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| **History & Geography Progression Overview – Year 1** | | | | | | | |
|  | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | | Animals | Australia | King and Queens | Bevendean/UK | Then and Now (Themselves) | Then and Now (Toys) |
| Subject | | Geography | Geography | History | Geography | History | History |
| **Week 1** | Can I | **Can I name and locate Europe?**  Literacy link:  Can I name 2 animals found in Europe? | Introduction lesson  **Can I use maps to name and locate Australia?** | Can I identify some ways that we can find out about the past? | **Can I devise a simple map?** | Can I develop an understanding of personal chronology?  **Before the lesson, ask parents/carers to send in 2 photos of the children as babies/toddlers.**  **If you can’t get photos, print school event photos with the children in these photos so they can be ordered.** | Can I discuss and compare my favourite toy to others?  **Before the lesson, ask parents/carers to send in their child's favourite toy or a picture of their favourite toy. Have a selection of modern toys ready for children to choose from if any of them are unable to bring one in.** |
| Skills & Knowledge | Place knowledge.  Name, locate and identify a country, capital city and city in the UK. | Place knowledge  Name, locate the world’s seven continents. |  | Use maps to identify the UK and their locality. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. |
| Activities | Find Europe, find the UK, and name England, London and Brighton.  Link to Science and mention, what animals are found in Europe? Specifically animals that you see in autumn (owls and hedgehogs).  There is a great continent song on YouTube. | Put the word Australia up on the board, with some Australia pictures and play some Australian music.    Ask the children to work with a partner to explain what Australia is.    Children to give in their answers. What do they already know.    Teacher to guide children towards thinking that Australia is a place in the world. Show them on a globe.    How would you get there? | Activities: HANDS ON RESOURCE LESSON – lots of oracy and pictures.  Exploring different ways of finding/gathering information about the past.  Explore different time lines/old newspaper article/photographs/ memorabilia/ statues/ carvings | Recap maps and where the UK and Australia is.  Explain that in Geography we use maps. Tell the children that today we will play a mapping game.  Play the detective game using directional language: near, far, left and right.  [How to practise KS1 geography fieldwork and observational skills (bandceducational.com)](https://www.bandceducational.com/post/how-to-practise-ks1-geography-fieldwork-and-observational-skills)    Activity 2:  Each pair draw a map of the items on their desk, swap them with another pair and then find the corresponding tables.  *(Draw a circle for a glue stick and a rectangle for a ruler, a long line for a pencil).*  *Or take pictures of the items for the children to stick on to a sheet.*  *Model and have this labelled already on the board.*  Playground mapping game as a class. Have images of things on the KS1 they (If time). | **Lesson recap** In Reception, children talked about the past and present events in their own lives and the lives of their family members. They started to compare things from the past to now.  Success Criteria:  I can order three photographs on a simple timeline.  I can use vocabulary such as past, present and memory.  I can discuss similarities and differences  Give each table group a copy of the Activity Picture cards. In their groups, ask the children to sort the cards into three groups: Things they do in the morning, afternoon and evening.  Model on the board first. Twinkl - Daily routine. What can they see in the pics? Can they use the terms before and after?Ask the children how we could answer the enquiry question, What is my history? Tell the children that we can use photographs to tell us more about the past (maybe have some teacher photographs they can order first).  Activity: Provide the children with the photographs of themselves (two from home and two from school) and a copy of a timeline for them to places their images onto. **(If parents/carers don’t send photos in, use school ones).** Encourage children to use a range of vocab when talking about their photographs including past and present. | Recap timelines. Show children images of school events involving them. Can they order them using appropriate vocab: before, past, present, then etc.  Display all toys on a table ask the children what they can see, what toys they’d enjoy playing with etc.  If children have brought in their own toy ask them to bring it to their table. Share out other toys. Can they separate them to old and new toys? Can they answer questions? Which is their favourite toy? Why?  Children to draw their favourite toy. Add labels, what it looks like, feels like and extend to why it is their favourite toy.  Chose some chn, to present to the class why this toy is their favourite. Chn use stem sentences displayed on the board. |
