



History and Geography: Year 1

Teachers: In Year 1, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in world history in Year 1 is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and to introduce them to varied civilisations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion and more.

The study of geography embraces many topics throughout the *Core Knowledge Sequence UK*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between places and cultures and an awareness of the characteristics of specific regions and cultures.

Geography begins with the question *where?* In order to understand physical and human phenomena, we need to know where they are located. Then we can begin to examine what is around them and how they are *related* to surrounding phenomena. We need to understand the *processes* that shape the physical and human worlds, how they *interact* and *why* things are located where they are, as well as how spatial arrangements and places *change* with time. Finally, geographers seek to understand humans in their environment. Geography's foundational concepts include:

- **Location:** where things are
- **Place:** conditions at a given place which give it meaning
- **Links:** connections between locations
- **Region:** a territory sharing some homogenous geographical characteristics.

The aim of the geography section of the *Sequence UK* is to introduce children to the geography of the UK and the world, as well as teach the skills needed to use maps and globes and think spatially. Regional geography and spatial sense can be taught alongside or combined with human and physical geography. The sequence of UK regions should be taught in an order that makes sense relative to the location of the school or home. Therefore, it would be wise to teach the local region first.

WORLD HISTORY AND GEOGRAPHY

I. SPATIAL SENSE (WORKING WITH MAPS, GLOBES AND OTHER GEOGRAPHICAL TOOLS)

Teachers: Foster children's geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to the places they are studying. Children should make and use a simple map of a locality (such as classroom, home, school grounds or 'treasure hunt').

A. THE CLASSROOM/SCHOOL ENVIRONMENT

- Understand the concept of an aerial perspective. For example, draw objects from the side and above and discuss the differences. Draw plans (aerial views) of objects arranged on a desk or the classroom floor, beginning with looking down on the objects from above.
- Use a plan of the classroom, constructed with a basic key, to locate and retrieve objects (pupils could design this plan together with their teacher). Use the plan to describe where things are located in the classroom in relation to other objects using terms like 'next to', 'far from', 'behind', 'under', etc.
- Give directions (left, right, forwards, backwards) including distance (number of steps) to find objects located in the classroom and different parts of the school.

- Understand the spatial layout of the school: buildings, playground, field, entrance, etc.
 - Be able to read a simplified map of the school.
 - Discuss where things are in relation to each other and how to navigate around the school grounds using the points of the compass: north, south, east and west.

II. AN OVERVIEW OF THE SEVEN CONTINENTS

Teachers: Help children to gain the beginnings of a geographic vocabulary and a basic sense of how we organise and talk about the world by giving names to some of the biggest pieces of land. Introduce children to the seven continents through a variety of methods and media (tracing, colouring, relief maps, etc.), and associate the continents with familiar wildlife, landmarks, etc. For example, there are penguins in Antarctica and the Eiffel Tower is in France on the European continent. Throughout the school year, reinforce names and locations of continents when potential connections arise in other disciplines as suggested below and whenever other opportunities arise.

A. GLOBE/WORLD MAP

Teachers: In later years, children will continue to learn about each of the continents as well as specific countries and peoples.

Terms: island, continent, ocean, country, map, globe, north, east, south, west.

- Differentiate between land and sea using a globe.
- Locate the seven continents, the North and South Poles, the Pacific and Atlantic oceans.
- Understand direction: north, south, east and west.
- Identify the seven continents and describe unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings:
 - Asia [Cross-curricular connection with Year 1 Language and Literature: 'The Tiger, the Brahmin and the Jackal']
 - Europe [Cross-curricular connection with Year 1 Language and Literature: Grimms' fairy tales]
 - Africa [Cross-curricular connection with Year 1 Science: Jane Goodall]
 - North America [Cross-curricular connection with Year 1 Science: the Wright brothers]
 - South America
 - Antarctica
 - Australia
- Locate the British Isles and explain what makes an island.

