

Long-term plan: Geography and History

Overview (All year groups)

	Autumn 1 - Geography	Autumn 2 - History	Spring 1 - Geography	Spring 2 - History	Summer 1 - Geography	Summer 2 - History
EYFS Note: History units can be taught in any order	Exploring maps Exploring maps through discussion, story-telling, games and creative activity.	Peek into the past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.	Outdoor adventures Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.	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.	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.	Adventures through time Peek into the past
Year 1	What is it like here? Developing mapping skills by locating familiar features on aerial photographs and creating simple maps. Pupils use maps to follow routes around the school grounds and carry out an enquiry to identify ways to improve their playground. Note: Lessons 3 and 4 involve fieldwork and may take longer than one hour.	How am I making history? Investigating the past within living memory by exploring personal chronology and using photographs to ask and answer questions about the past. Pupils create simple timelines and begin to understand how their own lives fit into a sequence of events.	What is the weather like in the UK? Learning about the countries and cities of the UK and how the weather changes across the seasons. Pupils investigate weather patterns, consider how weather affects daily life and use weather maps to identify hot and cold places across the UK. Note: Lessons 2, 3 and 4 involve fieldwork and may take longer than one hour.	How have toys changed? Investigating toys from the past by sequencing artefacts, asking historical questions and examining how teddy bears have changed over time. Pupils use evidence from historical sources, explore continuity and change and consider how toys might develop in the future.	What is it like to live in Shanghai? Investigating the wider world by locating continents, oceans and countries beyond the UK, with a focus on China. Pupils compare the physical and human features of Shanghai with those of their local area and use fieldwork to collect data and create a simple map. Note: Lesson 1 involves fieldwork and may take longer than one hour.	How have explorers changed the world? Discovering how explorers have changed the world by learning about significant people and events beyond living memory. Pupils create timelines, investigate journeys of exploration and compare exploration in the past with exploration today.
Year 2	Would you prefer to live in a hot or cold place? Examining climate zones and locating hot and cold places around the world. Pupils compare the North and South Poles, Kenya and their local area, while learning the four compass points and the names and locations of the seven continents. Note: Lesson 5 involves fieldwork and may take longer than one hour.	How was school different in the past? Exploring how schools have changed over time by comparing schools today with those from the past. Pupils use a range of historical sources to identify similarities and differences and recognise aspects of school life that have remained the same.	Why is our world wonderful? Exploring the geography of the UK and the wider world by identifying key features of the UK, naming the oceans and locating them on a world map. Pupils investigate natural habitats in their local area and use fieldwork to collect, present and interpret geographical information. Note: Lesson 5 involves fieldwork and may take longer than one hour.	How did we learn to fly? Learning about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation. Pupils build their understanding of chronology while exploring how developments in flight have changed over time.	What is it like to live by the coast? Exploring coastal environments by locating the seas and oceans surrounding the UK and investigating the physical features of the Jurassic Coast. Pupils examine how people use coastal areas, conduct fieldwork on their local coast and present findings from their own geographical enquiry. Note: Lesson 5 involves fieldwork and may take longer than one hour.	What is a monarch? Examining the role of a monarch by comparing the monarchy today with the monarchy of the past. Pupils investigate how William the Conqueror became king, examine how castles helped monarchs maintain control and explore how castles changed over time.

Long-term plan: Geography and History

Overview (All year groups)

