

## History and Geography Overview 2025-2026

|                           | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | History                                                                                                                                                                                                                                                        | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | History                                                                                                                                                                                                                                                                                       | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | History                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>EYFS<br/>Preschool</b> | <b>Photos past and present of children and their families</b><br><b>Grandparent's Day, Bonfire night, Remembrance Day,</b><br><b>The Snowman (book to look back on past)</b><br><b>Changes throughout the year.</b><br><b>Dogger and People (book to look back on the past)</b>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                | <b>Understand and respect the environment and living things,</b><br><i>Using the senses to explore and describe the natural world around them while outside</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Reception</b>          | <b>Photos past and present of children and their families</b><br><b>Bonfire Night, Remembrance Day,</b><br><i>Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day</i><br><br><i>Children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.</i> |                                                                                                                                                                                                                                                                | <b>The Darkest Dark book (moon landing)</b><br><i>Children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.</i><br><b>Maps/ Holidays/ Pirate theme:</b><br><i>Exploring maps through discussion, story-telling, games and creative activity.</i><br><b>Know there are different places and countries in the world and talk about the differences</b><br><b>Animals from around the world and their habitats,</b><br><i>Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.</i><br><b>Using map of their environment/ Photos past and present of Aylesbury and surrounding areas</b><br><i>Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons. Understanding how the local area has changed over time.</i> |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Year 1</b>             | <b>What is like here?</b><br><i>Locating where they live on an aerial photograph and recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved. Both lessons 3 and 4 involve fieldwork.</i>                                                                                                                                                                                                                                             | <b>How am I making history?</b><br><i>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</i> | <b>What is the weather like in the UK?</b><br><i>Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK. This unit has been visually refreshed and now features new videos to enhance the learning experience. The core content of the unit remains unchanged. Lessons 2, 3 and 4 involve fieldwork.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>How have toys changed?</b><br><i>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</i> | <b>What is it like to live in Shanghai?</b><br><i>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork. Lesson 1 involves fieldwork.</i> | <b>How have explorers changed the world?</b><br><i>Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. They discuss ways in which these significant people could be remembered.</i> |
| <b>Year 2</b>             | <b>Would you prefer to live in a hot or cold place?</b><br><i>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing</i>                                                                                                                                                                                                                                                                                                                                                                                            | <b>What is a monarch?</b><br><i>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used</i>                                       | <b>Why is our world wonderful?</b><br><i>Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>How was school different in the past?</b><br><i>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and</i>                                                                                          | <b>What is it like to live by the coast?</b><br><i>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about</i>                                                                                                                                                                                                                                                                                               | <b>How did we learn to fly?</b><br><i>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline.</i>                                                                                                                                                                            |

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|               | <i>weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world. Lesson 5 involves fieldwork.</i>                                                                                                                                                                                                                                               | <i>castles to rule. They study different types of castles and consider how these evolved over time.</i>                                                                                                                                                                                                                                                                                                                                        | <i>the local area. Lesson 5 involves fieldwork.</i>                                                                                                                                                                                                                                                                                                                       | <i>differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</i>                                                                                                                                                                                                                                                                                                                                                                      | <i>the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism. Lesson 5 involves fieldwork.</i>                                                                                                                                                 | <i>Learning about the individuals who contributed to the history of flight.</i>                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Year 3</b> | <b>Why do people live near volcanoes?</b><br><i>Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape. Lesson 6 involves fieldwork.</i>                                                              | <b>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b><br><i>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's past. They use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. They identify the limitations of this type of evidence and when reconstructing the life of the Amesbury Archer.</i> | <b>Who lives in Antarctica?</b><br><i>Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton. Lesson 6 involves fieldwork.</i>                                                                                                                                             | <b>What was important to ancient Egyptians?</b><br><i>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</i> | <b>Are all settlements the same?</b><br><i>Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi. Lesson 3 involves fieldwork.</i> | <b>Why did the Romans invade and settle in Britain?</b><br><i>Developing their chronological awareness of AD and BC, children explore the reasons behind the Roman invasion of Britain and the Celtic response. They discover how Roman innovations transformed everyday life and how archaeological discoveries help piece together Roman lifestyles. By contrasting Roman life with modern times, children learn how the Romans still influence lives today.</i>      |
| <b>Year 4</b> | <b>Why are rainforests important to us?</b><br><i>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest. Lesson 5 involves fieldwork.</i> | <b>How have children's lives changed?</b><br><i>Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws</i>                                  | <b>Where does our food come from?</b><br><i>Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'. Lesson 5 involves fieldwork.</i> | <b>How hard was it to invade and settle in Britain?</b><br><i>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</i>                                                                                                                    | <b>What are rivers and how they are used?</b><br><i>Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. Lesson 6 involves fieldwork.</i>                                                                                                  | <b>How do the achievements of the Maya civilisation influence their society and beyond?</b><br><i>Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</i> |
| <b>Year 5</b> | <b>What is life like in the Alps?</b><br><i>Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality. Lesson 4 involves fieldwork.</i>          | <b>Were the Vikings raiders, traders or something else?</b><br><i>Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils</i>             | <b>Why do oceans matter?</b><br><i>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution. Lesson 5 involves fieldwork.</i>                                                                                                                              | <b>What did the Greeks ever do for us?</b><br><i>Investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn</i>                                                                                                                  | <b>Would you like to live in the desert?</b><br><i>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</i>                                                                                                                    | <b>What was life like in Tudor England?</b><br><i>Investigating Tudor portraits and progresses, children learn about the changing nature of monarchy. They consider the reigns of Henry VIII and Elizabeth I and their use of propaganda to control public perceptions of the monarchy. Using Tudor inventories, children then</i>                                                                                                                                      |

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|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>investigate whether the Vikings were raiders, traders or settlers.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                      | <i>about the Olympic games, architecture, art and theatre.</i>                                                                                                                                                                                                                                                                                                         |  | <i>explore the wealth and position of ordinary Tudor people.</i> |
| <b>Year 6</b> | <p><b>What was the impact of World War II on the people of Britain?</b><br/><i>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them, including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</i></p> <p><b>Including</b> <b>What does the Census tell us about our local area?</b></p> | <p><b>Where does our energy come from?</b><br/><i>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. Lesson 5 involves fieldwork.</i></p> <p><b>Why does population change?</b><br/><i>Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts. Lesson 5 involves fieldwork.</i></p> | <p><b>Fieldwork enquiry.</b><br/><i>Observing, measuring, recording and presenting their own fieldwork study of the local area. Lesson 4 involves fieldwork.</i></p> | <p><b>The Sikh Empire</b><br/><i>Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Ranjit Singh. They use criteria to explore what makes Ranjit Singh historically significant and compare his achievements to his granddaughter, goddaughter of Queen Victoria and suffragette, Princess Sophia.</i></p> |  |                                                                  |