



**History and Geography**  
**Understanding the World**  
**EARLY YEARS (Reception) AND KEY STAGE 1**

Thematic challenge questions for Early Years (Reception)  
 Termly challenge questions for Year 1 and Year 2



**“Together everyone  
 achieves more”**

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>RECEPTION</b>	 What do I know about me? What is a celebration? Why is it always cold in Winter?		Are our toys today more exciting than toys a long time ago? What do seeds need to grow?		 Who can I ask for help? Are all minibeasts scary?	
<b>YEAR 1</b>	How have we changed? How have schools changed?  <b>HISTORY</b>	Where am I from and where have I been?  <b>GEOGRAPHY</b>	Where is the South Pole? Who lives there and has anyone travelled to the Poles?  <b>GEOGRAPHY/HISTORY</b>	Why can't an Emperor Penguin live in Kenya?  <b>GEOGRAPHY</b>	Why were castles built and who lived in them?  <b>GEOGRAPHY</b>	How were countries discovered and who found them?  <b>HISTORY</b>
<b>YEAR 2</b>	How have women influenced the development of space travel?	What would an alien find exciting about our village/country?	Why did the Great Fire of London start? How does it compare with the Fire of Gateshead?	How is life different for a child in China?	Why do we love to be beside the seaside?	Why is Grace Darling still remembered today? Compare with RNLI today.

	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>
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## Reception Thematic Challenge Questions

What do I know about me?	What is a celebration?	Why is it always cold in Winter?
Are our toys today more exciting than toys a long time ago?	What do seeds need to grow?	
Who can I ask for help?	Are all minibeasts scary?	

<b>EYFS LINKS</b> <b><u>Understanding the World</u></b>	<b>Content Knowledge</b>	<b>Substantive Knowledge</b> <b>End Points</b>
<p><b><u>Past and Present</u></b>            •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.</p> <p><b><u>People, Culture and Communities</u></b>            •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.</p> <p><b><u>The Natural World</u></b>            •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,</p>	<ul style="list-style-type: none"> <li>● Ourselves and our families</li> <li>● Special experiences that we have had and any family celebrations / traditions.</li> <li>● Family celebrations and traditions in other cultures; similarities and differences</li> <li>● How is Chinese New Year celebrated?</li> <li>● Our local setting – home and school</li> <li>● Comparing the environment of our school and other areas</li> <li>● Past and present events in their own lives and the lives of family members.</li> <li>● Comparing toys from the past with toys today</li> <li>● Changes over time; life cycles of plants, chicks and caterpillars.</li> <li>● Minibeast hunt - what minibeasts can we find in our garden/ local park?</li> <li>● Looking at changes over time in our local area; similarities and differences.</li> <li>● Minibeasts and caring for living things.</li> <li>● Walk of the local area and Creating a map</li> <li>● Discussing natural materials found in our local area; planting and art work using natural materials from the local area.</li> </ul>	<p>To recall how birthdays are celebrated - presents, cards, balloons, banners, parties, birthday cakes, special party food, family, coming together</p> <p>Compare celebrations in different countries recalling similarities - cards, presents, family, food and differences - what is being celebrated</p> <p>To understand how Victorian toys were made from wood and metal</p> <p>To understand how our parents/grandparents did not have access to the internet when they were five years old.</p> <p>To understand how ipads and games consoles are new toys.</p> <p>To understand terms worn, dull, old, scratched and use these when comparing old and new toys.</p> <p>To recall how Chinese New Year is celebrated</p> <p>To describe changes in life cycle of a butterfly – past, present, future/sunflower</p> <p>To describe local area and distinguishing features</p> <p>To create a map of the Local area</p> <p>To talk about lives of family members and their occupations</p>
		<b>Key Vocabulary</b>

including the seasons and changing states of matter.

- People who help us and our heroes; occupations and ways of life.

**Celebration, special occasion, presents, cards, balloons, banners, parties, birthday cakes, special party food, family, gifts, tradition, compare, similar, different, culture, country,** lucky, red, New Year, dragon dance, celebrate, zodiac, chopsticks, old, new, dull, invented, modern, technology, interactive, different, change local area, left, right, straight ahead, natural materials, environment, past, present, future, occupation, aspiration

**Year 1 Challenge Questions – AUTUMN TERM:**  
**1 (HISTORY)– How Have I Changed? How Have Schools Changed?**  
**2 (GEOGRAPHY) – Where Am I From? Where Have I Been?**

