




# St. Alban's Catholic Primary School

## History/Geography Overview of topics for 2024-25

	<b>A1</b>	<b>A2</b>	<b>L1</b>	<b>L2</b>	<b>T1</b>	<b>T2</b>
<b>Y1</b>	<p><b>Toys past and present</b></p> <p>What were toys like when your Grandparents were children?</p>	<p><b>Where do I live?</b></p> <p>What part of England do we live in?</p>	<p><b>Intrepid Explorers</b></p> <p>What is an explorer and where have they travelled in the past?</p>	<p><b>At the farm</b></p> <p>Are there farms in towns or are they only in the countryside?</p>	<p><b>Grace Darling</b></p> <p>Is Grace Darling a local hero?</p>	<p><b>Our Country</b></p> <p>Can you name a famous London landmark?</p>
<b>Y2</b>	<p><b>Florence Nightingale &amp; Mary Seacole</b></p> <p>Have Florence Nightingale and Mary Seacole helped nursing to change?</p>	<p><b>Map Makers</b></p> <p>What is a map?</p>	<p><b>My world and me</b></p> <p>What is a continent and how many are in the world?</p>	<p><b>Great Fire of London/ Gateshead</b></p> <p>How was the Fire of London able to spread so quickly?</p>	<p><b>Opening Worlds – The Stone Age</b></p>	<p><b>The seaside</b></p> <p>Which seaside town is closest to Pelaw?</p>
<p><b>Y3 will follow the Year 3 Opening Worlds Curriculum</b></p> <p><b>Year 4, 5 &amp; 6 are following the Y4 Opening Worlds Curriculum from September 2024</b></p>						
<b>Y3</b>	<p><b>Ancient Egypt</b></p> <p>In what ways did Ancient Egypt change?</p> <p><b>Rivers</b></p>	<p><b>Cradles of Civilisation</b></p> <p>How similar and how different were Ancient Egypt &amp; Ancient Sumer?</p> <p><b>Mountains</b></p>	<p><b>The Indus Valley</b></p> <p>How do we know about the Indus Valley civilisation?</p> <p><b>Settlements &amp; cities</b></p>	<p><b>Persia &amp; Greece</b></p> <p>What did Greek city states have in common?</p> <p><b>Agriculture</b></p> <p>How are we connected to farmers?</p>	<p><b>Ancient Greece</b></p> <p>What can historians learn from the sources from Ancient Greece?</p> <p><b>Volcanoes</b></p> <p>How do volcanoes affect a place?</p>	<p><b>Alexander the Great</b></p> <p>How did Alexander the Great conquer so much land?</p> <p><b>Climate &amp; Biomes</b></p>

	How do rivers, people and land affect each other?	How do mountains interact with what is around them?	How are settlements similar and different?			How does the climate affect how people live?
<b>Y4</b>	<p><b>The Roman Republic</b></p> <p>How much power did the Senate have in the Roman Republic?</p> <p><b>The Rhine &amp; the Mediterranean</b></p> <p>How have people used and sometimes changed the Rhine?</p>	<p><b>The Roman Empire</b></p> <p>What can sources reveal about Roman ways of life?</p> <p><b>Population</b></p> <p>How and why does population distribution across Great Britain?</p>	<p><b>Roman Britain</b></p> <p>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p> <p><b>Coastal Processes and Landforms</b></p> <p>How is the west Wales coast changing?</p>	<p><b>Christianity in three empires</b></p> <p>What made each early Christian state special?</p> <p><b>Tourism</b></p> <p>How do tourists affect places?</p>	<p><b>Arabia &amp; Early Islam</b></p> <p>What kind of change did Muhammad bring about in Arabia?</p> <p><b>Earthquakes</b></p> <p>What are the effects of earthquakes and on the environment?</p>	<p><b>Cordoba: City of Light</b></p> <p>How did worlds come together in Muslim Cordoba?</p> <p><b>Deserts</b></p> <p>In what ways are deserts around the world similar and different?</p>
<b>Y5</b>	<p><b>The Roman Republic</b></p> <p>How much power did the Senate have in the Roman Republic?</p> <p><b>The Rhine &amp; the Mediterranean</b></p> <p>How have people used and sometimes changed the Rhine?</p>	<p><b>The Roman Empire</b></p> <p>What can sources reveal about Roman ways of life?</p> <p><b>Population</b></p> <p>How and why does population distribution across Great Britain?</p>	<p><b>Roman Britain</b></p> <p>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p> <p><b>Coastal Processes and Landforms</b></p> <p>How is the west Wales coast changing?</p>	<p><b>Christianity in three empires</b></p> <p>What made each early Christian state special?</p> <p><b>Tourism</b></p> <p>How do tourists affect places?</p>	<p><b>Arabia &amp; Early Islam</b></p> <p>What kind of change did Muhammad bring about in Arabia?</p> <p><b>Earthquakes</b></p> <p>What are the effects of earthquakes and on the environment?</p>	<p><b>Cordoba: City of Light</b></p> <p>How did worlds come together in Muslim Cordoba?</p> <p><b>Deserts</b></p> <p>In what ways are deserts around the world similar and different?</p>
<b>Y6</b>	<p><b>The Roman Republic</b></p> <p>How much power did the Senate have in the Roman Republic?</p>	<p><b>The Roman Empire</b></p> <p>What can sources reveal about Roman ways of life?</p> <p><b>Population</b></p>	<p><b>Roman Britain</b></p> <p>What kinds of knowledge about Roman Britain have historians been able to</p>	<p><b>Christianity in three empires</b></p> <p>What made each early Christian state special?</p> <p><b>Tourism</b></p>	<p><b>Arabia &amp; Early Islam</b></p> <p>What kind of change did Muhammad bring about in Arabia?</p>	<p><b>Cordoba: City of Light</b></p> <p>How did worlds come together in Muslim Cordoba?</p>

