

**Carr Mill Primary School History/Geography 2017 2018 coverage checker –KS1 & 2**

**KS1Geography**

National Curriculum	Constructs	Learning Challenge
<p>Place understand geographical similarities and differences through studying the human and physical geography of a small area of the <b>United Kingdom, and of a small area in a contrasting non-European country.</b></p> <p><b>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles</b></p> <p>Location name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>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</p>	<p><b>I can identify the seas surrounding the UK.</b>  <b>I can use simple compass directions (North, South, East and West) and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</b>                      I can identify the location of hot and cold areas in the world in relation to the equator and North and South Poles.                      I can compare the geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country.                      I can locate local places on a map of my local area.  <b>I can identify human features such as farms, villages, houses, factories, cities, towns, offices and shops.</b>  <b>I can describe the characteristics of the four countries such as- weather patterns and climates.</b>                      I can name and locate the world's seven continents and five oceans.  <b>I can describe some key physical features like hills, mountains, vegetation, beaches, rivers and valleys.</b>  <b>I can begin to use world maps, atlases and globes to identify the seven continents and five oceans.</b></p>	<p><b>Cycle B</b></p> <p>Why can't a Meerkat live in the Northpole?</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>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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 (Local areas/school)</p>	<p><b>I can recognise the four countries of the UK and the location of their hometown.</b>  <b>I can identify and locate the four capital cities within the UK.</b>  <b>I can use simple compass directions (North, South, East and West) and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</b>                      I can locate local places on a map of my local area.  <b>I can identify the geography of my local area- such as woods, houses, shops, churches and schools.</b>  <b>I can identify human features such as farms, villages, houses, factories, cities, towns, offices and shops.</b>  <b>I can begin to use aerial photographs to recognise landmarks, human and physical features in my local area.</b>  <b>I can begin to use simple fieldwork and observational skills to study the key human and physical features of our school and its grounds and surrounding environment.</b></p>	<p>Why is scaredy squirrel scared of the local area?</p>
<p>identify seasonal and daily weather patterns in the United Kingdom</p>	<p><b>I can describe the characteristics of the four countries such as- weather patterns and climates.</b></p>	<p>Leaf man</p>
<p><b>Geography</b>                      key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  <b>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</b>  <b>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 (Other UK location)</b></p> <p>Place understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p>	<p>I can 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.  <b>I can use simple compass directions (North, South, East and West) and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</b>                      I can use aerial photographs to recognise landmarks, human and physical features in my local area.</p> <p><b>I can identify and locate the four capital cities within the UK.</b>                      I can use technical geographical vocabulary to compare key physical and human features of a small contrasting area of the UK. (How are St Helens and ..... similar or different?) (Physical and human).</p> <p>I can use world maps, atlases and globes to identify the seven continents and five oceans.                      I can compare the 4 countries and some continents in terms of size; temperature and climate. (biggest/smallest land mass; population/Why is London warmer than the Isle of Struay?/ Why are coastal towns windier?)                      I can use simple fieldwork and observational skills to study the key human and physical features of a contrasting UK locality.                      I can devise a simple map; and use and construct symbols in a key. (Fields/ buildings etc.)</p>	<p><b>Cycle A</b></p> <p>Katie Morag</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>Location name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><b>I can recognise the four countries of the UK and the location of their hometown.</b></p> <p><b>I can identify and locate the four capital cities within the UK.</b></p> <p>I can identify the seas surrounding the UK.</p> <p>I can use geographical vocabulary to describe the key physical features and characteristics of the four countries such as seasons and weather patterns.</p> <p>I can use aerial photographs to recognise landmarks, human and physical features in my local area.</p> <p>I can describe some key physical features like hills, mountains, vegetation, rivers, valleys, seasons and weather.</p> <p>I can use a world map, atlas and globe to show where the UK and its four main countries and surrounding seas are.</p> <p><b>I can name and locate the world's seven continents and five oceans.</b></p> <p>can compare the 4 countries and some continents in terms of size; temperature and climate. (biggest/smallest land mass; population/Why is London warmer than the Isle of Struay?/ Why are coastal towns windier?)</p>	<p>Queen</p>	
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## KS2 Geography