NATIONAL CURRICULUM LINKS History/Geography	Content Knowledge	Substantive Knowledge End Points	
<p><b>HISTORY</b></p> <p>*Changes in living memory</p> <p>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.</p> <p><b>GEOGRAPHY</b></p> <p><b>Locational Knowledge</b> *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p><b>Place Knowledge</b> * Understand geographical similarities and differences through studying physical and human features: key physical features including beach, coast, ocean, weather key human features including cities, villages, ports</p> <p><b>Geographical skills and Fieldwork</b> *Use world maps, atlases and globes to identify the UK and its countries. *Use simple compass directions to describe the location and features on routes and maps.</p>	<p>* How do humans change? How have I changed?            * Can I create my own personal timeline?            * What were school like a long time ago?            * How has my school changed?            * Can I create a timeline for schools?</p> <p>* Where do we live? What’s so special about it? Where is it on a map of the UK?            * Which countries are there in the UK?            * How far have you travelled around the UK? How many different ways could you travel around our country?            * Where is London and why is it important?            * How can we travel to Scotland? What might we find there? What is a capital city?            How is it different/similar to England?            * What would you see in Wales? Where is it located on a map of the UK?            What is the capital city?            * How could we get to Northern Ireland? Where is it located? What could we not travel there by car? What is the capital city? Is it the same as England?</p>	<p>*To know key feature of how a human changes as they get older – hair changes colour, skin changes            *To know that I can do things now that I couldn’t do as a baby.            * That classrooms looked very different. That schools have changed over the years</p> <p>*I can say where I live            *I can locate East Boldon on a map of the UK.            *I know the 4 countries that make up the UK and their flags            *I know the capital cities of each of the 4 countries.</p>	
		Key Vocabulary	
		<p>Baby            Toddler            Child            Young adult            Adult            Elderly            Change            Time            Older            younger            Timeline            Past            Present            Future</p>	<p>United Kingdom            England            Scotland            Wales            Ireland            London            Edinburgh            Cardiff            Dublin            Belfast            North            East            South            West</p>



<p><b><u>Geographical skills and Fieldwork</u></b></p> <p>*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key.</p> <p>*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.</p>		<p>Apollo 11  astronaut  moonlanding  orbit  space  NASA  atmosphere  commander  ISS  lunar module  soyuz spacecraft  pioneer</p>	<p>city  climate  coastal  compass point  country  county  England  human features  landscape  physical features  river  sea  town  United Kingdom  village</p>
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**Year 1 Challenge Questions – SPRING TERM:**  
**1 (HISTORY/GEOGRAPHY)– Where is the South Pole and Why Can't We Live There?**  
**2 (GEOGRAPHY) – Why Can't An Emperor Penguin Live in Kenya?**

<p style="text-align: center;">NATIONAL CURRICULUM LINKS History/Geography</p>	<p style="text-align: center;">Content Knowledge</p>	<p style="text-align: center;">Substantive Knowledge End Points</p>
<p><b>HISTORY</b></p> <p>Pupils should be taught:            *about events beyond living memory that are significant nationally or globally.            *the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>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</p> <p><b>GEOGRAPHY</b></p> <p>Human and Physical            *Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<ul style="list-style-type: none"> <li>* Where is the South Pole and why can't we live there?</li> <li>* Where is the South Pole and what do you know about it?</li> <li>* What is the weather like at the South Pole? Why?</li> <li>* What lives at the South Pole? Could you live there?</li> <li>* Who has travelled to the South Pole? Were they successful? Why/Why not?</li> </ul> <ul style="list-style-type: none"> <li>* Where is Kenya in our world? What do you know about it? Do you think an Emperor Penguin could live there?</li> <li>* What is the land like in Africa?</li> <li>* What is the weather like in Africa?</li> <li>* What is life like for a child in Africa?</li> <li>* How is Kenya different to the UK (East Boldon?)</li> <li>* Can an Emperor Penguin live there? Convince me.</li> </ul>	<p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>*I know where the North and South Pole are and can locate them on a map.</li> <li>*I know and can recognise different climate zones.</li> <li>*I can name some examples of wildlife/vegetation from the South Pole and explain how they can survive there.</li> <li>* I can identify Africa on a world map or globe.</li> <li>*I can recognise Africa's location to the equator and explain how this affects the climate in comparison to the South Pole.</li> <li>* I know that Kenya is in Africa</li> <li>* I might be able to locate Kenya</li> <li>* I know that Africa is a continent.</li> <li>*I know that a continent is a group of countries.</li> <li>*I know that life for children in Kenya is different to life in the UK and I can give at least 2 ways how.</li> <li>*I may be able to name 2 similarities and 2 differences between the land in Kenya and life in Africa.</li> </ul>

\*Use basic geographical vocabulary to refer to:  
 Key physical features, including, forest, hill, mountain, soil, valley, vegetation.  
 Geographical skills  
 \*Use world maps, atlases and globes to locate countries/continents.

\* I may be able to explain what one of the colours of the Kenyan flag represents.  
**HISTORY**  
 \*I might be able to recall when the Race to the South Pole happened.  
 \*I can explain why Captain Scott was not successful in his expedition.  
 \*I can explain why Roald Amundsen won the Race to the South Pole.

