

# Combined Geography and History Long Term Plan 2024



		Autumn		Spring		Summer	
EYFS		Once Upon a Time!	Walking around the Zoo!	Travel through London	Are we there yet?	How does your garden grow?	We could be heroes!
Years 1 and 2	Route A	<p><b>My Family History</b> <i>What was life like when our grandparents were children?</i></p>	<p><b>Journey: Food Geography</b> <i>Where does our food come from?</i></p>	<p><b>Our Local Heroes History</b> <i>Who are our local heroes?</i></p>	<p><b>Our Wonderful World Geography</b> <i>What are the seven wonders of our world?</i></p>	<p><b>Great Explorers History</b> <i>Who were the greatest explorers?</i></p>	<p><b>Seasons Geography</b> <i>What are seasons?</i></p>
		<p>Through looking into what life was like for their grandparents/great grandparents, children will develop an awareness of the past and know where the people and events they study fit within a chronological framework. They will identify similarities and differences between ways of life in different periods and use a wide vocabulary of everyday historical terms. Children will ask and answer questions, choosing parts of sources to show that they know and understand key features. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>In this unit children will understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production. Children will be able to use locational and directional language (e.g. near and far) to describe the location of features and routes on a map. They will name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas. Children will have lots of opportunities to use world maps, atlases and globes to identify the UK and its countries.</p>	<p>In this unit, the children will learn about the lives of some of the most significant people in the history of their locality. Children will use common words and phrases relating to the passing of time and understand where the people they study fit within a chronological framework. Children will also ask and answer questions. They will study significant historical people and places in their own locality. Children will understand some of the ways in which we find out about the past and identify different ways in which it is represented. They will also choose parts of sources to show that they know and understand key features of events. Children will use a wide vocabulary of everyday historical terms.</p>	<p>Through the study of the wonders of the world the children will name, locate and identify characteristics of the seven continents and oceans. They will use world maps, atlases and globes. Children will understand geographical similarities and differences when studying both human and physical geography. They will identify the locations of hot and cold areas around the world. The children will be able to use basic vocabulary to refer to physical and human features. Children will develop knowledge about the world.</p>	<p>In this unit, the children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams. They will know where the people they study fit within a chronological framework. Children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will also understand some of the ways in which we find out about the past. They will identify different ways in which it is represented. Children will ask and answer questions, choosing and using sources to show that they know and understand the key features of events. They will use parts of sources to show that they know and understand key features of events.</p>	<p>Through the study of weather, the children will develop locational and place knowledge about their locality, and the UK as a whole. They will use basic subject-specific vocabulary relating to physical geography. The children will begin to use geographical skills, including first-hand observation, to enhance their locational awareness. They will be able to identify seasonal and daily weather patterns in the UK. Children will use simple fieldwork and observational skills in their school, its grounds and surroundings. They will use and construct basic symbols in a key.</p>
	Route B	<p><b>Our Local Area Geography</b> <i>What's it like where we live?</i></p>	<p><b>Bonfire Night and the Great Fire of London History</b> <i>Did the Great Fire make London a better or worse place?</i></p>	<p><b>Animals and their Habitats Geography</b> <i>Where do our favourite animals live?</i></p>	<p><b>Great Inventions: Transport History</b> <i>How did the first flight change the world?</i></p>	<p><b>People and their Communities Geography</b> <i>Where in the world do these people live?</i></p>	<p><b>Holidays History</b> <i>How have holidays changed over time?</i></p>
		<p>Children will identify the significant features (landmarks) of their local area and consider viewpoints in relation to this. They will compare journeys and landscapes and understand near/far, often/ rarely. Children will also learn about maps, map-making and symbols.</p>	<p>In this unit, the children will explore two very different events within the Stuart period, Bonfire night and the Fire of London. Children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will choose and use parts of stories and other sources that they know and understand key features of events. They will also understand some of the ways in which we find out about the past. Children will identify different ways in which it is represented. They will use a wide vocabulary of everyday historical terms. They will also know where events they study fit within a chronological framework.</p>	<p>Focusing on the homes of favourite animals to aid learning, the children will name and locate the world's seven continents and five oceans. They will explore the continents as they learn about where animals live. Children will use world maps, atlases and globes to identify countries, continents and oceans. They will be able to use simple fieldwork and observational skills.</p>	<p>In this unit, the children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future. They will develop an awareness of the past, using common words and phrases relating to the passing of time. They will also know where the people and events they study fit within a chronological framework. Children will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features. Children will also use a wide vocabulary of everyday historical terms. They will understand some of the ways in which we find out about the past. They will also identify similarities and differences between ways of life in different periods.</p>	<p>In this unit children will name and locate the world's seven continents. They will learn about the human and physical geography of a small area in several non-European countries. They will also read images, maps, atlases and globes. Children will be able to ask and answer questions. Basic geographical vocabulary will be used.</p>	<p>In this unit, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. They will learn about changes within living memory. They will understand historical concepts such as continuity and change, similarity and difference. Children will ask historically valid questions and identify similarities and differences between ways of life in different periods. They will also ask and answer questions and understand some of the ways in which we find out about the past. Children will identify different ways in which the past is represented and use a wide range of everyday historical terms. They will use parts of stories and other sources to show they know and understand key features of events. Children will use sources to show they know and understand the past and also suggest reasons why changes took place.</p>

