



# Danegrove Primary School

## Geography/History Overview by Year Group



At Danegrove Primary School, our History and Geography curriculum is designed to ignite curiosity and develop a deep understanding of the world and its past. Through an inquiry-based approach, pupils are encouraged to ask thoughtful questions, examine a wide range of sources, and draw connections between the past and present. In History, children explore diverse civilisations, influential figures, and significant events, from the Great Fire of London and Ancient Egypt to the World Wars and the rise and fall of empires. Emphasis is placed on developing chronological understanding, evaluating evidence, and considering different perspectives, including the roles of women and underrepresented groups throughout history.

In Geography, pupils build their knowledge of the globe through hands-on mapping, climate studies, and explorations of physical and human features. Themes such as extreme environments, sustainability, and settlement patterns are explored in both local and global contexts.

By weaving geography and history together across topics, we equip learners to critically investigate how people and places have shaped – and continue to shape – our world. Our aim is to foster informed, reflective learners with a strong sense of place, identity, and global awareness.

Year Group	Autumn		Spring		Summer	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Year 1</b>	<p><b>Where do we come from?</b></p> <p>Introduction to globes and maps on a global scale.</p> <p>First attempts to sketch world maps, locating continents, oceans and UK.</p> <p>Identify hot/cold areas, climate zones and locate and label countries and origin of family.</p>	<p><b>Where do our toys come from?</b></p> <p>Building on learning to improve sketches of the world map, locating/naming continents, oceans and UK.</p> <p>Identify hot/cold areas, climate zones. Locate and label countries and origin of clothes/materials.</p> <p>Identify/describe sources used to find information about clothes, and to identify</p>	<p><b>Where did she go?</b></p> <p>Continuing to build on world mapping to locate continents, seas and oceans, UK and countries, including describing location to UK and hot/cold climate zones.</p> <p>Plot the journey of female explorers/pilots on maps to describe travel/journey and introduce transport changes over time, including e.g., Amy</p>	<p><b>Where can we see the sea?</b></p> <p>Building on world maps to locate Britain/UK, on a national scale, including naming of 4 countries and their capitals.</p> <p>Build landmark and locational knowledge of London, and vocabulary such as coast, city etc to describe different landscapes and topography.</p>	<p><b>Where do I live?</b></p> <p>Building on the concept of travel around London (Underground) and from London with directional language and recognise differences and journeys to seaside.</p> <p>Bring in historical element by discussing different travel methods past and present, and how railway made day trips possible</p>	<p><b>How has my local area changed?</b></p> <p>Enhancing map skills to distinguish human/physical features and recognising those introduced in previous unit relating specifically to urban.</p> <p>Includes location of homes and transport between them and recognise/describe differences between past and present of school/local area from variety of sources.</p>

		differences between toys including recognising everyday materials.	Johnson and compare with modern day.  Identify/describe sources used to find information about female explorers.			
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Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Year 2</b>	<p><b>Why did the Fire of London Spread?</b></p> <p>Building on local mapping skills of London (Y1 London) to identify changes of local area past and present and building on knowledge of chronology to suggest reasons for and mapping of the spread of the fire.</p> <p>Identify/describe different types of sources (including Samuel Pepys and art) to find information about the fire.</p>	<p><b>Famous for more than 5 minutes</b></p> <p>Study female heroes of history, especially focus on black heroines.</p> <p>Could include Mary Anning, with the focus on how women have changed the world, in line with our schools' Golden thread. This line of enquiry into women is then continued in later units on Queens.</p>	<p><b>How can I take a penguin home?</b></p> <p>Reinforcing knowledge of world map (including continents and oceans) to make a comparison with the UK.</p> <p>Identify differences between climate zones, making links with habitat, wildlife, natural resources and food.</p> <p>Particular focus on the polar regions, and comparing with types/methods of transport.</p>	<p><b>What will the weather be like today?</b></p> <p>Consolidating knowledge of UK location in world map/climate zones, and using knowledge of seasons to describe weather from data.</p>	<p><b>How do our houses differ? (Barbados)</b></p> <p>Building on understanding of climate zones and knowledge of London and local area to compare with Barbados.</p> <p>Using photos and other sources (weather data) building on previous unit to describe for differences.</p>	<p><b>How do our houses differ? (Queens)</b></p> <p>Locate palaces/residence on London maps and use and discuss sources to describe significant figures of monarchy, key events and achievements including introduction to term Empire.</p> <p>Opportunity to expand chronological knowledge between Queens (Elizabeth 1 and 2) in history.</p>