BRITISH HISTORY AND GEOGRAPHY

Teachers: The *Sequence UK* covers British history as a chronological narrative, from pre-history until the twentieth century. Certain important events will be covered more than once, as children acquire the skills and maturity to appreciate their significance at a deeper level in later years. The term 'British' is used to describe people and places in the United Kingdom, i.e. England, Scotland, Wales and Northern Ireland, although Northern Ireland is not part of Great Britain. The term 'British Isles' refers to Britain and Ireland, including the Republic of Ireland.

I. GEOGRAPHY

- Use a map of the UK.
 - Name and locate the continent, country and county in which you live.
 - Name and locate England, Scotland, Wales and Northern Ireland.
- Understand important features of the UK.
 - Identify and describe some geographical differences between England, Scotland, Wales and Northern Ireland.
 - Identify the Union flag and the component parts.

II. FROM PRE-HISTORY TO HISTORY

Teachers: This account of the pre-history of the British Isles is necessarily brief and simple. It draws on the disciplines of history and geography to explore important themes in Britain's pre-history, such as the effects of being separated from the continental landmass. This will be developed further in later years.

A. ISLANDS

- Understand an island as a body of land surrounded by water.
- Use examples to understand that islands can be very big or very small. For example: Ireland is a large island, whereas the Isle of Wight is a smaller island.

B. ICE AGE, STONE AGE, BRONZE AGE AND IRON AGE

Teachers: The descriptions of the Ice Age, Stone Age, Bronze Age and Iron Age exemplify how long periods of human development are often described by reference to single, defining characteristics. The arrival of the Romans in Britain allowed the development of written history, because the Romans brought with them the skill of literacy.

- Identify the defining characteristics and broad chronology of the periods of the Ice Age, Stone Age, Bronze Age and Iron Age.
- Understand the importance of reading and writing for communicating ideas and information. Imagine what life would be like if it was not possible to read or write.
- Understand the difference between pre-history and written history.

III. KINGS AND QUEENS

Teachers: The monarchy is one of the most famous institutions in Britain. The Queen is the head of state and still maintains a constitutional role. For hundreds of years, however, the monarch was largely responsible for the entire management of the country's affairs. Kings and queens took decisions about waging war, about promoting or persecuting religious beliefs, about government policies and expenditures. Understanding the transition from the autocratic and unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs is integral to understanding modern society and politics. The changing balance of power between the crown, parliament and the people will be explored throughout the *Sequence UK*.

- Understand the significance of kings and queens in British history.
- Understand the following historic events:
 - The barons of England forced King John to sign the Magna Carta on 15 June, 1215. This limited the power of the monarch.
 - King John was succeeded by his son Henry III, who also alienated the barons. They rose in revolt and the most powerful of them, Simon de Montfort, called a parliament that included not only the barons but representatives of towns and counties for the first time.
 - Charles I believed in the Divine Right of Kings (that God had given him the authority to do as he wished) and was unwilling to be constrained by parliament. This led to a civil war and his execution.
 - The Commonwealth (1649-1660) was the period when Britain had no monarch, and was ruled by Parliament and Oliver Cromwell.
 - The Restoration of the monarchy took place in 1660. Charles II then ruled with a parliament.
 - The Glorious Revolution of 1688 took place when James II was forced to flee after his failed attempt to overrule parliament.
 - William III and Mary II became joint monarchs and signed the Declaration of Rights, officially limiting the power of the monarch and establishing in principle the constitutional monarchy that we still have today.
- Understand the role of Kings and Queens today and name the current monarch, Queen Elizabeth II.

IV. PRIME MINISTERS

Teachers: Introduce children to the importance of the Prime Minister in a parliamentary democracy.

- Understand how the office of Prime Minister developed historically.

- Robert Walpole achieved influence with George II and with the House of Commons. He became the most important minister in the Cabinet: the first Prime Minister.
- As the power of the monarchy decreased, the influence of the Parliament and the Prime Minister grew.
- Understand the role of the Prime Minister today.
 - Today the Prime Minister is in charge of government.
 - The Prime Minister has regular meetings with the Queen to tell her about the discussions of the Cabinet.
 - The Prime Minister lives at 10 Downing Street in London.

V. SYMBOLS AND FIGURES

- Understand important British symbols and figures, including:
 - The Union Jack
 - Buckingham Palace
 - 10 Downing Street
 - The Houses of Parliament