Year 3 (LKS2)	Why do people live near volcanoes? Investigating the structure of the Earth and the movement of tectonic plates by learning how mountains, volcanoes and earthquakes are formed. Pupils map the global distribution of these physical features and examine both the challenges and benefits of living in tectonically active areas, including how people respond to earthquakes and volcanic activity. Note: Lesson 6 involves fieldwork and may take longer than one hour.	British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age? Investigating life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical timeline. Pupils use archaeological evidence to learn about changes over time, answer historical questions and consider the strengths and limitations of evidence when reconstructing the life of the Amesbury Archer.	Who lives in Antarctica? Considering how location relates to climate by learning about latitude, longitude and the Earth's tilt. Pupils explore the physical features of Antarctica, examine how people adapt to working in this extreme environment and apply their mapping skills when planning an expedition inspired by Shackleton's journey. Note: Lesson 6 involves fieldwork and may take longer than one hour.	British history 2: Why did the Romans invade and settle in Britain? Exploring Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded. Pupils examine archaeological evidence, discover how Roman innovations changed everyday life and consider the lasting influence of the Romans on Britain today.	Are all settlements the same? Examining settlements and land use by comparing urban and rural environments and investigating how places change over time. Pupils identify the human and physical features of their local area and compare them with those of New Delhi to identify similarities and differences. Note: Lesson 3 involves fieldwork and may take longer than one hour.	What was important to ancient Egyptians? Learning about ancient Egypt by investigating evidence such as mummies, pyramids and the Book of the Dead. Pupils place the ancient Egyptians on a timeline, explore the importance of religion in everyday life and discover how ancient Egyptians explained the creation of the world.
Year 4 (LKS2)	Why are rainforests important to us? Examining the relationship between climate and biomes by locating the Amazon rainforest and investigating its physical features and vegetation. Pupils explore how plants and people adapt to life in the rainforest and consider the impact of human activity on this important environment locally and globally. Note: Lesson 4 involves fieldwork and may take longer than one hour.	How have children's lives changed? Examining how children's lives have changed over time by investigating leisure, health and work in the past. Pupils compare the experiences of Tudor and Victorian children, identify continuities and changes and evaluate the significance of Lord Shaftesbury's contribution to education and child labour reform.	Where does our food come from? Exploring global trade and food production by mapping the world's biomes and tracing where food imports come from. Pupils investigate fair trade with a focus on Côte d'Ivoire and cocoa production, and consider the advantages and disadvantages of sourcing food locally and globally. Note: Lesson 5 involves fieldwork and may take longer than one hour.	British history 3: What changed in Britain after the Anglo-Saxon invasion? Understanding how Britain changed after the Anglo-Saxon invasion by investigating settlement, beliefs and daily life in Anglo-Saxon England. Pupils explore the spread of Christianity, examine the impact of Viking raids and discover how Anglo-Saxon rule came to an end.	What are rivers and how are they used? Investigating how water is stored and transferred by learning about the water cycle, rivers and their features. Pupils map major rivers in the UK and around the world, examine how people use rivers and apply their knowledge through studying a local river. Note: Lesson 6 involves fieldwork and may take longer than one hour.	How did the achievements of the ancient Maya impact their society and beyond? Investigating the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life. Pupils use artefacts to make inferences, explore Maya settlements in the rainforest and discover the significance of beliefs and inventions to the Maya.
Year 5 (UKS2)	What is life like in the Alps? Investigating tourism in mountain environments by learning about the climate and features of the Alps, with a focus on Innsbruck. Pupils examine the human and physical features that attract visitors and apply their understanding by researching and mapping tourism in their local area. Note: Lesson 4 involves fieldwork and may take longer than one hour.	British history 4: Were the Vikings raiders, traders or something else? Exploring the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain. Pupils develop their chronological understanding, investigate a range of historical sources, including oral histories, and use historical enquiry to consider whether the Vikings were raiders, traders or settlers.	Why do oceans matter? Examining the importance of oceans by learning how people use and affect marine environments. Pupils investigate the Great Barrier Reef, consider the impact of pollution and plastic waste and use fieldwork to explore environmental issues in their local marine environment while identifying ways to make more sustainable choices. Note: Lesson 5 involves fieldwork and may take longer than one hour.	British history 5: What was life like in Tudor England? Investigating Tudor England by exploring portraits, progresses and other historical sources to learn about the changing role of the monarchy. Pupils examine how Henry VIII and Elizabeth I used propaganda to shape public opinion and use Tudor inventories to discover what life was like for ordinary people.	Would you like to live in the desert? Examining hot desert biomes by mapping the world's major deserts and investigating the physical features of the Mojave Desert. Pupils consider how people use desert environments and explore the environmental challenges and threats they face.	What is the legacy of the ancient Greek civilisation? Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed. Pupils examine different historical sources to learn about democracy and discover the lasting legacy of the ancient Greeks through the Olympic Games, architecture, art and theatre.
Year 6 (UKS2)	Why does population change? Examining global population patterns by investigating why some places are more densely populated than others. Pupils explore the	What can the census tell us about local areas? Examining how census records can help historians understand the past by making inferences about people's	Where does our energy come from? Investigating how natural resources and energy are used in the UK and the USA while learning	What was the impact of World War 2 on the people of Britain? Learning about the impact of World War 2 on Britain by exploring its	Can I carry out an independent fieldwork enquiry? Applying geographical enquiry skills by investigating an issue in the local area. Pupils develop their own	Unheard histories: Who should go on the £10 banknote? Considering what makes a person historically significant by

Long-term plan: **Geography** and **History**

Overview (All year groups)

	factors that influence population change and migration, and use fieldwork to consider the impact of population on their local environment. Note: Lesson 5 involves fieldwork and may take longer than one hour.	lives in different time periods. Pupils investigate Victorian jobs, the suffrage movement and the interwar years, while considering how census data has changed over time and evaluating its usefulness and limitations as a historical source. Note: In Lesson 6, pupils plan and carry out their own enquiries about who lived in their local school area.	about global time zones. Pupils compare renewable and non-renewable energy sources, consider their impact on people and the environment and carry out fieldwork to identify the best location for a solar panel on the school grounds. Note: Lesson 6 involves fieldwork and may take longer than one hour.	causes and the experiences of people during the conflict. Pupils investigate how the war affected soldiers, civilians and migrants, using sources such as photographs, propaganda posters and oral histories to understand life during this period.	enquiry question, collect and analyse data using chosen methods and present their findings and conclusions. Note: Lesson 4 involves fieldwork and may take longer than one hour. This unit could also be considered a transition project, allowing primary pupils to collaborate with secondary school pupils.	investigating why historical figures appear on banknotes. Pupils explore the criteria for significance, debate the achievements of different individuals and create a persuasive case for who should appear on a £10 note.
--	---	--	---	---	--	--