



St Monica's Catholic Primary School

History and Geography Curriculum Maps

Philosophy

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

What we teach and what your children learn in History and Geography

Please see below a summary of our plans (organised by Year Group and Term) for teaching and learning in History and Geography in our school.

If you want further information on the curriculum, including how it is adapted for children within classes who are at different stages of learning including your child, please contact your child's teacher or email the school on stmonicas@st-monicas.co.uk

Intent

Our History and Geography curriculum is designed to inspire pupils' natural curiosity about the world, its diverse people, places, environments, and rich history. Through an integrated approach to History and Geography, children develop a deep understanding of how physical and human processes interact, how one element of the past influences the next, and how this shape our lives and global communities today.

We aim to equip children with a secure chronological understanding of British history from the Stone Age to the present day, alongside an exploration of ancient civilisations and diverse global cultures. Concurrently, pupils gain practical geographical skills and fieldwork experience, fostering a sound understanding of their local area and the wider world.

Our History and Geography curriculum is structured to ensure that:

- **Knowledge and Vocabulary:** Children acquire, retain, and recall key facts, core concepts, and subject-specific vocabulary.
- **Inquiry and Critical Thinking:** Pupils develop historical enquiry and geographical investigation skills through source analysis, data interpretation, field research, and ongoing questioning.
- **Inclusivity and Global Citizenship:** Content is thoughtfully designed to be accessible and meaningful to all pupils and families, including those whose background or prior education originated outside Britain. Children develop an awareness of their roles and responsibilities as global citizens, celebrating difference and embedding Fundamental British Values.

Implementation

History and Geography units follow a clear, progressive learning sequence designed to build upon prior learning and consolidate key knowledge and skills across year groups:

- **Retrieval and Retention:** To ensure children know more and remember more, every unit utilises knowledge organisers that outline essential knowledge, concepts, and target vocabulary. Regular 'flashbacks' (retrieval practice activities) are embedded into lessons to constantly revisit prior learning, strengthen memory pathways, and deepen understanding.
- **Assessment to Drive Progress:** Learning sequences begin with pre-assessments of current knowledge and vocabulary to establish baselines, make links to prior learning, and identify gaps. At the conclusion of a unit, post-assessments allow children to demonstrate their progress, reflect on their learning, and enable teachers to track achievement and address any remaining gaps. Ongoing informal assessment occurs throughout every topic.

- **Explicit Vocabulary & Skill Progression:** Key subject vocabulary is explicitly taught, contextualised, and revisited continuously. Progressive knowledge and skill maps ensure full curriculum coverage while building complexity from EYFS to Key Stage 2.
- **Inclusive and Adapted Planning:** Plans are adapted to meet the individual needs of all learners. High-attaining pupils, children with SEND, and Pupil Premium pupils are appropriately supported and challenged through adapted tasks and rich cross-curricular connections.
- **Interactive Learning Environments:** Classroom working walls dynamically capture the learning journey, highlighting key knowledge, developing skills, target vocabulary, and connections between past and present or local and global environments.

Impact

The impact of our History and Geography curriculum is evident in the enthusiasm, independence, and critical thinking of our pupils:

Engaged and Curious Learners: Children talk passionately about History and Geography, demonstrating a desire to extend their learning beyond the classroom and a readiness for the next stage of their education.

Demonstrable Progress: Children of all abilities and backgrounds achieve well. Progress over time is clearly documented in children's books, captured in pre- and post-assessment data, and reflected in their ability to articulate complex concepts.

Core Competencies and Skills: Pupils leave Key Stage 2 with a secure chronological timeline of British and world history, a well-rounded understanding of physical and human geography, and confidence in using fieldwork, maps, and historical sources to analyse and interpret information.

Reflective Global Citizens: Pupils readily draw comparisons and make connections between different historical eras, geographical environments, and their own lives. They understand how history and geography shape modern culture, respect diversity, and act as responsible global citizens.

Secondary Readiness: As our Year 6 pupils transition to secondary school, they leave with an active, inquiring mind—equipped with the analytical, critical, and evaluative skills necessary to thrive in History and Geography and beyond.