Years 3 and 4	Route A	<p>The Stone Age <b>History</b> <i>What was new about the New Stone Age?</i></p>	<p>Earthquakes and Volcanoes <b>Geography</b> <i>How does the Earth shake, rattle and roll?</i></p>	<p>Bronze Age/Iron Age <b>History</b> <i>Which was more impressive – the Bronze Age or Iron Age?</i></p>	<p>Coasts <b>Geography</b> <i>Do we like to be beside the seaside?</i></p>	<p>Roman Britain <b>History</b> <i>What happened when the Romans came to Britain?</i></p>	<p>Our World <b>Geography</b> <i>Where on Earth are we?</i></p>
		<p>In this unit, the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. Children will use common words and phrases relating to the passing of time and develop a chronologically secure knowledge and understanding of British history. They will develop the appropriate use of historical terms, and note connections and contrasts over time. They will also construct informed responses that involve the selection of relevant historical information. Children will regularly address historically valid questions about similarity and difference. They will understand how our knowledge of the past is constructed from a range of sources and establish clear narratives within and across the periods they study.</p>	<p>In this unit the children will learn about the dynamic and ever-changing nature of the earth. They will describe and understand the key aspects of volcanoes and earthquakes. Children will understand that the distribution of earthquakes and volcanoes follows a pattern. They will also be introduced to plate tectonics. Children will learn about the volcanic hot spot, the 'Pacific Ring of Fire'.</p>	<p>In this unit, the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Children will use common words and phrases relating to the passing of time and develop a chronologically secure knowledge and understanding of British history. They will address historically valid questions about change, similarity and difference and develop the use of historical terms. They will also understand how our knowledge of the past is constructed from a range of sources. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children will also address historically valid questions about trends and significance.</p>	<p>Through the study of coasts, children will extend their knowledge and understanding beyond the local area to include more of the UK. They will name and locate (some) counties and cities of the UK. Children will also learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time. They will also understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain). Children will be able to describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety. They will consider tourism, as both an economic and a pleasurable activity. Children will think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.</p>	<p>In this unit, the children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. Children will develop a chronologically secure knowledge and understanding of British history and address historically valid questions about change, cause and significance. They will construct informed responses that involve the thoughtful selection and organisation of historical information. They will also understand how our knowledge of the past is constructed from a range of sources. Children will note connections, contrasts and trends over time and develop the appropriate use of historical terms. Children will also address and devise historically valid questions about similarity and difference.</p>	<p>In this unit children will improve their locational knowledge through identifying the position and significance of: latitude, longitude, the 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). They will also practise geographical skills through using maps, atlases, globes and digital/computer mapping (GIS) to locate features studied. Children will move onto and use the eight points of the compass to build their knowledge of the wider world.</p>
	Route B	<p>Egyptians <b>History</b> <i>How much did the Ancient Egyptians achieve?</i></p>	<p>Rivers and the Water Cycle <b>Geography</b> <i>How does the water go round and round?</i></p>	<p>Crime and Punishment <b>History</b> <i>How has Crime and Punishment changed over time?</i></p>	<p>The Americas <b>Geography</b> <i>Can you come on a Great American Road Trip?</i></p>	<p>Local History <b>History</b> <i>Why should we preserve our locality?</i></p>	<p>Climate and Weather <b>Geography</b> <i>Why is climate important?</i></p>
		<p>In this unit, the children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. Children will develop a chronologically secure knowledge and understand of British, local and world history and note connections, contrasts and trends over time. They will develop the use of historical terms and understand how our knowledge of the past is constructed from a range of sources. Children will also address and devise historically valid questions about similarity, difference and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>In this unit children will learn about the interconnected relationships of rivers and the water cycle. Children will name and locate some of the UK's and the world's most significant rivers and mountain environments. They will learn about the features of a named river (the River Thames) in the UK, from source to mouth. Children will explore how rivers and mountains are formed. They will identify some of the processes associated with rivers. Children will understand where rivers and mountains fit into the water cycle.</p>	<p>In this unit, the children will explore how and why Crime and Punishment has changed over time. Children will develop a chronologically secure knowledge and understanding of British history. They will establish clear narratives over periods of study and note connections, contrasts and trends over time and develop the use of historical terms. They will also understand how our knowledge of the past is constructed from a range of sources and address historically valid questions about continuity, and change and cause. Children will also address and devise historically valid questions about continuity and change, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Through looking at a Great American Road Trip, the children will enhance their locational and place knowledge. They will focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities. Children will understand a variety of geographical similarities and differences through looking at regions in North and South America. They will begin to associate weather/climate with landscape and environment. Children will be able to use maps, atlases, globes and digital/computer mapping (GIS). Children will build on prior learning and use the eight points of a Compass.</p>	<p>In this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. Children will use common words and phrases relating to the passing of time. They will develop a chronologically secure knowledge and understanding of British and local history and develop the appropriate use of historical terms. They will also address and devise historical valid questions about change, cause, similarity, difference and significance. Children will construct informed responses that involve selection of relevant information. They will understand how our knowledge of the past is constructed from a range of sources.</p>	<p>In this unit children will locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Children will extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations. They will be able to describe and give examples of the variety of biomes and vegetation belts. They will also use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts Children will be able to identify the world's hottest, coldest, wettest and driest locations.</p>
