



History/Geography Long Term Plan

Cycle B – 2022/2023 (Yr 1, 3, 5)						
	Autumn 1 - History	Autumn 2 - Geography	Spring 1 - History	Spring 2 - Geography	Summer 1 - History	Summer 2 - Geography
Class 1						
Class 2	How am I making history? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born. • What is my history? • How can I find out more about myself? • How are special events remembered? • What was it like for children in the past? • What have I learnt about childhood in the past?	What is it like here? Locating where they live on an aerial photograph, 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. • To locate the school on an aerial photograph • To create a map of the classroom.	How have toys changed? Finding out about toys in the past, beginning to pose questions about how these have changed and investigating what toys may be like in the future. • To discuss a favourite toy. • To find out what toys our parents and grandparents played with. • To investigate what toys were like up to 100 years ago	What is the weather like in the UK 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. • To locate the four countries of the UK. • To identify seasonal changes in the UK. • To identify the four compass directions. • To investigate daily weather patterns.	How have explorers changed the world? Learning about explorers and why these are significant, creating a timeline and discussing how these significant people could be remembered.	Why is our world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area. • To identify geographical characteristics of the UK. • To locate some of the world's most amazing places. • To know the names of the five oceans and locate them on a map. • To understand how to draw human and



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		- To locate key features of the playground. - To draw a simple map. - To investigate how we feel about our playground. - To create a design to improve our playground.	- To compare toys from the past with modern toys. - To investigate how teddy bears have changed over time. - To know how toys have changed over time.	- To identify daily weather patterns in the UK. - To understand how the weather changes with each season.		physical features on a sketch map. - To investigate local habitats and record findings. - To understand how to present findings in a bar chart.
Class 3	Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age. - To recognise that prehistory was a long time ago and was the beginning of the history of mankind. - To use archaeological evidence to learn about prehistoric houses.	Why do people live near volcanoes? 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.	How have children's lives changed? Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord	Why did the Romans settle in Britain? Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain. - To understand why the Romans invaded Britain. - To create a visual interpretation of Boudicca.	Why are rainforests important to us? 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	Who lives in Antarctica? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton. - To understand the position and significance of lines of latitude. - To describe the location and



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	- To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. - To explain how bronze transformed prehistoric life. - To understand the importance of trade during the Iron Age. - To compare settlements in the Neolithic and Iron Age.	- To name and describe the layers of the Earth. - To explain how and where mountains are formed. - To explain why volcanoes happen and where they occur. - To recognise the negative and positive effects of living near a volcano. - To explain what earthquakes are and where they occur. - To observe and record the location of rocks around the school grounds and discuss findings.	Shaftesbury and his impact. - To identify how children's lives have changed using a range of sources. - To understand why children worked in Tudor times and what working conditions were like. - To understand the types of jobs Victorian children had and their working conditions. - To understand how Lord Shaftesbury changed children's lives. - To understand how and why children's leisure	- To understand how Roman soldiers were equipped for war. - To understand Roman army battle formations. - To make inferences about life in Roman times. - To identify the Roman legacy in Britain.	compare and contrast two types of forest. - To describe and give examples of a biome and find the location and some features of the Amazon rainforest. - To describe the characteristics of each layer of a tropical rainforest. - To understand the lives of indigenous people living in the Amazon rainforest. - To describe why tropical rainforests are important and understand the threats to the Amazon - To understand how local	physical features of Antarctica. - To describe the human features of Antarctica. - To use four-figure grid references to plot Shackleton's route to Antarctica. - To plan a simple route on a map using compass points. - To follow instructions involving compass points and map a simple route.
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			time has changed. To understand which diseases children caught and how they were treated.		woodland is used using a variety of data collection. To analyse and present findings on how local woodland is used.	
Class 4	Migration Investigating the different reasons for migrating to Britain and the different groups and finding out about their contributions to Britain.	What is life like in the Alps? 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. To locate the Alps on a map.	What did the Greeks ever do for us? Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks. - To understand where and when the ancient Greeks lived. - To understand the importance of the Greek gods. - To identify similarities and differences	Why does population change? 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. - To understand the change and distribution of the global population. - To define birth and death rates and	Why did the Mayan civilisation decline so quickly? Learning about the achievements of the Maya, extending their understanding of the growth of Empires and how the Maya civilisation declined.	Why do oceans matter? 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. - To explain the importance of our oceans. - To locate and describe the significance of the Great Barrier Reef. - To explain the impact humans



