



Ilam C of E (VA) Primary School

“Learning, achieving and thriving as a school family through God’s love.”

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” (Jeremiah 29 v11)

3 Year Rolling History and Geography Overview - Squirrel Class (Year 1, 2, 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Maps in the local community		The Romans		Nurturing Nurses	
	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 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 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. Spirituality: <i>Imagine what it would be like to live in different parts of the world</i>		Sequence events in their life. Develop a simple awareness of the past Talk about simple similarities and differences between life at different times. Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. Find answers to simple questions about the past from sources of information e.g. artefacts. Communicate their knowledge though discussion, drawing, drama and role play, making models, writing and ICT.		History Focus on the following famous nurses through time: - Florence Nightingale - Mary Seacole - Edith Cavell Geography Focus on the following: - Mary Seacole is from Jamaica - Florence Nightingale was born in Italy and moved to the UK - Edith Cavell was English - Comparison of the features of hot and cold countries in relation to the equator and the north/south poles Focus on Jamaica as a country – seas, oceans, ports, harbours, immigration etc.	

		Ongoing learning of the following: Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 Spirituality: <i>What were the rights of children in this time? Explore social histories</i>	Spirituality: <i>How have these people impacted history and how have their characteristics made that impact?</i>
Year B	The Gunpowder Plot and the Great Fire of London	Weather and links to Ilam in New Zealand	What a Wonderful World – Local environment Local History – The Village of Ilam
	Match objects to people of different ages. -Place events on a simple timeline. Recognise why people did things, why events happened and what happened as a result. Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts. Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT. Use simple terms to talk about the passing of time.	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 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 <i>Focus on the capitals and countries of the UK.</i> Spirituality: <i>How does my life compare to those living in other countries?</i>	Sequence photographs from different periods of their life. Place events on a simple timeline, adding times previously studied. Compare with our life today. Identify reasons for and results of people's actions. Note connections and cause and effect in Historical periods studied. Handle sources and evidence to ask and answer questions about the past on the basis of simple observations

	Spirituality: <i>How would things be different had this event not occurred? (ON ALL HISTORY TOPICS)</i>		Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. What A Wonderful World – The Local Environment of Ilam Use basic geographical vocabulary to refer to: key physical features, forest, hill, mountain, river, soil, valley, vegetation, season and weather Key human features, including city, town, village, factory, farm, house, office and shop Spirituality: <i>Speculate why the landscape is as it is. How are we changing our surrounding?</i>
Year C	Toys through the Ages	Chocolate	On the Move – Travel and Tourism through the ages
	Use dates and terms related to the study unit and passing of time. Find out about everyday lives of people in time studied. Compare with our life today Discover ways of life in different time periods Look at representations of the period e.g. Museum, cartoons etc Ask and answer appropriate Historical questions, using their growing Historical knowledge	History focus: The Mayans - Christopher Columbus A Non-European Country – Central America 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 Spirituality: <i>What can we learn from other cultures from around the world?</i>	Sequence several events or artefacts. - Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. Find out about everyday lives of people in time studied. Note connections and cause and effect in Historical periods studied. Observe small details – artefacts, pictures. Select and record information relevant to the study.

	Use historically accurate terms to talk about the passing of time. <i>Inventors through time</i> <i>Spirituality:</i> <i>Explore local history and how this topic connects to us personally and through ?? histories</i> <i>Wonder at inventions and the world – Better Place?</i>		Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. History: 1st aeroplane, Neil Armstrong, Amelia Earhart Geography: Ongoing learning of the following: Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 Ocean, cliff, cast, sea, port, harbour <i>Spirituality:</i> <i>What is our social responsibility?</i>
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Progression of skills key:

Chronological understanding – black text

Range and depth of Historical knowledge – blue text

Interpretations of History – green text

Historical enquiry – red text

Organisation and communication – purple text