



Holy Trinity C of E Primary School
History and Geography
2021-22
Year 1



Within teaching children should use world maps, atlases and globes
Teaching should cover simple fieldwork and observational skills to study the geography of school and its surrounding area (park, church, beach)

| Geography Concepts | | History Concepts | |
|------------------------------|--------------------|------------------|-----------------------|
| Planning and Decision Making | Cause and Effect | Using Evidence | Cause and Consequence |
| Change | Location and Place | Significance | Continuity and Change |

| Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i> | Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i> | Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i> | Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i> |
|---|--|--|--|
| Previous topic: Speaking 1. What does 'past' mean? 2. What does 'future' mean? 3. What does 'present' mean? 4. Can you describe an event that has happened in the past? | Previous topic: The World 1. Which town is our school in? 2. What features are in our local area (immediate environment)? 3. How is our environment different to other places? 4. What do we live next to? A place you might like to visit on a warm, sunny day? | Previous topic: People and communities 1. Who is important to you in your life? Why? 2. Who are the royal family? 3. Who is the Queen? | Previous topic: People and communities 1. Who is important to you in your life? Why? |
| Why did the Great Fire of London happen? The Stuarts 1603 – 1714 Great Fire of London (1666) The Gunpowder Plot (1605) (Guy Fawkes) | Where do I live? Locational Knowledge: Seaton Carew and The United Kingdom | Who was Captain James Cook? The significance and life of James Cook (1770) | How has life changed during Queen Elizabeth II's reign? 1952-present Changes within Living Memory |
| <ul style="list-style-type: none"> • I can use words and phrases to describe the passing of time (e.g. old, new, a long time ago) • I can sequence events from a specific time period on a walkable timeline • I can sequence events from a specific time period, in chronological order, using a scaled time line • I can compare then to now and identify key changes in time (e.g. using a Venn diagram or comparison alley, artefacts, photographs) • I recognise how we learn about the past (e.g. stories, photographs, artefacts, newspaper) • I can identify some causes of the Great Fire of London (e.g. use of dominoes) • I can identify that some famous people have influenced our lives today (Guy Fawkes) (in teaching ask children to identify significant people/events in their own lives). | <ul style="list-style-type: none"> • I can make a choice based on my own values and perspectives (e.g. design their ideal bedroom and recognise that choices shape our environment) • I can identify how my local area has changed (e.g. comparing two fixed points in time – using maps/digital maps/photographs) • I can give more than one reason to how/why my local area has changed (e.g. differences between pictures/photographs (changes within living memory): more cars, animals, plants, buildings, businesses, school, technology, people and their clothing) • I can show where Seaton Carew and Hartlepool would be approximately on a map of the UK • I can name and locate the countries that are in the United Kingdom • I can devise a simple map of the United Kingdom and can describe (absolute and relative location) travelling between them (four countries and capital cities) • I can name and locate the capital cities of the countries in the United Kingdom • I can identify the seas surrounding the United Kingdom (The North Sea, Irish Sea and the English Channel) • I can identify characteristics of the four countries and capital cities in the United Kingdom (e.g. a 'virtual Google Earth school trip': landmarks, flags, national symbols, shape of countries, water entries etc.) • I can identify human and physical characteristics of the United Kingdom (virtual trip – mountains, factory, port) and my town (e.g. children take photographs of the beach, sea, shops, town, cricket club) • I can identify seasonal and daily weather patterns in the United Kingdom | <ul style="list-style-type: none"> • I can sequence events from a specific time period on a walkable timeline • I can sequence events from a specific time period, in chronological order, using a scaled time line • I can ask and answer questions about Captain Cook (e.g. using an inference square) • I can identify what life was like for Captain Cook (e.g. using artefacts, photographs, his journal) • I can identify how Captain James Cook's voyage would have been different then to now (e.g. using photographs: comparing the ship, technology, how significant this journey would be) • I can describe a simple sketch map of Captain Cook's journey (near, far, left, right, around, below, above) • I can identify the seas sailed by Captain Cook • I can identify why Captain James Cook was significant (e.g. our local area, did people think he was remarkable at the time? Why do we still learn about him today?) | <ul style="list-style-type: none"> • I can use words and phrases to describe the passing of time (e.g. old, new, a long time ago, monarch) • I can sequence my own history • I can identify and compare changes across a time period within living memory (e.g. shops, money, food, clothing, transport, school life, toys, music etc using photographs, artefacts, Venn diagrams, comparison alley etc.) • Using a timeline, I can answer questions about the inventions from a specific time period • I can identify some causes of change (e.g. school discipline, school materials, toys, transport etc.) • I recognise how we learn about the past (e.g. stories, photographs, newspaper articles, artefacts) |
| Children should know: <ul style="list-style-type: none"> • The Great Fire of London happened in 1666; during The Stuart time period (1603 – 1714) • Can identify some causes of the Great Fire of London and why the fire spread so quickly • Guy Fawkes is a significant person in British history. His actions are remembered annually on 5th November (Bonfire Night) | Children should know: <ul style="list-style-type: none"> • The environment around them has not always been as it is now (can give some examples) • Where Seaton Carew/Hartlepool would be approximately on a map of the United Kingdom • The four capital cities and countries of The United Kingdom: England (London), Scotland (Edinburgh), Wales (Cardiff) and Northern Ireland (Belfast) | Children should know: <ul style="list-style-type: none"> • Why Captain James Cook is a significant person in British history (e.g. James Cook sailed on 3 main voyages and discovered new land (such as what we now call Australia) and Captain James Cook was very talented at navigating and drawing accurate maps) • That life was very different during this time compared to my life now | Children should know: <ul style="list-style-type: none"> • Queen Elizabeth is the Queen of England • Queen Elizabeth was crowned in 1952 and still reigns today • Life has not always been the same – it has changed over time (such as changes to clothing, transport, school life, toys, popular music etc.) |