



## History and Geography Curriculum year 1 and 2 Framfield CE Primary School



<p><b>Cycle A 2020-21</b> Terms 1 and 2 House and Home- Great Fire of London</p>	<p>Terms 3 and 4 Chocolate</p>	<p>Terms 5 and 6 Predators and Prey</p>
<p style="text-align: center;"><b><u>Geography- Including Local Fieldwork</u></b></p> <p><b><u>Context</u></b> Framfield (our home) and London (Great Fire of London)</p> <p><b><u>Locational Knowledge</u></b> Locate the village of Framfield within the UK Locate the four countries of the UK and their capital cities. Identify key characteristics of London- physical and human. <b><u>Human and Physical Geography</u></b> Identify seasonal and daily weather patterns in the UK and relate to its location in relation to the equator.</p> <p><b><u>Vocabulary</u></b> Capital City, Country, town, village Continent, Atlas, Map, Equator, hemisphere Weather, Climate, North, South, East, West, near, far, left, right</p> <p><b><u>Geographical Skills and Fieldwork</u></b> Use globe, world atlas, Digi Maps to locate Framfield, The Great Fire of London. Use simple fieldwork and observational skills around the school. Draw a map of the school and use a key and 4 compass points and co-ordinates (e.g. B,1). Look at aerial photos, Google Earth and maps of Framfield and locate the school and their homes Use compass directions and directional language to describe locational features on a map.</p>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>Context</u></b> The places where cocoa is grown. The town in Kenya where the Harambee safe house is located (charity supported by the school).</p> <p><b><u>Locational Knowledge</u></b> Locate the world's seven continents-focus on the continents of Africa and Europe (revisit the uk) Identify the key geographical similarities between Uckfield and Kisii (Kenya)</p> <p><b><u>Human and Physical Geography</u></b> Identify the daily weather patterns in Kisii and relate to its location near to the equator. Revisit the learning about UK climate.</p> <p><b><u>Vocabulary</u></b> City, town, soil, river, vegetation, season, weather, farm, house, vegetation, equator, tropics</p> <p><b><u>Geographical Skills and Fieldwork</u></b> Use world maps, globes, atlases, Digimaps to identify Kisii and look at its geographical features. Identify geographical features by looking at symbols on a map of Kisii and the surrounding area. Identify the equator, the tropics and the poles.</p>	<p style="text-align: center;"><b><u>Geography- Including Local Fieldwork</u></b></p> <p><b><u>Context</u></b> Habitats (science topics), micro-habitats habitats in the school and surrounding area i.e. woodland, grass and pond</p> <p><b><u>Locational Knowledge</u></b> Revisit where Framfield is, zooming out- village, county, country, continent. Use maps and google earth, Digimaps.</p> <p><b><u>Human and Physical Geography</u></b></p> <p><b><u>Vocabulary</u></b> Map, atlas, globe, wood, pond</p> <p><b><u>Geographical Skills and Fieldwork</u></b> Map the school and recreation ground, showing the different habitats i.e pond, woodland, grass. Add co-ordinates to a map and the 4 compass points. Use a key. Make measurements of rainfall and present data in a chart and a graph.</p>
<p style="text-align: center;"><b><u>History</u></b></p> <p><b><u>Context</u></b> Great Fire of London including Samuel Pepys and his diary account- significant people and events</p> <p><b><u>Knowledge</u></b> The key events including a time line of the spread of the fire. Who Samuel Pepys was and a look at his diary. Understanding of the character of London at that time including the wooden buildings, narrow streets and the limited firefighting capacity (ie buckets of water). Look at the change in fire fighting from buckets, to the earlier fire engines and modern day engines. Draw and label diagrams of the fire buckets and engines. Visit the ship wreck museum in Hastings.</p> <p><b><u>Key Concepts</u></b> Significant event: the story of The Great Fire of London <b><u>Historical Enquiry:</u></b> Look at paintings and photos to see change over time, look at diary extracts and paintings of the fire which show its spread. <b><u>Continuity and Change:</u></b> How did London change after the fire? Children to describe the changes. <b><u>Cause and Consequence:</u></b> Why did the fire start? Why did it spread so quickly?</p> <p><b><u>Key Terms</u></b> Past, present, Long ago</p>		<p style="text-align: center;"><b><u>History</u></b></p> <p><b><u>Context</u></b> George James Symons inventor of the rain gauge</p> <p><b><u>Significant people-</u></b> Scientists and inventors</p> <p><b><u>Knowledge</u></b> To know about the lives of famous scientists- James Symons- inventor of the rain gauge</p> <p><b><u>Key Concepts</u></b> <b><u>Cause and Consequence:</u></b> How has the gauge ben useful <b><u>Continuity and Change:</u></b> When did it happen? Where would we place the invention on a timeline? What is a weather diary?</p> <p><b><u>Key Terms</u></b> Past, present, long ago</p>