**Key Vocabulary**

Equator	Captain Scott
North Pole	Roald
South Pole	Amundsen
Snow	Expedition
Ice	Equipment
Iceberg	Timeline
Blizzard	Successful
Frostbite	
Temperature	
Wildlife	
Huddle	
Predators	
Africa	
Kenya	
North, East,	
South, West	
Climate	
Dry	
Tropical	
Flag	
Animal names	

Continent  
Countries

**Year 2 Challenge Questions – SPRING TERM**  
**1 (HISTORY) – What was London like before the Great Fire and how has it changed?**  
**2 (GEOGRAPHY) – How is life different for a child in China?**

NATIONAL CURRICULUM LINKS History / Geography	Content Knowledge	Substantive Knowledge End Points	
<p><b>HISTORY FOCUS</b>            *Changes in living memory</p> <p>*Learn about events beyond living memory.</p> <p>* Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>GEOGRAPHY FOCUS</b>  <b>Locational Knowledge</b>            * Name and locate the world's continents and oceans – ASIA</p> <p><b>Place Knowledge</b>            *understand geographical similarities and differences through studying areas of UK and a contrasting non-European country – CHINA</p> <p><b>Human and Physical</b>            * <b>Understand geographical similarities</b> and differences through studying physical and human features: key physical features including beach, coast, ocean, weather            key human features including cities, villages, ports.</p> <p><b>Geographical skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>* Can I describe what London was like at the time of the Great Fire of London?</li> <li>* Can I identify how the fire began and how it spread so quickly?</li> <li>* How do we know about the events of the Great Fire of London?</li> <li>* A great fire could not happen in London today. Prove it.</li> <li>* How does the Great Fire of London compare with the Fire of Gateshead?</li> <li>* How did the fire of Gateshead begin?</li>   <li>* Where in the world is China?</li> <li>* How would you know you are in China?</li> <li>* Is life in China different to our life in the UK?</li> <li>* Where could you visit in Beijing?</li> <li>* Is the school day the same around the world?</li> <li>* Would you rather live in China or the UK? Convince me!</li> </ul>	<ul style="list-style-type: none"> <li>* I know the Great Fire of London started on the 2nd September 1666 and ended on the 6th September. I can place this event chronologically in relation to other events studied and my own personal timeline.</li> <li>* I know where information can be sourced and can use the internet and non-fiction texts to gather facts.</li> <li>* I can explain how the Great Fire of London has had an effect on modern Britain.</li> <li>* To be able to use world maps and globes to locate China and the UK.</li> <li>* To locate the equator and explain the countries location to this and the effect on climate.</li> <li>* To be able to name the seven continents and five oceans (MA – to locate)</li> <li>* To use geographical language to compare and contrast physical and human features.</li> </ul>	
		<b>Key Vocabulary</b>	
		<ul style="list-style-type: none"> <li>continent</li> <li>ocean</li> <li>population</li> <li>culture</li> <li>Mandarin Chinese</li> <li>provinces</li> <li>typhoon</li> <li>flood</li> <li>earthquake</li> <li>physical</li> <li>human</li> </ul>	<ul style="list-style-type: none"> <li>past</li> <li>present</li> <li>future</li> <li>history</li> <li>timeline</li> <li>year</li> <li>decade</li> <li>century</li> <li>cathedral</li> <li>similarities</li> <li>differences</li> </ul>

\*Use world maps, atlases and globes to identify countries, continents and oceans.

**Year 1 Challenge Questions – SUMMER TERM:  
1 (HISTORY)– Why Were Castles Built and Who Lived in Them?  
2 (HISTORY/GEOGRAPHY) –How Were Countries Discovered and Who Discovered Them?**

<p>NATIONAL CURRICULUM LINKS History/Geography</p>	<p>Content Knowledge</p>	<p>Substantive Knowledge End Points</p>
<p><b>HISTORY</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>*changes beyond living memory</li> <li>*significant historical events, people and places in their own locality (Newcastle Castle)</li> <li>*understand the way we find out about the past – different sources.</li> <li>*Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>*Use a range of sources to find out about the past and identify different ways in which it is represented</li> <li>*about events beyond living memory that are significant nationally or globally.</li> <li>*the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p><b>GEOGRAPHY</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>* Name and locate the world's continents and oceans</li> </ul> <p><b>Geographical skills and Fieldwork</b></p>	<p>Why were castles built? Where were they built?            What are the parts of a castle? How are they used?            How have castles changed over the years?            What jobs were there in a castle? Which one will you apply for?            What did a knight wear to protect himself and why?            Can you identify the features of a castle in your own locality? (Visit – Newcastle Keep)            Which countries do you know and can you find them on a world map?            How do people travel across the oceans? Can you label the parts of a ship?            Who discovered Australia? What did they find there?            Who discovered America? What did they find there? Why is that significant?            What dangers were there out at sea?            Who was the most vicious pirate? Convince me.</p>	<ul style="list-style-type: none"> <li>*I can explain why castles were built and may be able to explain where they built and why.</li> <li>* I can plot when castles were built on a class timeline in relation to other events studied.</li> <li>* I can name at least 2 of the jobs in a castle and some of their duties.</li> <li>* I can explain some of the knight's duties and describe at least two parts of the armour.</li> <li>* I can name a local castle and describe the purpose of one of its features (ie battlements)</li> <li>* I can name which countries Cook visited and relate this chronologically to our class timeline</li> <li>* I can explain why piracy was rife years ago</li> <li>* I can name 2 famous pirates (Cook, Blackbeard, Ann Bonney) and give 2 facts about them.</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>I can locate Australia on a world map</li> <li>I can locate America on a world map</li> <li>I can explain why countries are hot or cold</li> </ul>