Years 5 and 6	Route A	<p>Anglo – Saxons <b>History</b> <i>Was the Anglo – Saxon period really a dark age?</i></p>	<p>South America: The Amazon <b>Geography</b> <i>What is life like in the Amazon?</i></p>	<p>The Vikings <b>History</b> <i>Would the Vikings do anything for money?</i></p>	<p>Journey: Trade <b>Geography</b> <i>Where does all of our stuff come from?</i></p>	<p>Journeys <b>History</b> <i>What makes people go on a journey?</i></p>	<p>Our World in the Future <b>Geography</b> <i>How will our world look in the future?</i></p>
		<p>In this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. Children will develop a chronologically secure knowledge and understanding of British and world history and develop the appropriate use of historical terms. They will understand how our knowledge of the past is constructed from a range of sources. They will also construct informed responses that involve thoughtful selection and organisation of</p>	<p>In this unit the children will learn about the diverse locality of the Amazon. They will extend their knowledge and understanding beyond their local area to include South America. Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Children will also locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities. They will understand geographical</p>	<p>In this unit, the children will learn about the Vikings, and consider the reasons why they raided and then settled in Britain. Children will develop a chronologically secure knowledge and understanding of British history and understand how our knowledge of the past is constructed from a range of sources. They will establish clear narratives within and across the periods and develop the appropriate use of historical terms. They will also address historically valid questions about cause and significance.</p>	<p>In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. Children will describe and understand key aspects of 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. They will also use maps, atlases, globes and digital/computer mapping</p>	<p>In this unit, the children will explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. The children will develop a chronologically secure knowledge and understanding of British and world history and establish clear narratives. They will address and devise historically valid questions about significance and cause and change. Children will also understand how our knowledge of</p>	<p>In this unit the children will consider the past, present and future of their local area. Children will describe and understand key aspects of: – physical geography – human geography They will learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK. Children will also use fieldwork to observe, measure, record and present features in the local area using</p>

		relevant historical information. They will note connections, contrasts and trends over time. Children will regularly address and devise historically valid questions about significance.	similarities and differences through the study of human and physical geography of a region in South America. Children will be able to describe and understand key aspects of physical and human geography. Maps, atlases, globes and digital/ Computing (GIS) mapping will be used to locate countries and describe features studied.	and construct informed responses that involve the thoughtful selection and organisation of relevant historical information. Children will note contrasts and connections over time.	(GIS) to locate countries and describe features studied.	the past is constructed from a range of sources and note connections, contrasts and trends over time.	a range of methods, including sketch maps, plans and graphs, and digital technologies (GIS).
<b>Route B</b>	<b>Mayans History Why should we remember the Maya?</b>	<b>Study of the Alpine Region Geography Where should we go on holiday?</b>	<b>Ancient Greeks History What did the Greeks do for us?</b>	<b>Changes in our Local Environment Geography How is our county changing?</b>	<b>The Impact of War History Did WWI or WWII have the biggest impact on our locality?</b>	<b>Protecting the Environment Geography Are we damaging our world?</b>	
	In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. They will establish clear narratives within and across periods they study. They will also regularly address historically valid questions about similarity and difference and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources. Children will note connections, contrasts and trends over time. Children will also develop the appropriate use of historical terms and address and devise historically valid questions about change, cause and significance.	Focusing on diverse Alpine regions, children will use maps to focus on countries, cities and regions in Europe. They will be taught to understand a region of another European country. They will be taught to understand some of the physical and human processes that shape a region. Children will extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.	In this unit, the children will learn about aspects of political, social and cultural Ancient Greek life. The children will develop the use of historical terms and address and devise historically valid questions. They will understand how our knowledge of the past is constructed from a range of sources. They will also construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children will continue to develop a chronologically secure knowledge and understanding of world history and consistently answer and ask historically valid questions about similarity and difference.	Focusing on our local areas, children will name and locate counties and cities of the UK. They will also identify 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. Children will also understand geographical similarities and differences through the study of human and physical geography of a region of the UK. They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Children will use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. Children will 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 (GIS).	In this unit, the children will research and compare the impact of the First and Second World Wars on their locality. The children will develop a chronologically secure knowledge and understanding of British, local and world history. They will also address and devise historically valid questions about change, cause and significance. Children will understand how our knowledge of the past is constructed from a range of sources and note connections, contrasts and trends. They will also construct informed responses that involve thoughtful selection and organisation of historical information and develop the use of appropriate historical terms.	In this unit the children will focus on the damage to the environment and what can be done to fix it. They will describe and understand key aspects of the distribution of natural resources including energy, minerals and water. Children will use maps, atlases and globes to locate countries and describe features studied. They will also use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world. Children will 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.	