

# HISTORY AND GEOGRAPHY – YEAR 1

	AUTUMN	SPRING	SUMMER
1 <sup>ST</sup> HALF TERM	<p><b>HISTORY</b></p> <p><b>Did Grandad have an x box?</b></p> <p>Chronology: Toys throughout the decades, comparing old and new toys. Changes in living memory- where appropriate these should be used to reveal aspects of change in national life. Enquiry: Oral history. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <ul style="list-style-type: none"> <li>• What were toys like at different times in the past?</li> <li>• Old and new toys: what are the similarities and differences?</li> <li>• How have toys changed over time?</li> </ul>	<p><b>GEOGRAPHY</b></p> <p><b>What are seasons?</b></p> <ul style="list-style-type: none"> <li>• develop locational and place knowledge</li> <li>• vocabulary relating to physical geography</li> <li>• begin to use geographical skills, including first-hand observation, to enhance their locational awareness</li> <li>• identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world</li> <li>• use simple fieldwork and observational skills in their school, its grounds and surroundings</li> <li>• use and construct basic symbols in a key.</li> </ul> <ul style="list-style-type: none"> <li>• Weather and seasons.</li> <li>• Observe seasonal patterns and talk about changes by using weather-related vocabulary.</li> </ul>	<p><b>HISTORY</b></p> <p><b>Who were the greatest explorers?</b></p> <ul style="list-style-type: none"> <li>• Enquiry</li> <li>• Similarities and difference</li> <li>• chronology</li> </ul> <p>Investigate the lives and journeys of explorers from various eras.</p> <ul style="list-style-type: none"> <li>• Christopher Columbus</li> <li>• Neil Armstrong</li> <li>• Sir Francis Drake</li> <li>• Captain James Cook</li> <li>• Scott of the Antarctic</li> <li>• Sir Ranulph Fiennes</li> <li>• George Stephenson (trains)</li> <li>• Wright Brothers (aeroplane)</li> <li>• Amy Jonson</li> </ul>
2 <sup>ND</sup> HALF TERM	<p><b>GEOGRAPHY</b></p> <p><b>What's it like where we live?</b></p> <p>Location Knowledge: Name, locate and identify characteristics of the four countries and capital cities in the UK and its surrounding seas.</p> <ul style="list-style-type: none"> <li>• use simple fieldwork and observational skills in the school, its grounds and surroundings</li> <li>• know the differences between a map, plan and aerial photograph</li> <li>• recognise landmarks and basic human and physical features</li> <li>• use locational and directional language to describe the location of features and routes on a map</li> </ul> <p>Identify the key features of a location in order to say whether it is a city, town, village or coastal/rural area. To investigate places: Identify land use around the school. Ask geographical questions such as</p> <ul style="list-style-type: none"> <li>• What is this place like?</li> <li>• What or who will I see in this place?</li> <li>• What do the people do in this place?</li> </ul>	<p><b>HISTORY</b></p> <p><b>Who was William Morris?</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their location.</p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Interpretation</li> <li>• Characteristic features</li> </ul> <p>Use common words and phrases relating to the passing of time How to find out about the past from a range of sources of information. To ask and answer questions about the past.</p>	