

History and Geography in the National Curriculum 2014

GEOGRAPHY

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

HISTORY

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

- 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
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Enstone Primary School Curriculum Rationale for History and Geography

At Enstone Primary School, we use the **Kapow Primary** curriculum to support the teaching of **History and Geography**. The Kapow curriculum provides a carefully sequenced and progressive framework that ensures full coverage of the National Curriculum while enabling pupils to develop secure knowledge, subject-specific vocabulary and disciplinary skills over time.

Curriculum Intent

Our intent is to provide pupils with a broad, balanced and ambitious curriculum that inspires curiosity, creativity and a lifelong interest in the world around them. Through high-quality learning experiences, children develop a secure understanding of historical events and chronology, and geographical knowledge and fieldwork skills. Learning is planned to build progressively, enabling pupils to make meaningful connections within and across subjects as they move through the school.

Curriculum Implementation

Kapow provides a coherent progression of knowledge and skills, ensuring that learning is carefully sequenced from Reception to Year 6. Lessons are designed around clearly identified knowledge, vocabulary and practical application, allowing pupils to revisit and build upon prior learning while introducing new concepts in a logical order. Teachers adapt and enrich the curriculum to reflect the local context of Enstone Primary School, making meaningful links to our village community, local environment and wider curriculum where appropriate. Practical experiences, discussion, investigation, creativity and educational visits further enhance learning and ensure that pupils engage deeply with each subject.

Curriculum Impact

Through this approach, pupils develop secure substantive knowledge alongside the disciplinary skills needed to think and work as historians and geographers. They become increasingly confident in using subject-specific vocabulary, asking thoughtful questions, evaluating evidence, solving problems and expressing their ideas creatively. By the end of each key stage, pupils have developed the knowledge, understanding and skills required by the National Curriculum and are well prepared for the next stage of their education, with a genuine appreciation of the richness and diversity of the world around them.

Kapow History and Geography Units (From September 2026)

GLYME CLASS – Reception

Early Years Foundation Stage Curriculum		
KNOWLEDGE AND UNDERSTANDING OF THE WORLD Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Kapow Units – History		
Autumn	Spring	Summer
A Peek into the Past To reflect on memories and experiences from their own past and comment on images of familiar situations in the past.	Adventures Through Time Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.	Significant Individual Mary Anning To introduce the children to the life and discoveries of Mary Anning.
Kapow Units – Geography		
Autumn	Spring	Summer
Outdoor Adventure Using the senses to explore and describe the natural world around them whilst outdoors; understanding the effect of changing seasons. People, Culture and Communities – People Who Help Us	Exploring Maps Exploring maps through discussion, games and creative activity.	Around the World 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.

WINDRUSH CLASS – YEARS 1 AND 2

ACADEMIC YEAR 2026-27 KAPOW MIXED AGE YEAR 1/2 HISTORY AND GEOGRAPHY		
Autumn	Spring	Summer
CYCLE B What is history?	CYCLE B How was school different in the past?	CYCLE B What is a monarch?
CYCLE B Where are I?	CYCLE B Would you prefer to live in a hot or cold place?	CYCLE A What can you see at the coast?
ACADEMIC YEAR 2027-28 KAPOW MIXED AGE YEAR 1/2 HISTORY AND GEOGRAPHY		
Autumn	Spring	Summer
CYCLE A How am I making history?	CYCLE A How have toys changed?	CYCLE A How did we learn to fly?
CYCLE B What is it like here?	CYCLE B What is the weather like in the UK?	CYCLE B What is it like to live in Shanghai?

CHERWELL CLASS – YEARS 3 AND 4

ACADEMIC YEAR 2026-27 KAPOW MIXED AGE 3/4 HISTORY AND GEOGRAPHY		
Autumn	Spring	Summer
CYCLE B How have children's lives changed?	CYCLE A What changed in Britain after the Anglo Saxon Invasion?	CYCLE B How did the achievements of the ancient Maya impact their society and beyond?
CYCLE A Why are rainforests important to us?	CYCLE A Where does our food come from?	CYCLE B What are rivers and how are they used?
ACADEMIC YEAR 2027-28 KAPOW MIXED AGE 3/4 HISTORY AND GEOGRAPHY		
<i>Note, the Y4s in this cycle will have already covered these history topic areas in KS1; however, the objectives and learning will now be KS2 standard.</i>		
Autumn	Spring	Summer
CYCLE A Would you prefer to have lived in the stone, bronze or iron age?	CYCLE A Why did the Romans invade and settle in Britain?	CYCLE B What was important to Ancient Egyptians?
CYCLE A Why do people live near volcanoes?	CYCLE B Who lives in Antarctica?	CYCLE B Are all settlements the same?

EVENLODE CLASS – YEARS 5 AND 6

ACADEMIC YEAR 2026-27 KAPOW MIXED AGE 5/6 HISTORY AND GEOGRAPHY		
Autumn	Spring	Summer
CYCLE A Were the Vikings raiders, traders or something else?	CYCLE B What can the census tell us about local areas?	CYCLE B Unheard histories: Who should go on the £10 bank note?
CYCLE A Would you like to live in the desert?	CYCLE A What is life like in the Alps? <i>In 2026-27 use the Y4 rivers unit instead to avoid repetition and make sure this learning hasn't been missed.</i>	CYCLE B Can I carry out an independent fieldwork enquiry? (river focus – build on Y4 unit)
ACADEMIC YEAR 2027-28 KAPOW MIXED AGE 5/6 HISTORY AND GEOGRAPHY		
<i>Note, the Y6s in this cycle will have already done some of these topic areas; however they may have missed Mayans and Egyptians. Cover these missed topics but think about resources due to difficulty of upscaling Y3 Kapow units to work for Y6.</i>		
Autumn	Spring	Summer
CYCLE A What was life like in Tudor England?	CYCLE B What was the impact of WW2 on the people of Britain?	CYCLE A What is the legacy of the Ancient Greek civilisation?
CYCLE B Why does population change?	CYCLE B Why do oceans matter?	CYCLE A Where does our energy come from?