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		• To locate the key physical and human characteristics of the Alps. • To describe the physical and human feature of an Alpine region. • To investigate what there is to do in the local area using data collection • To understand similarities and differences between the local area and an Alpine area. • To understand the human and physical geography of the Alps.	between Athens and Sparta. • To understand how Athenian democracy worked. • To understand the importance of the ancient Greek philosophers. • To identify and explain the achievements of the ancient Greeks.	describe why they change. • To recognise the push and pull factors influencing migration. • To begin to understand the impact climate change can have on the global population. • To collect data showing how population impacts the amount of traffic and litter in an area. • To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.		have on coral reefs and oceans. • To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. • To collect data on the types of litter polluting a marine environment. • To present, analyse and evaluate data collected.
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Cycle A – 2023/2024 (Yr 2, 4, 6)						
	Autumn 1 - History	Autumn 2 - Geography	Spring 1 - History	Spring 2 - Geography	Summer 1 - History	Summer 2 - Geography
Class 1						
Class 2	How was school different in the past? Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present. - To find out how schools have changed over time. - To investigate what school was like in the past. - To investigate what schools were like in the 1900s. - To compare a modern classroom with a classroom 100 years ago. - To compare three periods of time.	Would you prefer to live in a hot or cold place? - To name and locate the seven continents. - To locate the North and South Poles. - To locate the Equator on a world map. - To compare the UK and Kenya. - To investigate local weather conditions. - To identify key features of hot and cold places.	How did we learn to fly? Learning about significant events in the history of flight and identifying similarities and differences between individuals who contributed to the history of flight. - To find out about the Wright brothers. - To develop an understanding of historical significance. - To investigate the impact of the first flight.	How is life different in China? Learning coastal features and how humans have interacted with them over time, including land use, settlements and tourism.	What is a monarch?	What is it like to live by the coast? Locating China and learning about the physical and human features, comparing these to the local area.



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	To express a personal response to history.		- To develop an understanding of primary sources. - To investigate why we remember the Moon landing. - To place events on a timeline.			
Class 3	How hard was it to invade and settle in Britain? Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain. - To understand why the Anglo-Saxons invaded Britain. - To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times. - To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. - To understand how Anglo-Saxons converted to Christianity.	Are all settlements the same? Exploring land use and settlement in rural and urban areas, including their locality and how this has changed over time.	How different were the beliefs in Ancient Egypt? Learning about who the Ancient Egyptians were and what they believed in and how historians find out about them.	Where does our food come from? Mapping imports of food from around the world in relation to climate, learning about fair trade and exploring where the food we eat comes from. - To explain the impact of food choices on the environment. - To understand the importance of trading responsibly.	Were the Vikings raiders or peace-loving settlers?	What are rivers and how are they formed? Learning about the water cycle, mapping major rivers and learning about their features, applying this to local river fieldwork.



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	- To create an interpretation of Alfred the Great. - To understand how Anglo-Saxon rule ended.			- To describe the journey of a cocoa bean. - To map and calculate the distance food has travelled. - To design and use the data collection methods to find where our food comes from. - To write an informative, balanced argument about where our food comes from.		
Class 4	What does the census tell us about our local area? Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning	Would you like to live in the desert? Linking to biomes, children map deserts, exploring their physical characteristics and how humans have adapted to living there.	What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using	Where does our energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.	What was the impact of World War II on the people of Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on	How could we make our local area more environmentally friendly? Carrying out an environmental fieldwork study in the local area using various data collection methods to present



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	their own historical enquiry, they research a local family or street. - To use the census to make inferences about people from the past. - To use the census to investigate how the lives of people in the past changed. - To use primary sources to find out about the working conditions of children in factories. - To recreate the thoughts and feelings of Mary Bucktrout. - To reconstruct the lives of people in a household using the census. - To compare census returns and identify continuities and changes in a household		portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times. - To use different types of evidence to interpret the character of Henry VIII. - To make deductions about Anne Boleyn from a range of primary and secondary sources. - To understand why Henry VIII had many wives. - To extract evidence from primary sources about the Royal	- To know why energy sources are important. - To understand the benefits and drawbacks of different energy sources. - To understand how a settlement has grown around an energy source. - To know how energy sources are distributed in an area. - To explain reasons for choosing an energy source. - To collect and present data on where to position a solar panel on the school grounds.	people's lives; and evaluating the effectiveness of primary sources. - To understand the causes of World War 2. - To understand how the Battle of Britain was won. - To make inferences about the Blitz using images. - To understand the emotions and experiences of children during the evacuation. - To evaluate the accuracy and reliability of sources. - To identify the impact of WW2 on women's lives.	findings and suggest improvements. Available 17.4.23
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			Progresses of Elizabeth 1. • To reconstruct a Royal Progress using a range of primary sources • To make deductions about the people in Tudor England using inventories. • To create a realistic inventory for a person living in Tudor times.			
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