



Long Term Plan – History / Geography

History – 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

Geography – 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:

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

To 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

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 Geography – key stages 1 and 2 3
- 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



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History – 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. This could include:
 - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
 - Bronze Age religion, technology and travel, for example, Stonehenge
 - Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain. This could include:
 - Julius Caesar's attempted invasion in 55-54 BC
 - the Roman Empire by AD 42 and the power of its army
 - successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, for example, Boudicca
 - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots. This could include:
 - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
 - Scots invasions from Ireland to north Britain (now Scotland)
 - Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 - Anglo-Saxon art and culture

Geography – 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:

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 Geography – key stages 1 and 2

Geographical skills and fieldwork



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| <ul style="list-style-type: none">- Christian conversion – Canterbury, Iona and Lindisfarne• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:<ul style="list-style-type: none">- Viking raids and invasion- resistance by Alfred the Great and Athelstan, first king of England- further Viking invasions and Danegeld- Anglo-Saxon laws and justice- Edward the Confessor and his death in 1066• a local history study. This could include:<ul style="list-style-type: none">- a depth study linked to one of the British areas of study listed above- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. This could include:<ul style="list-style-type: none">- the changing power of monarchs using case studies such as John, Anne and Victoria- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day- a significant turning point in British history, for example, the first railways or the Battle of Britain• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt• 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. | <ul style="list-style-type: none">• 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. |
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Long Term Plan – History / Geography

Year 1 / Year 2 / Year 3 (three year cycle)

	Autumn	Spring	Summer
Year A	<p>Where in the World?</p> <ul style="list-style-type: none"> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles name and locate the world's seven continents and five oceans <p>Rainforest</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts understand geographical similarities and differences through the study of human and physical geography of a region within South America <p>World maps – South America</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<p>Stone Age / Iron Age</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age. This could include: <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Events within living memory</p> <ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life <p>UK Maps</p> <ul style="list-style-type: none"> 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 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom (across the full year) 		



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Y1/2/3 Year B	Events beyond living memory <ul style="list-style-type: none"> 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) 	Map Makers <ul style="list-style-type: none"> 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 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 use and construct basic symbols in a key 	Local History <ul style="list-style-type: none"> significant historical events, people and places in their own locality Local History - Shropshire Evacuees <ul style="list-style-type: none"> significant historical events, people and places in their own locality
	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom (across the full year) 		



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<p>Y1/2/3 Year C</p>	<p>Lives of significant individuals – Queen Elizabeth I and Queen Victoria</p> <ul style="list-style-type: none"> 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] changes to transport the Industrial Revolution (Ironbridge and Quarry Bank Mill) 	<p>World maps – contrasting locality</p> <p>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</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 	<p>Ancient Egypt</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt
	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom (across the full year) 		



Long Term Plan – History / Geography

Year 4 / Year 5 / Year 6 (three year cycle)

	Autumn	Spring	Summer
Year A	<p>Mountains and volcanoes</p> <ul style="list-style-type: none"> physical geography, including: volcanoes and earthquakes 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) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Ancient Greece</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>OS Maps</p> <ul style="list-style-type: none"> 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots. This could include: <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne <p>Vikings</p> <ul style="list-style-type: none"> The Vikings conquering Britain and impact (reference Anglo-Saxons) The struggle for the Kingdom of England to the time of Edward the Confessor. This could include: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Edward the Confessor and his death in 1066



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Year B	Non-European Society – Maya or Benin <ul style="list-style-type: none">a non-European society that provides contrasts with British history – Mayan civilization c. AD 900 or Benin (West Africa) c. AD 900-1300	River Severn and the water cycle <ul style="list-style-type: none">physical geography, including riversuse 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 technologiesunderstand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdomuse maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedto develop an understanding of the water cycle and related vocabulary	Shropshire Local History <ul style="list-style-type: none">a local history study. This could include:<ul style="list-style-type: none">a depth study linked to one of the British areas of study listed abovea study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Turning Points <ul style="list-style-type: none">a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.<ul style="list-style-type: none">changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
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Year C	World maps – Europe <ul style="list-style-type: none">locate the world's countries, using maps to focus on Europe (including Russia), concentrating on its environmental regions, key physical and human characteristics, countries, and major citiesuse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Our European Neighbours <ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region in a European countryhuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Romans <p>The Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none">Julius Caesar's attempted invasion in 55-54 BCthe Roman Empire by AD 42 and the power of its armysuccessful invasion by Claudius and conquest, including Hadrian's WallBritish resistance, for example, Boudicca'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	Mountains, oceans, seas and the water cycle <ul style="list-style-type: none">physical geography, including mountains and the water cycleuse maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse 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
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