| **Week 2** | Can I | **Can I name and locate the Atlantic and Artic Ocean?**  Link to surrounding Europe.  Literacy link:  What sea animals are found here? | **Can I understand geographical similarities and differences between the UK and Australia?**  Seasons | Can I identify significant individuals who have contributed to national and international achievements? | **Can I use simple fieldwork and observational skills to study the geography of our school?** | Can learn more about my history and identify changes within living memory?  **Prior to lesson ask adults from home to send in something that reminds the children of a fun/favourite time of theirs that has happened this year whilst in Year 1, (a holiday, birthday, new bike, first sleepover etc).**  **This can be done school based only, where teachers print out photos or tickets from school trips etc.** | **Can I ask questions about the past?**  **Can I compare the past to today?**  Find out what toys our parents and grandparents played with.  **Arrange for an older person (e.g. a parent, grandparent or staff member) to visit the classroom and bring their favourite childhood toy.** |
| Skills & Knowledge | Place knowledge  Name, locate the world’s five oceans. | Human and Physical geography  Use geographical vocab to refer to the similarities and differences in seasons/weather. |  | Use maps to identify the UK and their locality. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |
| Activities | Using pictures and maps children label the Atlantic and Artic Ocean. | KWL grids  Identify seasonal/daily weather patterns in the UK and Australia, link this to the animals that live here and there.  Children complete activity circle on Australian Seasons, the chn can then look at the differences between Australian seasons and English Seasons. | Queen Elizabeth 11 hot seating  Children to write about who she was e.g. She was a Queen of England.  Who was she  Why is she important  Listen to some of her speeches | Change – orienteering | Recap last week's sequencing lesson. Can they identify the order of their images and use correct vocab to describe these events?  What is a timeline? Where do you start looking on a timeline? What is the past? What is the present?  Ask chn do they know what a memory box is? Have one ready made to show them.  Children will add personal items/photos to a class memory box.  Children write or draw their favourite memory since being in Year 1 on a piece of paper and name it so it can be added to the memory box along with photos or personal items.  Mostly a discussion lesson about their favourite memories encourage vocab: remember, memory, past, present etc. | Recap – ask children what was their favourite toy and when did they get it?  Explain that in today’s lesson a visitor will be coming to the classroom to talk about their favourite toy. We can find out what toys were like within ‘living memory’ (roughly the past 100 years) by asking the visitor some questions.  Gather some of the chns questions on a flip chart for them to ask.  If an adult can not come in ask support staff to be interviewed.  Ask the children to draw their visitor's favourite toy. Some chn can write 1 of their visitor’s favourite things about the toy. |
| **Week 3** | Can I | **Can I name and locate South America?**  Literacy link:  Can I name 2 animals found in South America? | **Can I use basic geographical vocab to refer to key physical features?** | Can I identify significant individuals who have contributed to national and international achievements? | **Can I use locational directional language?** | Can I explore how we celebrate events, looking at similarities and differences to make connections? | Can I sort and sequence artefacts from different time period?  Can I investigate what toys were like up to 100 years ago? |
| Skills & Knowledge | Place knowledge.  Name, locate and identify a country. | Human and Physical geography  Use geographical vocab to compare key physical features such as: beaches, cliffs, forest, mountain, sea etc |  | Use locational and directional language to describe location. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |
|  | Look at the size of the continent compared to Europe, which is bigger?  Mention that it the equator runs through some of their countries which means they are warm countries. | Look at different Australian physical landmarks, e.g. The Great Barrier Reef, Uluru.  Using a Venn diagram compare the two countries. Come up with describing words for this as a class.  Take a picture of this for books. | Comparing family trees  Looking at who was before Queen Elizabeth and who came after and why  Can we then look at other queens and their family trees.  Think diversity. | On the playground have starting points. Walk to something how did they get there? Use language like: near, far, left right, forward, back, in front of etc. | Show children flip of list of special events they may know and ask them how they are remembered, how they are celebrated and ask them what special events they celebrate. What events do we celebrate in school?  Recap the months of the year from the flip, ask the children what month they are born in. Have these prepped on card. Hand these to the children (knowing their birthday months), can they organise themselves to make a human timeline?  Look at the flip – ask chn to tell their partners how they celebrate their birthday. Model on flip how children will draw or write their ideas on a balloon. | Recap visitor lesson.  What toys did our visitor play with?  Did your parents and grandparents play with the same toys as you?  Display image from toys of the past for a few seconds ask children to write down what they see. Show again for a little longer and ask question again. Discuss in detail their findings.  Put an old toy or a picture of an old toy on each table. In groups, on sugar paper, chn discuss and record observations. Chn move around tables in groups and repeat. **Have question prompts on each table.** |