	<p><b>The Rhine &amp; the Mediterranean</b> How have people used and sometimes changed the Rhine?</p>	<p>How and why does population distribution across Great Britain?</p>	<p>build from the sources? <b>Coastal Processes and Landforms</b> How is the west Wales coast changing?</p>	<p>How do tourists affect places?</p>	<p><b>Earthquakes</b> What are the effects of earthquakes and on the environment?</p>	<p><b>Deserts</b> In what ways are deserts around the world similar and different?</p>
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 <p>Reception</p> <p>Understanding the World</p> <p>Historians to study</p>	<p><b>Past and Present: - History</b></p> <p>I can talk about my family</p> <p>I can talk about my past birthday celebration</p> <p>I know that homes a long time ago looked different</p> <p>I can talk about how I have changed from being a baby</p> <p><b>People, Culture and Community: - Geography</b></p>	<p><b>Past and Present: - History</b></p> <p>I can talk about Remembrance Day</p> <p>I know who Neil Armstrong is</p> <p>I can talk about Guy Fawkes</p> <p>I can talk about my family Christmas traditions</p> <p><b>People, Culture and Community: - Geography</b></p> <p>I know that a map can</p>	<p><b>Past and Present: - History</b></p> <p>I can place stories, events into chronological order</p> <p>I can talk about Chinese New Year</p> <p><b>People, Culture and Community: - Geography</b></p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>Past and Present: - History</b></p> <p>I know that in the past I was a baby</p> <p>I know that adults remember things from the past</p> <p><b>People, Culture and Community: - Geography</b></p> <p>I can talk about the features of my own immediate environment and how environments might vary from one another (land &amp; sea, hot &amp; cold)</p>	<p><b>Past and Present: - History</b></p> <p>I can talk about the lives of people around me and their roles in society</p> <p>I can talk about change and compare the difference</p> <p><b>People, Culture and Community: - Geography</b></p> <p>I can recognise a globe and a map of the world acknowledging this is the planet on which I live</p>	<p><b>Past and Present: - History</b></p> <p>I understand where dinosaurs are now and begin to understand that they were alive a very long time ago</p> <p>I know who Mary Anning is</p> <p><b>People, Culture and Community: - Geography</b></p> <p>I can compare physical features of the coast and inland</p> <p>I understand that</p>
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	<p>I can talk about a special place I have visited with my family</p> <p>I can talk about similarities and make comparisons between other families</p> <p>I can talk about pets</p> <p>I can talk about my home and what is near my home</p> <p><b>The Natural World: - Science and Geography</b></p> <p>Exploring our bodies, 5 senses.</p> <p>I can navigate my way around my classroom and school</p> <p>I can talk about seasonal changes</p> <p>Key Vocabulary: <b>Season, Spring, Summer,</b></p>	<p>give information</p> <p>I know how to post a letter</p> <p>I know how different countries celebrate Christmas</p> <p>I know that Christmas is celebrated differently around the world</p> <p><b>The Natural World: - Science and Geography</b></p> <p>I can describe changes (state, environment)</p> <p>I know the difference between light and dark, night and day</p> <p>I can look closely at similarities, differences, patterns and change in nature.</p> <p>Key Vocabulary:</p>	<p><b>The Natural World: - Science and Geography</b></p> <p>I can describe changes to the environment in Winter</p> <p>I know to show care and concern for living things (pollution)</p> <p>I can talk about an animals habitat</p> <p>Key Vocabulary: <b>Arctic, Antarctic, north and south pole, pollution, global warming, temperature,</b></p>	<p>I can name</p> <p>locality features on a local walk</p> <p><b>The Natural World: - Science and Geography</b></p> <p>I can make observations of animals and plants</p> <p>and explains why some things occur and talks about changes</p> <p>I can describe and recall life cycles</p> <p>I know that animals have babies, and they grow</p> <p><b>Key Vocabulary: Change, baby, growth, child, past, development,</b></p>	<p>I know the community my school is located</p> <p><b>The Natural World: - Science and Geography</b></p> <p>I can talk about how where I live may differ to another country</p> <p>I can give directions</p> <p>I can read a simple map</p> <p>I can draw a map</p> <p>I can talk about forces such as push and pull</p> <p>Key Vocabulary: <b>Map, transport, vehicle, left, right, comparison, community, survey, high street, shops, traffic lights, push, pull, force</b></p>	<p>different</p> <p>countries and cultures have different traditions and celebrations</p> <p>I understand that some places are special to members of their community.</p> <p><b>The Natural World: - Science and Geography</b></p> <p>I can describe changes to the environment in summer</p> <p>I can identify similarities and differences between seaside and woodland animals</p> <p>I can talk about floating and sinking</p>
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Autumn, Winter, myself, family, home.	Remembrance, Jesus, stable, Bethlehem, tradition, gifts, church, family, Advent, wreath.  freeze, melting, solid,  liquid, light, dark,  mission, space, map.	climate, liquid,  solid, moat,  turret, draw  bridge, knight.	compare,  present, future  Life cycle,		Key Vocabulary:  Treasure, sand,  water, sea glass,  erosion, fossil,  shell, tide, current,  weather, storm.  Country
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Reception Goals