National Curriculum		Learning challenge	
<ul style="list-style-type: none"> <li>•use the eight points of a compass, four-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</li> <li>•use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>• 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 night)</li> </ul>	<p>I can begin to recognise the climate for a given country according to its location on the map in relation to the equator.            I can understand Greenwich mean time.            I can identify positions significant to latitude and longitude.            I can identify the tropics of cancer/ Capricorn.</p> <p>I can explain why we have time zones across the world.            I can plan a journey across the world involving time zones.            I can suggest how human activities can cause changes to environment.            I can describe the physical geographical features of countries across the world and compare them in terms of: Climate zones and topographical features.            I can use the 8/16- point compass to follow a route.            I can use a 4- figure grid reference to build knowledge of wider world using more in depth key and symbols inc. using OS maps.            I can write at length about any fieldwork observations, recordings, data or concepts, using a variety of maps/aerial photographs and atlases to compare places.            I can explain my findings and understanding of geographical skills.</p>	<p>I'm a Carr Mill pupil, can you get me out of here?</p>	<p>Year 6 Cycle B</p>
<p>Places- Europe maps/ What is Britain? British isles/U.K. Great Britain.            Viking maps – heptarchy of England- counties of England.</p>	<p>I can name and locate the major European countries and capitals. (WW1)</p>	<p>What happened when the world first went to war?/British Values / Were the Vikings vicious or valiant?</p>	<p>Year 6 Cycle B</p>
<p>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 (Worlds map, rivers, endangered species. Importance of rainforest, conservation and problems related to rainforest).  <b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b>            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</p>	<p>I can begin to recognise the climate for a given country according to its location on the map in relation to the equator.            I can identify settlement, economic, trade links, distribution of natural resources: energy, food, minerals activity and environmental issues in locations studied.            I can identify physical features of North and South America (mountain ranges, rainforests and coastal regions).            I can begin to understand the key aspects of the climate zones, vegetation belts and biomes.            I can begin to use 4 figure grid references to build knowledge of wider world and places.</p> <p>I can use more in depth key and symbols on maps.(Capital cities/mountains/land use/vegetation.)</p> <p>I can use a variety of maps and atlases of the wider world to identify key features of skills learned above.</p>	<p>Why are the rainforests important to us?</p>	<p>Year 5 Cycle A</p>

<p>. locate the world's countries, using maps to focus on Europe (including the location of Russia) <b>and North</b> and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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.</p> <p><b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p>	<p>I can locate and name the main countries in North and South America.  I can identify countries in the northern and southern hemispheres.  I can describe an area in the UK and compare this to an area of North and South America. (mountain ranges, rainforests and coastal regions).  <b>I can begin to recognise the climate for a given country according to its location on the map in relation to the equator.</b>  <b>I can identify physical features of North and South America (mountain ranges, rainforests and coastal regions).</b>  <b>I can begin to use 4 figure grid references to build knowledge of wider world and places.</b></p> <p><b>I can use more in depth key and symbols on maps.(Capital cities/mountains/land use/vegetation.)</b></p> <p><b>I can use a variety of maps and atlases of the wider world to identify key features of skills learned above.</b></p>	<p><b>What is so special about the USA?</b></p>	<p><b>Year 5 Cycle A</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><b>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</b></p> <p><b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p>	<p><b>I can name and locate counties and up to six cities of the UK on a map.</b>  I can name and locate countries and major cities of the UK/GB.  I can understand geographical similarities and differences through the study of a region of the United Kingdom.  I can explain why people are attracted to living in cities.  I can identify types of settlements in Britain and land use  I can explain why people may choose to live in a village rather than a city.  I can explain how the water cycle impacts on physical features  I can recognise the main physical features of a city in the UK inc rivers and coasts.  I can use fieldwork skills to observe, measure and record human and physical changes in the local area (example: seasonal changes in the weather such as rainfall/ impacts of rivers/ox bough lakes)  I can plan a journey to a place in England.  I can use a variety of maps (old and new) to identify changes to a place.  I can use the 4 points of compass to build my knowledge of the UK.</p>	<p><b>Why is Liverpool a cool place to Live?</b></p>	<p><b>Year 4 Cycle A</b></p>
<p>Geography: Understand geographical similarities and differences through the study of human &amp; physical geography of a region in a European country.</p> <p><b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p>	<p><b>I can name and locate counties and up to six cities of the UK on a map.</b>  I can understand name and locate many of the world's major rivers on maps.  I can use various maps and atlases to locate and explain human and physical features.  I can use digital/computer mapping to locate countries and describe features studied.  I write to compare Uk with an EU country.  I can understand the similarities and differences of a region of the United Kingdom and compare to an area within the EU.  I can begin to describe types of settlement and land use, economic activity including trade links (Mediterranean).  I can explain why places are popular holiday destinations.  I can locate countries, using maps to focus on Europe and the Mediterranean.  I can name a number of countries in the Northern Hemisphere.  I can name and locate some capital cities of neighbouring major European countries.  I can name the two largest seas around Europe.</p>	<p><b>Why do so many people go to the Mediterranean for their holidays?</b></p>	<p><b>Year 3 Cycle B</b></p>

<p><b>Geography:</b> <b>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</b></p> <p><b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p>	<p>I can identify the Arctic and Antarctic circles. I can describe and understand how earthquakes and volcanoes are created. I can explain the impact volcanoes have to the surrounding areas in both the past and present day. I can locate and name some of the world's most famous volcanoes</p>	<p><b>What makes the earth angry?</b></p>	<p><b>Year 3 Cycle B</b></p>
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# History