| **Week 4** | Can I | **Can I name and locate the Pacific Ocean?**  Mention how Atlantic Ocean runs to Northeast of S.A. This ocean is shared with Europe.  Literacy link: | **Can I use basic geographical vocab to refer to human features?** | Can I compare aspects of life in different periods? | **Can I use simple compass directions?** | Can I ask questions about the past? Can I compare the past to today?  **The week or 2 weeks before set homework for children to find out what childhood was like for their parents and grandparents**. | Can i compare toys from the past with modern toys? |
| Skills & Knowledge | Place knowledge  Name, locate the world’s five oceans. | Use geographical vocab to compare key human features such as: City, town, farms etc. |  | Use locational and directional language to describe location. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |
|  | Activities: | Activities:  Colour and label the Pacific Ocean. | Activities:  Using a Venn diagram compare the two countries. Come up with describing words for this as a class. | Activities:  Comparing the different places where they have lived.  Comparing Arundel castle to Buckingham palace.  Same and different  Protected knowledge of history.  Why they are built that way. | Activities:  Check activities online – there are some good ones on Twinkl | Recap: What special events do you celebrate? How do you celebrate these? What events do we celebrate in school?  Ask the children, how can we find out how it was like for children in the past?  **If possible, could we interview a member of staff about their childhood? Mrs Strange, Debbie the cleaner etc.** If not, there is a BBC- birthdays in the past video that you can watch.  Put the children into small groups and ask them to discuss questions they could ask the visitor based on the headings: games, toys, clothes, food and celebrating birthdays. These questions can be written on whiteboards.  Once children have gathered their questions to ask, invite the visitor in and record the interview so it can be watched back.  After interview, invite some children to share some interesting facts they found out. | Recap what the children found out about what toys were like in the past.  Provide each pair of children with the images in the Activity: Toy comparison and ask them to match similar pairs of toys. Ask the children to describe the toys with their partners – taking into account materials, how the toy moves and how they think the toy has been made.  Take feedback and scribe the children’s ideas onto the sticky notes and stick them on or near the toys. You may wish to give children their own sticky notes for them to write down their ideas.  Display the questions on flip for support.  Place two overlapping hoops labelled ‘Past’ and ‘Now’ somewhere in the classroom. Place the label ‘Both’ in the space between the hoops. Read each completed sticky note to the class and ask a child to come up and place the toy in what they think might be the correct hoop or in the ‘Both’ space in between.  Discuss with the children how toys from the past can be similar to toys they play with today but some differences include the materials used and batteries for electronic toys. Ask the children to discuss what is similar about toys now and in the past and what is different. Share feedback with the class. |
| **Week 5** | Can I | **Can I name and locate North America?** | **Can I name and locate the 7 continents?** | Can I compare aspects of life in different periods? | **Can I use aerial photographs to recognise landmarks?** | Can I compare childhood now with childhood in the past? | Can I identify similarities s and differences between teddy bears from now and 100 years ago? |
| Skills & Knowledge | Place knowledge.  Name, locate and identify a country. | Geography  - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage  - Name and locate the world’s seven continents. |  | NC Objectives:  **use aerial photographs to recognise landmarks** | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |
|  | Activities | Colour in North America on the map.  Cut out the label and glue it to the correct continent. | Activities:  Look at all 7 continents (Have a printed small copy glued in their books for future reference).  Fill in their names on the sheet. Colour the different continents  Bespoke: Write the first letter to each continent in the box and they fill the rest in from an easy-to-read map. | Look at arefacts and inventions of castles. Children pose questions on the visaul artefacts they have been shown. | Activities:  Children find key and label Brighton landmarks (Houses) Pavilion etc.  Cutting out activity. | Recap: What is the same and different about our visitor's childhood and ours?  Write the enquiry question on the board, ‘What have I learnt about childhood in the past?’  Display the images (spoken about in the previous lesson) on a flip for children to discuss similarities and differences and ask the children to discuss with a partner if they think the image shows childhood now, in the past or both.  Give each child a copy of the *Activity: Similarities and differences*  Ask the children to choose one idea to draw in each box for past, present and both.  Finish by showing chn a timeline of when they were born, teacher/adults in Yr 1 were born and when your visitor was born (or the person on the BBC video). | Recap:  Ask the children to discuss: What is similar about toys from now and in the past? What is different about toys from now and in the past?  Create a timeline for children to order teddy bears. Talk about their reasons. Compare them to each other. Discuss old and modern teddies.  Misconception might be that children think old teddy bears are new because they are well looked after. |
| **Week 6** | Can I | Can I name and locate Antarctica? | **Can I identify the similarities and differences between Australia and UK?** |  | **Can I use simple fieldwork and observational skills to study the geography of their school?** | Can I identify that some things change and some things stay the same? | Can I identify and compare how toys have changed over time? |
| Skills & Knowledge | Place knowledge.  Name, locate and identify a country. | Place knowledge.  Look at similarities and differences. |  | NC Objectives:  Geographical skills and fieldwork. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |
|  | Activities | Show a map of the world. Show UK. Ask children to identify Antarctica. Establish it is far away. Countries near the equator are hot and the further away it gets, the colder it gets.  Sort pictures: is it Antarctica or is it UK?  What would you take to Antarctica – 10 things I would take to Antartica? | Activities:  (Add more detail to this PowerPoint).  Look at:  https://www.twinkl.co.uk/resource/comparing-australia-and-the-uk-powerpoint-au-t2-g-1048  Talk about what is the same and what is different (add to this flip).  Children cut and stick pictures under headings  ‘similar’ ‘different’. |  |  | Recap: How is childhood in the past different from now?  What is a time capsule? What might you put in your times capsule?  The children are going to make a class time capsule that will tell children in the future what childhood is like now.  What things might stay the same and what might change?  Link to home life and school. | Recap with the children:  How have teddy bears changed over time?  Provide each table with a selection of toys from different time periods (at least one per child) or use the images from Activity: Toy museum. Give each child two sticky notes. Explain that the children will create a toy museum to explain what they know about toys from the past. Display questions to discuss.  Ask the children to choose a toy and write two sticky notes to describe it – these can be either single words, short phrases or complete sentences. Alternatively, the children can record an audio description of the toy using an iPad or tablet.  Each table group can decide how to set out their selection of toys. They may arrange them into different types of toys or in chronological order. Provide each child with one piece of A4 paper and ask them to discuss with their partner what they think toys will be like in the next 100 years.  Ask them to draw a design for a futuristic toy. This can also be added to their toy museum display. As an additional activity, hand out ticket templates from the Activity: Ticket template (extension) and ask the children to design a ticket for the museum. |
| **Week 7** | Can I | Can I name and locate Oceania? | Can I compare the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country?  **Can I compare Brighton and \_\_\_\_\_?**  Choose an outback city in Oz. Somewhere away from the coast and compare the two places. |  | **Can I observe the key human and physical features of its surrounding environment?** |  |  |
| Skills & Knowledge | Place knowledge.  Name, locate and identify a country. | Place knowledge. |  | NC Objectives:  Geographical skills and fieldwork. |  |  |
|  | Activities | Recap:  Show a map of the world. Show UK. Ask children to identify Oceania. Establish it is far away from us in the UK. Countries near the equator are hot. Is this continent near the equator?  Name and locate Oceania on the map. What animals might they find here? Link to Australia. | Activities:  Independently: Organise pics of two places.  Together match up pics you want to compare and glue them down under headings, ‘Brighton’ and \_\_\_\_\_\_\_  Have stem sentences to compare them  These are different because....  This picture shows.... |  |  |  |  |