdoms, farming, art and culture* | Stone & Iron Age (5/6) |
| The Roman Empire and its impact on Britain. *This could include:**-Julius Caesar’s attempted invasion in 55-54 BC**-the Roman Empire by AD 42 and the power of its army**-successful invasion by Claudius and conquest, including Hadrian’s Wall**-British resistance, for example, Boudica**-‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity* | Romans (3/4) |
| Britain’s settlement by Anglo-Saxons and Scots. *This could include:**-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire**-Scots invasions from Ireland to north Britain (now Scotland)**-Anglo-Saxon invasions, settlements and kingdoms: place names and village life**-Anglo-Saxon art and culture**-Christian conversion – Canterbury, Iona and Lindisfarne* | Anglo Saxons & Vikings (3/4) |
| The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. *This could include:**-Viking raids and invasion**-resistance by Alfred the Great and Athelstan, first king of England**-further Viking invasions and Danegeld**-Anglo-Saxon laws and justice**-Edward the Confessor and his death in 1066* | Anglo Saxons & Vikings (3/4) |
| A local history study. *This could include:**-a depth study linked to one of the British areas of study listed above**-a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)**-a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality* | Our Local Area (3/4) |
| A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. *This could include:**-the changing power of monarchs using case studies such as John, Anne and Victoria**-changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century**-the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day**-a significant turning point in British history, for example, the first railways or the Battle of Britain*-*the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China* *-Ancient Greece – a study of Greek life and achievements and their influence on the western world**-a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300* | World War 2 (5/6)Greeks, Govt & Democracy (5/6) |
| **KS 2 Geography – Skills** | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Our Local Area (3/4)Our Country (3/4)Holidays (3/4)Sustainability & Mapping (5/6)Our World (5/6) |
| Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | Our Country (3/4)Sustainability & Mapping (5/6) |
| 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, and digital technologies | Our Country (3/4)Sustainability & Mapping (5/6) |
| **KS 2 Geography – Skills** | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | Our Country (3/4)Holidays (3/4)Water (5/6)Our World (5/6) |
| 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 | Our Country (3/4)Holidays (3/4)Our World (5/6)Water (5/6)Sustainability & Mapping (5/6) |
| Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and nig ht) | Our World (5/6)Sustainability & Mapping (5/6) |
| Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America | Sustainability & Mapping (5/6)Our World (5/6)Water (5/6)Our Country (3/4)Holidays (3/4) |
| Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Water (5/6)Our World (5/6)Holidays (3/4) |
| 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 | Sustainability & Mapping (5/6)Our World (5/6)Water (5/6)Our Country (3/4)Holidays (3/4) |