## KS1

<u>National Curriculum</u>	<u>Learning Challenge question</u>	<u>Year group</u>
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Why is the Wii more fun than Grandmas and Grandad's toys?	<b><u>Year 1</u></b> <b><u>Cycle B</u></b>
significant historical events, -places in their own locality.	Where do the wheels on the bus go?	
§ 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 -	Why were Christopher Columbus and Neil Armstrong very brave people?	
significant historical events	Why did the titanic sink?	<b><u>Year 2</u></b> <b><u>Cycle A</u></b>
§ 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 -	Queen Elizabeth and Victoria	
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]	Great fire of London	

## KS2

National Curriculum History	Learning challenge question	Year group
<p><b>A local history study-options include:</b>            A depth study linked to one of the British areas of study below- eg Romans.            A study over time tracing how several aspects of national history are reflected in the locality (can go beyond 1066).            A study or aspects of history or a site dating from a period beyond 1066 that is significant to the locality.</p>	<p>Why did the world first go to war?            St Helens Pals linked to locality.</p>	<p>Year 6</p>
<p><b>The Viking and Anglo saxon struggle for the kingdom of England to the time of Edward the Confessor.</b>            Viking raids and invasion            Alfred the great's resistance and Athelstan- 1<sup>st</sup> king of England.            Danegeld            Anglo saxon laws and justice            Edward the confessor and his death in 1066</p>	<p>Vikings            Were the Vikings valiant or vicious?</p>	<p>Year 6</p>
<p><b>The achievements of the earliest civilisations-</b>            An overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>/China or The Shang Dynasty.</p>	<p>Ancient Egypt            How can we re-discover the wonder of Ancient Egypt?</p>	<p>Year 5</p>
<p><b>Britain's settlement by Anglo Saxons and Scots.</b>            Roman withdrawal from Britain AD 410 and the fall of the western Empire            Scots invasions from Ireland to North Britain (now Scotland)            Anglo Saxon invasions, settlements and kingdoms inc place names and village life.            Anglo Saxon art and culture.            Christian conversion- Lindesfarne</p>	<p>Anglo Saxons            Was Boewolf a hero or a villain?</p>	<p>Year 5</p>
<p><b>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. Options include:</b>            The changing power of Monarchs- Ann , John or Victoria.            Changes in an aspect of social history, such as crime and punishment from Anglo- Saxons to present day or leisure and entertainment in the 20<sup>th</sup> century.            The legacy of Greek or Roman culture ( art, architecture or literature) on later periods of history, including the present day.            A significant turning point in British History, for example, the first railways or the battle of Britain.</p>	<p>Why did the Normans build so many castles?</p>	<p>Year 4</p>
<p><b>Changes in Britain from the stone age to Bronze age to Iron age.</b>            Late Neolithic hunter gathers and early farmers- Skara Brae            Bronze age religion- Stonehenge            Iron age hill forts: tribal kingdoms; farming, art and culture.</p>	<p>How did the Romans change early Britain?</p>	<p>Year 4</p>
<p><b>The Roman Empire and its impact on Britain.</b>            Julius Caesar's attempted invasion 55-54 BC            Roman Empire AD 42 and the power of its army.            Successful invasion by Claudius-inc Hadrian's wall.            British resistance- Boudicca            Romanisation of Britain- technology, culture, beliefs.</p>		
<p><b>A non -European society-</b>            That provides contrast with British history- one study chosen from : Early Islamic Civilisation- Baghdad c. AD 900; <b>Mayan</b> civilisation c. AD 900; Benin ( West Africa) c AD 900-1300</p>	<p>How have the ancient civilisations helped us?</p>	<p>Year 3</p>
<p><b>Ancient Greece-</b> A study of Greek life and achievements and their influence on the western world.</p>		
<p><b>A study or aspects of history or a site dating from a period beyond 1066 that is significant to the locality.</b></p>	<p>What was it like living in St Helens 150 years ago?</p>	<p>Year 3</p>

<b>Year 3</b>	Ancient Greece <b>Ancient Greek Myths</b>	Mayans <b>Non fiction</b>
<b>Year 3</b>	Victorians- <b>A Christmas Carol</b>	<b>Seen and not heard-Katie May Green</b>
<b>Year 4</b>	How did the Romans changed early Britain? <b>Non fiction/Stone age boy</b>	Why did the Normans build so many castles? <b>Invasion</b>
<b>Year 5</b>	Was Beowolf a hero or a villain? <b>Beowolf</b>	Ancient Egypt <b>Egyptology</b>
<b>Year 6</b>	Vikings- <b>Erik the Viking saga</b>	World war 1 <b>War game-</b>