\*Use world maps, atlases and globes to identify the UK and its countries

Be able to locate the equator and discuss which countries they think will be hot or cold.  
I might be able to name the seven continents of the world.

### Key Vocabulary

Countries	Castle
Continents	turret
Oceans	battlements
World Map	portcullis
North	drawbridge
East	moat
South	arrow loops
West	portcullis
Equator	drawbridge
Climate	keep
Compass	motte
Australia	bailey
America	defence
United Kingdom	knight
Ship / Boat	squire
Expedition	page
Travel	weapons
Captain James Cook	King, Queen
pirates/piracy	Cook, Lord
crew	Entertainer
flag	Hill
booty	Newcastle Keep
crow's nest	armour –
Ann Bonney	chainmail, armour,
Blackbeard –	breast plate,
Edward Teach	shoulder guard...
Calico Jack	coat of arms
Captain,	
Quartermaster,	
Sailing master,	
Master Gunner,	
Carpenter/Surgeon,	
Cabin boy	

**Year 2 Challenge Questions – SUMMER TERM**  
**1 (HISTORY/GEOGRAPHY) – WHY DO PEOPLE LOVE TO BE BESIDE THE SEASIDE??**  
**2 (GEOGRAPHY) –WHY IS GRACE DARLING REMEMBERED TODAY?**

<p>NATIONAL CURRICULUM LINKS  <b>History / Geography</b></p>	<p style="text-align: center;"><b>Content Knowledge</b></p>	<p style="text-align: center;"><b>Substantive Knowledge  End Points</b></p>
<p><b><u>Locational Knowledge</u></b>  * Name and locate the world's continents and oceans – AUSTRALIA</p> <p><b><u>Place Knowledge</u></b>  *understand geographical similarities and differences through studying areas of UK and a contrasting non-European country – AUSTRALIA</p> <p><b><u>Human and Physical</u></b>  * Understand geographical similarities and differences through studying physical and human features:  key physical features including beach, coast, ocean, weather  key human features including cities, villages, ports.</p> <p><b><u>Geographical skills and Fieldwork</u></b>  *Use world maps, atlases and globes to identify countries, continents and oceans.</p> <p><b><u>HISTORY:</u></b>  *Changes in living memory  *Learn about events beyond living memory.  * Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Where are our seashores?  Where in the world is Australia? Where is Byron Bay?  How would you travel to Australia/ Byron Bay?  What would you find at Byron Bay?  How are Byron Bay and South Shields different?  ‘What makes a seaside special?’ (Group presentation)  Who was Grace Darling and what do we know about her?  What do we know about William Darling?  How did Grace Darling’s life change on the night on 7<sup>th</sup> September 1838?  How did her life change after the rescue?  Can you make memorabilia to celebrate Grace’s life?  Compare the work of RNLI with Grace’s rescue and the resources.  <b>George Elmy Lifeboat disaster - Seaham</b>  ** VISIT TO GRACE DARLING MUSEUM, CHURCH AND BAMBURGH COASTLINE **</p>	<p>*Use atlas, world maps, and globes to locate seashores visited.  *Locate Australia on a world map  *Know why aborigine people are important  *Explain what makes the seaside special.  *Describe human and physical features of the seaside  *Describe key features of a place using the vocab beach, coast and ocean  *Describe some human features of the seaside, such as the jobs people do  *Say what they like and don’t like about their locality and another locality like the seaside.  Know that these events happened beyond living memory (no-one is alive to re-tell their memories) and made news around the world.  Titanic set sail from Southampton to New York on 10.04.1912  Collided with iceberg on April 14th 1912 - sank on April 15th  Describe the differences between the Titanic and modern cruise ships  Grace Darling was a lighthouse keeper’s daughter born in Bamburgh  Born 24.11.1815  Famous for rescuing 9 survivors from SS Forfarshire</p>