**Past and Present**

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

**The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Nursery - Seasonal Change

Understanding of community, cultures and people through diverse books and stories



Nursery  
Understanding  
the World

I can explore the outdoor environment and describe what I can see

I know my own life story

I can talk about my family/pets

I can talk about my home

I know how to talk about what they see using a wide vocabulary

I can describe sounds

Key Vocabulary: home, family, house, trees, road, path, building, brother, sister, grandparent, parents

I can talk about past celebrations with my family

I can recognise the different seasons/weather

I know that there are differences between people and use positive language to discuss these

I can describe how things look

I can talk about celebrations around the world

*I know who Guy Fawkes is*

Key Vocabulary: Christmas, Bonfire Night, 5<sup>th</sup> November, Guy Fawkes, explosion, fire, hot

I know the need to respect and care for the natural environment and all living things

I know that there are different countries in the world and talk about photos or their experiences

I can talk about different animals and where they live in the world

I can describe how things taste

Key Vocabulary: place, hot, cold, temperature, land, sea, habitat, jungle, farm, arctic, woodland, salty, sweet, sour, tasty, delicious

I know the key features of the life cycle of an animal

I know how to plant seeds and care for growing plants

I know the key features of the life cycle of a plant

I know how to use all my senses in hands on exploration of natural materials

I can describe how things smell

Key Vocabulary: butterfly, cocoon, wings, eggs, lava, stem, leaves, petals, soil, sunlight, water, bugs, beetles, earth, underground, digging

I know how to take care of our planet (pollution, recycling)

I can name different types of transport

I can talk about a journey I have experienced

I know how to use all my senses in hands on exploration of natural materials

I can describe how things feel (touch/forces)

I know the names of different occupations

Key Vocabulary: recycle, plastic, metal, paper, planet, earth, journey, travel, soft, hard, rough, spikey, sharp, fire fighter, teacher, librarian, push, pull, twist, stretch

I can talk about creatures under the sea

I can talk about the different seasons

I know how to use all my senses in hands on exploration of natural materials

I know how things work and why things happen (sink/float/melting)

I know that there are different environments and can explain why they are the same/different

I know how to describe and explain similarities and differences between my local environment and a contrasting one

Key Vocabulary: sea life, rockpool, habitat, living creature, sense of touch, taste, sight, hearing, smell, describe

## **Nursery Goals**

### *Past and Present*

n talk about some of my own and my family's history (grandparents, parents, etc.)

### *People, CULTURE and Communities*

n talk about the differences I have seen in people, countries and communities

### *The NATURAL World*

n talk about the key features of life cycles using key vocabulary

n talk about the world around us observing animals and plants