



**St Finbar's**  
Catholic Primary School



**History &  
Geography**

**Curriculum Overview**

# EYFS

The Early Years Foundation Stage (EYFS) in St Finbar's Primary School lays a crucial role in laying the foundation for a child's holistic development, including their understanding of geography and history. EYFS recognizes the importance of introducing young learners to the world around them, fostering an early curiosity about their environment and the past.

In the EYFS curriculum, geography is incorporated through activities that encourage children to explore and understand their immediate surroundings. This involves investigating local landmarks, maps, and diverse cultures, allowing children to develop a sense of place and belonging. Through hands-on experiences, children begin to grasp basic geographical concepts, such as location, direction, and distance, in a way that is engaging and age appropriate.

Similarly, the EYFS curriculum also introduces historical elements by encouraging children to explore the concept of time and change. Through stories, role-play, and exposure to historical artifacts, young learners start to develop an awareness of the past and an understanding of how things have evolved over time. This approach sparks their curiosity about history and helps build a foundation for later stages of learning.

EYFS at St Finbars serves as a critical bridge in a child's educational journey, laying the foundation for their continued learning throughout KS1 and KS2 particularly in the subjects of geography and history. By introducing basic concepts in these disciplines during the early years, EYFS paves the way for seamless progression. The hands-on exploration of local environments, maps, and cultural diversity not only sparks initial curiosity but also builds the spatial awareness and foundational knowledge necessary for more in-depth study in later years. Likewise, the exposure to historical elements in the EYFS curriculum, through stories and engaging activities, instils a sense of chronology and an understanding of the past. This early exposure creates links between events and developments, setting the stage for more comprehensive historical exploration in the primary education phase. In essence, EYFS acts as a springboard, fostering a positive attitude toward learning and providing the essential building blocks that children will continue to expand upon throughout their time at St Finbars.

Overall, the EYFS curriculum aims to make learning about geography and history a dynamic and enjoyable experience for young children, laying the groundwork for a lifelong appreciation of the world around them and the events that have shaped it.

# Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography		Geography 1.8, 1.9 My local area		Geography 1.2, 1.9 A snapshot of the UK		Geography 1.4 Seasonal Changes/weather in UK
History	History 1.1 Toys from the past and present		History 1.4 Kitty Wilkinson		History 1.3 Great fire of London	

# Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Geography</b>	1.5 In my Liverpool home		1.1, 1.8 Colourful continents & Open Oceans		1.3 Home or Abroad UK or Kenya	<b>Map Skills Opening Worlds – Transition Unit</b>  Using a compass Map skills 1 - north, south, east, west, locating in a school context
<b>History</b>		History 1.2 Great Explorers		History 1.3 The Stone Age Living in a 'hunter-gatherer' society	<b>The Stone Age Opening Worlds – Transition Unit</b>  How do we know about the Stone Age?	<b>The Neolithic Revolution Opening Worlds – Transition Unit</b>  What changed during the Neolithic Revolution?

# Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p><b>Rivers 1</b></p> <p>What are the similarities and differences between the Rivers Severn and the River Indus?</p>	<p><b>Mountains</b></p> <p>How do mountains interact with what is around them?</p>	<p><b>Settlements &amp; cities</b></p> <p>Map Skills 2: using a grid to find and compare locations.</p> <p>How are settlements similar and different?</p>	<p><b>Agriculture</b></p> <p>Local fieldwork investigating local shops - their sourcing, economic and ethical considerations</p> <p>How are we connected to farmers?</p>	<p><b>Volcanoes</b></p> <p>How do volcanoes affect a place?</p>	<p><b>Climate and Biomes</b></p> <p>Map Skills 3: Basics in navigating the globe: equator, lines of latitude (gridlines) Arctic and Antarctic.</p> <p>How does the climate affect the way people live?</p>
History	<p><b>Ancient Egypt</b></p> <p>Disciplinary focus: change/continuity</p> <p>How much did Ancient Egypt change over time?</p>	<p><b>Cradles of Civilisation</b></p> <p>Disciplinary focus: similarity and difference</p> <p>How similar and how different were Ancient Egypt and Ancient Sumer?</p>	<p><b>Indus Valley Civilisation</b></p> <p>Disciplinary focus: evidential thinking</p> <p>How do we know about the Indus Valley civilisation?</p>	<p><b>Persia and Greece</b></p> <p>Disciplinary focus: similarity and difference</p> <p>What did Greek city-states have in common?</p>	<p><b>Ancient Greece</b></p> <p>Disciplinary focus: evidential thinking</p> <p>What can sources from Ancient Greece tell us?</p>	<p><b>Alexander the Great</b></p> <p>Disciplinary focus: causation</p>

# Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p><b>Rhine and Mediterranean</b></p> <p>How do rivers affect the way people live?</p>	<p><b>Population</b></p> <p>How do populations differ from place to place?</p>	<p><b>Coastal processes and landforms</b></p> <p>How does the location of west Wales affect its coast?</p>	<p><b>Tourism</b></p> <p>Map Skills 4: grid squares, 4-figure references, some map symbols</p> <p>How do tourists interact with a place?</p>	<p><b>Earthquakes</b></p> <p>What are the pros and cons of living near a tectonic fault line?</p>	<p><b>Deserts</b></p> <p>Why are deserts located where they are?</p>
History	<p><b>The Roman Republic</b></p> <p>Disciplinary focus: causation</p> <p>How did Rome become so powerful?</p>	<p><b>Roman Empire</b></p> <p>Disciplinary focus: evidential thinking</p> <p>What can sources reveal about Roman ways of life?</p>	<p><b>Roman Britain</b></p> <p>Disciplinary focus: change/continuity</p> <p>What changed in Roman Britain?</p>	<p><b>Three changing Christian worlds: empire and religion (300-600CE)</b></p> <p>How similar were Adulis, Rome and Constantinople?</p>	<p><b>Islamic civilisations Ancient Arabia, the rise of Islam and the Arab conquests</b></p> <p>Disciplinary focus: causation</p> <p>Why did Islam spread so far and so fast?</p>	<p><b>Islamic civilisation The Rise of Islam</b></p> <p>Disciplinary focus: similarity and difference</p> <p>How did worlds come together in Cordoba?</p>

# Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Geography</b>	<p><b>Why is California so thirsty?</b></p> <p>How have the actions of people affected the drought in California?</p>	<p><b>Oceans</b></p> <p>How do oceans affect human behaviour and settlements?</p>	<p><b>Migration in Europe and the world</b></p> <p>Why do people migrate?</p>	<p><b>North and South America</b></p> <p>Map Skills 5: practise 4-figure references; learn more map symbols; other kinds of maps What are the pros and cons of living in a megacity?</p>	<p><b>Amazon Basin</b></p> <p>Map Skills 6: practise 4-figure references; learn more map symbols; relief (height and depth). In what ways does the geography of South America affect the Amazon?</p>	<p><b>Interconnected Amazon</b></p> <p>Interpreting and drawing bar graphs, simple enquiry process, questionnaire</p> <p>How does agriculture in the Amazon interact with other parts of the world?</p>
<b>History</b>	<p><b>Islamic Civilisations (3)</b></p> <p>How was Baghdad connected with the rest of the world?</p>	<p><b>Angles and Saxons</b></p> <p>Disciplinary focus: evidential thinking How do we know about the Anglo-Saxons in Britain?</p>	<p><b>The Vikings</b></p> <p>Disciplinary focus: change/continuity How did the Vikings change England?</p>	<p><b>Norse culture</b></p> <p>Disciplinary focus: change/continuity How did Christianity change as it travelled?</p>	<p><b>Vikings in Britain (2) Changing Rulers, Changing Worlds</b></p> <p>Disciplinary focus: change/continuity How did Angles, Saxons and Vikings shape England and Scotland?</p>	<p><b>Local history study – school planned unit</b> See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it. Enquiry question developed by school to suit school-planned local study</p>

# Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p>Energy and climate change</p> <p>Disciplinary focus: Interaction How do local actions in the UK affect global climate?</p>	<p><b>Ethiopia</b></p> <p>Disciplinary focus: Interaction How do global changes affect local places in Ethiopia?</p>	<p>Changing Birmingham</p> <p>Disciplinary focus: change How much did Birmingham change between 1750 and the present day?</p>	<p>Jamaica</p> <p>Disciplinary focus: change What is a preferable future for Jamaica's tourist industry?</p>	<p>Local area enquiry (double unit)</p> <p>Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</p>	
History	<p><b>The Maya</b></p> <p>Disciplinary focus: evidential thinking How do historians know about the Maya?</p>	<p><b>Life in two kingdoms in the African continent</b></p>	<p><b>A theme through time - Part 1</b></p>	<p><b>A theme through time - Part 2</b></p>	<p><b>Britain in the era of the Second World War</b></p>	<p><b>Local history study – school planned unit</b></p>