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3	<p><b>Who lived in a house like this? Rocking through the Ages: Stone to Iron Age</b></p> <p>Using understanding of chronology and climate to calculate when and where from sources; comparison to modern houses around the world (Year 2).</p> <p>Identifying key elements for settlement and survival in local environment, and role of women.</p>	<p><b>What's it like to live in a desert?</b></p> <p>Revise climate zone knowledge (KS1) to describe features and processes of desertification making links with rain/water cycle and location on the world map to understand terrain and make links with previous learning on Barbados living.</p>		<p><b>What can we find out about Ancient Egypt?</b></p> <p>Building on Stone/Iron Age to find detail from sources and describe for differences in lifestyle to Stone-Iron and modern life.</p> <p>Include status/role of women, and children's pastimes and explain reasons when making links to climate and chronology. Should also include mapping, description and the use of The Nile for farming.</p>	<p><b>Does a river always run through it?</b></p> <p>Enhance knowledge of UK maps by mapping and defining land use and rivers/mountains to describe The River Thames.</p> <p>Identify stages and features of rivers and differences with other rivers in the world e.g., Amazon), Nile (previous unit).</p> <p>Recognise land use and settlement in The UK by Docklands/Thames for trade/travel to Europe, plus causes and impact of flooding and measures against impact e.g., Thames Barrier.</p>	

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 4	<p><b>Is all of Europe the same? Passport to Europe</b></p> <p>Compare Greek and Roman topography in Europe, including mountain ranges, with UK, making links with climate zones etc, and developing map skills to provide context for next units.</p> <p>Build on location and travel to/from the UK.</p>	<p><b>Who were the Ancient Greeks?</b></p> <p>Building on knowledge of maps/climates and Europe topography (previous unit) and chronology to make links with features of society, including diet and clothing to make comparisons with Stone/Iron Age (Year 3) and status/role of women in society and children's pastimes.</p>		<p><b>Who were the Romans?</b></p> <p>Building on knowledge of chronology and discussing value of sources to describe Empire in relation to Greeks and Egyptians (Y3).</p> <p>Use knowledge of topography to make links with features of society, including status/role of women, and children's pastimes.</p>	<p><b>How did the Romans change our landscape?</b></p> <p>Develop understanding of UK and land use (Yr3) to map and appreciate purpose and impact of Roman settlement) and benefits of settlement/capitalisation of London by Thames, as well as investigating Boudicca.</p>	<p><b>What is the difference between mountains and volcanoes?</b></p> <p>Extreme Earth</p> <p>Use of Roman sources (previous units) to explain process, location and impact of volcanoes, due to tectonic plates etc.</p>

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 5	<p><b>What was in it for the Anglo Saxons?</b></p> <p>Using knowledge of topography and chronology to make links with features of society and identify differences and similarities with other civilisations studied.</p> <p>Reference to key concepts such as 'invasion' and 'empire', as well as role of women in society, and children's pastimes.</p>	<p><b>Why did the Vikings invade Anglo-Saxon Britain?</b></p> <p>Using knowledge of topography and Chronology to make links with features of society and identify differences and similarities with other civilisations studied.</p> <p>Reference to key concepts such as 'invasion' and 'empire' as well as role of women in society, and children's pastimes.</p>	<p><b>What is it like to live in a Rainforest?</b></p> <p>Building on knowledge of world maps and climate zones to explain the complexity of Biomes compared to the Antarctic (Year 2) and Desert (Y3) UK and Europe (Year 4).</p>	<p><b>Who needs the Rainforest more?</b></p> <p>Having built context in previous unit, pupils can describe deforestation process and the effects on the environment, climate and sustainability and people, including seeing more than one viewpoint</p>	<p><b>What happened to the Maya?</b></p> <p>Having built context of the rainforest in previous units, compare with other ancient civilisations studied (Yr3/4), including role/status of women and children past times and use of chocolate.</p>	<p><b>Space</b></p> <p>To locate space agencies around the world. Using maps, and digital/computer mapping to locate and describe features studied physical geographical features created by meteor strikes (rocks, climate, atmospheric).</p>

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Year 6	<p>Select either slavery/abolishment with added Benin unit or build on concept of empire/independence that's already established in Summer Yr2 and through Romans/ Boudicca. This then lays foundation for German empire building in WW2 next unit.</p>		<p><b>How has our local high street shop changed over time?</b></p> <p>Draw maps of local area (including compass +grid referencing) of local shops and sources of produce and use knowledge of past and timeline events to identify and suggest reasons for change, differences or continuity between periods WW2 era (previous unit) to current.</p> <p>This also allows a further local area study, using grid referencing maps. This longitudinal study takes into account London - What a difference 50 years makes as well as WW2 in previous unit.</p>		<p><b>How did WW2 affect us?</b></p> <p>Draw accurate world maps to show/describe spread of German Empire, make comparisons with previous expansions/invasions (Romans Y4, Vikings Y5).</p> <p>Select and use a variety of sources to describe the impact of above on London, locating accurately on own correctly scaled maps of UK (evacuation) and symbolled local area maps (e.g., bombsites, shelters, ARW sites).</p> <p>Recreate historically accurate accounts of the impact of WW2 on local London residents (including conscription, evacuation, rationing, bombing) and use sources to define role of women in society, and children's pastimes.</p>	