Humanities		R	Year 1/ 2 Cycle A (Sept 2027)	Year 1/ 2 Cycle B (Sept 2026)	Year 3	Year 4	Year 5	Year 6
	Advent 1	UTW Marvellous Me N: me, mum, dad, siblings R: name and describe people who are familiar to them -KAPOW peek into the past, activity 1 -KAPOW peek into the past activity 3 (timeline) -KAPOW Adventures through time, activity 1	How am I making history? - Their childhood	What is History? - Timelines - Holiday memories	British History 1: Would you prefer to have lived in the Stone Age, Iron Age and Bronze Age? - Skara Brae - Trade - Prehistoric man - Changes	What was important to Ancient Egyptians? - First civilisations - River Nile - Sources - After death	What is the legacy of the Ancient Greek civilization? - Who are they? - When did they live? - Who lived on Mount Olympus? - Greek philosophers	British History 6: What was the impact of WW2 on the people of Britain? - Battle of Britain - Blitz - Evacuation - WW2 change of women's roles
	Advent 2	UTW N: Begin to make sense of their own life story and family's history R: Comment on images of familiar situations in the past. Compare and contrast people from stories including people from the past N/R: Understanding the past encountered in books (Nativity) -KAPOW Exploring maps, activity 3 (build map) journey to Bethlehem Remembrance	What is it like here? - Where in the world are we? - What can we see in our classrooms? - Different places in our school - How do we feel about our playground?	Would you prefer to live in a hot or cold place? - Continents - Cold places - poles - Hot places - Kenya - Equator Remembrance	What are rivers and how are they used? - Water cycle - How are they formed? - How are they used? - Local rivers Remembrance	Where does our food come from? - Trading - How can our food choices impact the environment? - Are our school dinners locally sourced? - How do we get our chocolate? Remembrance	What is life like in the Alps? - Where is the Alps? - What do people do there? - How is the Alps different to our local area? Remembrance	Where does our energy come from? - Why is energy important? - Renewable energy - How does the UK generate energy? - What is the best way to generate energy? Remembrance
	Lent 1	UTW Natural world N: Occupations, using their senses and hands on exploration of natural materials	How have toys changed? - How have toys changed?	How was school different in the past? - Schools in the 1900s - Schools changed within	British History 2: Why did the Romans invade and settle in Britain?	British History 3: What changed in Britain after the Anglo-Saxon invasion?	British History 4: Were the vikings raiders, traders or something else? - Where did they come	What can the census tell us about the local area? - What is a census? - Victorian

		R: Explore the school grounds, local parks and discuss different types of trees - KAPOW our school from above Exploring maps, activity 2 - KAPOW Exploring maps, activity 5 (rivers, oceans) - KAPOW Around the world, activity 1		living memory	- Invading and settling in Britain - How Britons responded - Successful? - Artefacts	- Anglo-Saxons - Sutton Hoo - Was King Alfred really great?	- from? Viking trading routes - Significant groups of people - Evidence and inference from sources	- children Jobs available in the 1800s
	Lent 2	UTW N: Show interest in different occupations R: Talk about members of immediate families and communities Natural world N: Talk about what they see R: Explore the natural world around them Pirates N: Talk about what they see using a wide vocabulary R: Explore the natural world around them and recognising some environments that are different to the one they live -KAPOW Exploring maps, Activity 1 (pirate map bingo) -KAPOW Exploring maps, activity 6 (map making) Space N: Talk about what they can see R: Understand the past through settings (moon landing)	What is the weather like in the UK? - Four seasons - Compass direction - Is the weather the same everywhere in the UK?	Why is our world wonderful? - UK's landmarks - Oceans - Local area - Natural habitat	Why are rainforests important to us? - Where in the world are tropical rainforests? - What do they look like? - Who lives there? - How are they changing?	Who lives in Antarctica? - What is the climate? - Where is Antarctica? - Shackleton - Can we plan an expedition around school?	Why do oceans matter? - How do we use our oceans? - The Great Barrier Reef? - Why are the oceans suffering?	Why does the population change? - How is the global population changing? - What are birth and death rates? - Migration - How is population impacting our environment?
	Pentecost 1	UTW Wild animals/under the water N: Know there are different countries in the world R: Recognise some similarities and differences	How did we learn to fly? - Wright brothers - Bessie Coleman - Amelia	What is a monarch? - What is a monarch? - Monarch today - William the Conqueror - Castles	How did the achievements of the Maya civilisation influence their society and	How have children's lives changed? - Tudor children - Victorian England - Lord Shaftesbury	British History 5: What was life like in Tudor England? - Henry VIII - Anne Boleyn - Elizabeth I	Unheard histories: who should go on the £10 banknote? - Features of a banknote - Legacies of

		between life in this country and life in another country KAPOW Around the world, activity 5 (desert explorers) KAPOW Around the world, activity 6 (Polar explorers)	- Earhart Moon landing		beyond? - How important was chocolate? - How did they settle in a rainforest? - Beliefs - Remains	(children labour law)	- What can inventories tell us about life in Tudor times?	historical significant people - Inferences about historical figures from sources
	Penteco st 2	<u>UTW</u> <u>Life's a Beach</u> N: Use all their senses in hands on exploration of natural materials R: Describe the immediate environment using knowledge from observations, discussions, stories, NF texts and maps. Recognise some environments that are different to the one in which we live. Describe what they see, feel and hear whilst outside KAPOW Around the world, Activity 2 (Bear travels)	What is it like to live in Shanghai? - Comparing UK to China - Where is China? - What can you see in China? - What is Shanghai like?	What is it like to live by the coast? - Seas and oceans surrounding UK - What is the coast? - What are the features of the Jurassic coast? - How do people use Weymouth?	Are all settlements the same? - How is land used in my local area? - How has the local area changed over time? - How is land used in New Delhi?	Why do people live near volcanoes? - How is the Earth constructed? - Mountains - Earthquakes - Volcanic eruptions	Would you like to live in the desert? - What is a hot desert biome? - Where are they located? - Physical features - Threats to deserts	Can I carry out an independent fieldwork enquiry? - Developing an enquiry question - Creating data collection methods - Collecting and analysing data

EYFS cover outdoor adventures all year round: seasons, weather, exploring nature