## History and Geography Curriculum year 1 and 2 Framfield CE Primary School



Cycle B 2021-22 Terms 1 and 2 Victorian Women	Terms 3 and 4 Rainforests	Terms 5 and 6 Space
<p style="text-align: center;"><b>Geography</b></p> <p><b>Context</b> Grace Darling- Farne Islands, Northumbria (Light touch)</p> <p><b>Locational Knowledge</b> Locate the Farne Islands within the UK Locate the four countries of the UK and their capital cities.</p> <p><b>Human and Physical Geography</b> Look at photographs, written descriptions, aerial photos and maps of the islands. Identify key physical and human features of the islands.</p> <p><b>Vocabulary</b> Island, coast, cliffs, harbour, sea, continent, country North, South, East, West, near, far, left, right</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases and globes to identify places Use compass directions and directional language to describe locational features on a map.</p>	<p style="text-align: center;"><b>Geography</b></p> <p><b>Context</b> Rainforests and habitats, Amazon</p> <p><b>Locational Knowledge</b> Locate the world's seven continents and 5 oceans-focus on the continents of South America.</p> <p><b>Human and Physical Geography</b> Identify the seasonal weather patterns in Amazon and relate to equator. Identify key physical and human features of the Amazon Rainforest</p> <p><b>Vocabulary</b> Vegetation, river, continent, country, valley, season, weather</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases and globes to identify places Use compass directions and directional language to describe locational features on a map. Identify the equator, the tropics and the poles.</p>	<p style="text-align: center;"><b>Geography</b></p> <p><b>Context</b> Space and moon landing</p> <p><b>Locational Knowledge</b> Use a zooming in approach, from space, to the world, to continents, to countries, town, village travelling from the moon to Framfield. Focus on the continents of Asia, North America, Antarctica, and Australia which are not visited in previous units.</p> <p><b>Human and Physical Geography</b></p> <p><b>Vocabulary</b> <b>Globe, world, atlas, map</b> Geographical Skills and Fieldwork Children to identify continents, countries, towns and villages using a range of sources including globes, atlases, maps, areal photos.</p>
<p style="text-align: center;"><b>History</b></p> <p><b>Context</b> Significant people: Mary Secole, Florence Nightingale and Grace Darling and Queen Victoria Events within living memory; Lifeboats, what were they like in Darling's time, how have they changed in living memory? What are life boats like today?</p> <p><b>Knowledge</b> How have The lives of both women with key events.</p> <p><b>Key Concepts</b> <b>Chronological Knowledge and Understanding:</b> when did they live, map on timeline and also children to make a timeline of the events in each of the women's lives. <b>Similarity and Difference:</b> how were the women similar and different (what about colour- what was it like to be aback woman?) why was Mary Secole forgotten whilst Florence Nightingale is remembered? <b>Significant People:</b> why were these people significant?</p> <p><b>Historical Enquiry:</b> children to look at written information but also compare paintings and photos to look at the changes in life boats over time. Can they place them in order from oldest to most recent?</p> <p><b>Key Terms</b> Past, long ago, century, now, recent, history</p>		<p style="text-align: center;"><b>History</b></p> <p><b>Context</b> Neil Armstrong- Significant person and event</p> <p><b>Knowledge.</b> Who he was. What he did. Where he came from</p> <p><b>Key Concepts</b> <b>Chronological Knowledge and Understanding:</b> Where did this happen? Place event on timeline. Map his life history on a small time line. <b>Continuity and Change:</b> Get children to look at changing space technology over time using photographs. Can they order then from oldest to most recent? <b>Significant people:</b> Why was Neil Armstrong significant?</p> <p><b>Key Terms</b> Past, century, now, recent</p>

Other events / people that should be learnt about: Guy Fawkes, 5<sup>th</sup> November, WW2 And WW11 at Remembrance 11<sup>th</sup> November, Rosa Parks Day 1<sup>st</sup> December