

## Alfriston School – History & Geography Curriculum Cycle

| Pearl Class - EYFS  |        |        |        |        |        |
|---|--------|--------|--------|--------|--------|
| Term 1  | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p style="text-align: center;"><b>Understanding the World: Past and Present</b></p> <p>In EYFS, children explore the concepts of past and present through stories, photographs, artefacts and real life experiences. There are two EYFS Kapow units, which are used to enrich this learning. These units consist of a mixture of adult-led and child-initiated activities and allow pupils to work towards the Understanding the World Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1. Within these units, Children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives.</p> <p style="text-align: center;">EYFS Kapow units:</p> <p style="text-align: center;">‘Peek into the Past’<br/>‘Adventure through Time’</p> <p style="text-align: center;"><b>Understanding the World: People, Places and Communities</b></p> <p>In EYFS, children explore the concepts of people, places and communities through stories, video clips, maps, globes and adventures in our local area. There are three EYFS Kapow units which are used to enrich this learning. The Kapow Geography EYFS units are designed to build pupils’ familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. Children begin to use simple directional language to prepare for the locational knowledge to come in Key stage 1 and 2.</p> <p>The three EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities.</p> <p style="text-align: center;">EYFS Kapow units:</p> <p style="text-align: center;">‘Exploring Maps’<br/>‘Outdoor Adventures’<br/>‘Around the World’</p> <p style="text-align: center;">Please see our ‘EYFS Understanding the World’ document for information on how this links with the rest of the curriculum.</p> |        |        |        |        |        |

## Alfriston School – History & Geography Curriculum Cycle

| Ruby Class (Year 1 & 2) – Cycle A |                          |                                     |                        |                                |                          |
|-----------------------------------|--------------------------|-------------------------------------|------------------------|--------------------------------|--------------------------|
| Term 1                            | Term 2                   | Term 3                              | Term 4                 | Term 5                         | Term 6                   |
| <b>GEOGRAPHY</b>                  | <b>HISTORY</b>           | <b>GEOGRAPHY</b>                    | <b>HISTORY</b>         | <b>GEOGRAPHY</b>               | <b>HISTORY</b>           |
| What is it like here?             | How am I making history? | What is the weather like in the UK? | How have toys changed? | What can you see at the coast? | How did we learn to fly? |

| Ruby Class (Year 1 & 2) – Cycle B |                  |  |                                       |                                      |                    |
|-----------------------------------|------------------|--|---------------------------------------|--------------------------------------|--------------------|
| Term 1                            | Term 2           | Term 3   | Term 4                                | Term 5                               | Term 6             |
| <b>GEOGRAPHY</b>                  | <b>HISTORY</b>   | <b>GEOGRAPHY</b>                                 | <b>HISTORY</b>                        | <b>GEOGRAPHY</b>                     | <b>HISTORY</b>     |
| Where am I?                       | What is history? | Would you prefer to live in a hot or cold place? | How was school different in the past? | What is it like to live in Shanghai? | What is a monarch? |

| Sapphire Class (Year 3 & 4) - Cycle A                              |                          |                               |                                       |  |  |
|--|--------------------------|-------------------------------|---------------------------------------|--|--|
| Term 1   | Term 2                   | Term 3                        | Term 4                                | Term 5   | Term 6                                 |
| <b>HISTORY</b>   | <b>GEOGRAPHY</b>         | <b>GEOGRAPHY</b>              | <b>HISTORY</b>                        | <b>HISTORY</b>                                       | <b>GEOGRAPHY</b>                       |
| Would you prefer to live in the Stone Age, Bronze Age or Iron Age? | Who Lives in Antarctica? | Are all settlements the same? | Why did the Romans settle in Britain? | How hard was it to invade & settle in Great Britain? | What are rivers and how are they used? |

| Sapphire Class (Year 3 & 4) - Cycle B |                                    |                                      |   |   |                                |
|---------------------------------------|------------------------------------|--------------------------------------|---|---|--------------------------------|
| Term 1                                | Term 2                             | Term 3                               | Term 4                                  | Term 5  | Term 6                         |
| <b>GEOGRAPHY</b>                      | <b>HISTORY</b>                     | <b>GEOGRAPHY</b>                     | <b>HISTORY</b>                          | <b>HISTORY</b>  | <b>GEOGRAPHY</b>               |
| Why do people live near volcanoes?    | How have children's lives changed? | Why are rainforests important to us? | What did the Ancient Egyptians believe? | How did the achievements of the Ancient Maya's impact their society and beyond? | Where does our food come from? |

## Alfriston School – History & Geography Curriculum Cycle

| Emerald Class (Year 5 & 6) - Cycle A                            |   |                                       |   |   |                       |
|---|---|---------------------------------------|---|---|-----------------------|
| Term 1  | Term 2  | Term 3                                | Term 4  | Term 5  | Term 6                |
| <b>HISTORY</b>  | <b>HISTORY</b>  | <b>GEOGRAPHY</b>                      | <b>HISTORY</b>  | <b>GEOGRAPHY</b>                                  | <b>GEOGRAPHY</b>      |
| British history: Were the Vikings raiders, traders or settlers? | British History: What was life like in Tudor England? | Would you like to live in the desert? | British History: What was the impact of World War 2 on the people of Britain? | Can I Carry Out an Independent Fieldwork Enquiry? | Why do oceans matter? |

| Emerald Class (Year 5 & 6) – Cycle B |  |                                |                                     |   |                             |
|--------------------------------------|--|--------------------------------|-------------------------------------|---|-----------------------------|
| Term 1                               | Term 2   | Term 3                         | Term 4                              | Term 5  | Term 6                      |
| <b>GEOGRAPHY</b>                     | <b>HISTORY</b>                                     | <b>GEOGRAPHY</b>               | <b>HISTORY</b>                      | <b>HISTORY</b>  | <b>GEOGRAPHY</b>            |
| Where Does Our Energy Come From?     | What does the census tell us about our local area? | What is life like in the Alps? | What did the Greeks ever do for us? | Unheard histories: Who should feature on the £10.00 banknote? | Why does population change? |