

Geography/History Long Term Plan 2021/22

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Rec	<p align="center">Past and Present</p> <p><i>*Begin to make sense of their own life-story and family's history - talking about self and family.</i></p> <p><i>*Begin to comment on images of familiar situations in the past - objects in the home.</i></p>	<p align="center">Past and Present</p> <p><i>*Begin to comment on images of familiar situations in the past (family celebrations).</i></p>	<p align="center">Past and Present</p> <p><i>*Comment on images of familiar situations in the past - ordering events.</i></p>	<p align="center">Past and Present</p> <p><i>*Comment on and order images of familiar situations in the past - talk about changes.</i></p> <p><i>*Compare and contrast characters from stories, including figures from the past.</i></p>	<p align="center">Past and Present</p> <p><i>*Talk about similarities and differences in the past when talking about dinosaurs.</i></p> <p><i>*Compare and contrast characters from stories, including figures from the past e.g. Queen's Jubilee.</i></p>	<p align="center">Past and Present</p> <p><i>*Talk about similarities and differences over their life time - baby, toddler start school, move to Y1.</i></p> <p><i>*Explore holidays from the past - family and our own.</i></p>
	<p align="center">People, Culture & Communities</p> <p><i>*Begin to recognise that people have different beliefs and celebrate special times in different ways e.g. Judaism.</i></p>	<p align="center">People, Culture & Communities</p> <p><i>*Begin to recognise that people have different beliefs and celebrate special times in different ways e.g. Diwali, Hannukah, Christmas.</i></p>	<p align="center">People, Culture & Communities</p> <p><i>*Recognise that people have different beliefs and celebrate special times in different ways e.g. Chinese New Year.</i></p>		<p align="center">People, Culture & Communities</p> <p><i>* Explore the Muslim faith and recognise that people have different beliefs and celebrate special times in different ways.</i></p>	
Year 1	<p align="center">Where is my school, St Oswald's?</p> <p><i>Use maps to identify the UK; use simple compass points</i></p>	<p align="center">Why do we celebrate Bonfire Night?</p> <p><i>Events beyond living memory that are significant nationally</i></p>	<p align="center">How has shopping changed since my grandparents were young?</p> <p><i>Events within living memory</i></p>	<p align="center">What would Horrid Henry find exciting about Warrington?</p> <p><i>Use basic geographical vocabulary to refer to: key physical features and key human features</i></p>	<p align="center">What's the weather?</p> <p><i>Identify seasonal and daily weather patterns in the UK</i></p>	<p align="center">Would Sunny like to live in the North Pole?</p> <p><i>Identify seasonal and daily weather patterns and the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p>
Year 2	<p align="center">Who was to blame for the Great Fire of London?</p> <p><i>Events beyond living memory that are significant nationally</i></p>	<p align="center">Where do I live? Countries and capital cities of the UK.</p> <p><i>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding area</i></p>	<p align="center">Who is a real-life hero? From Christopher Columbus-Neil Armstrong-Tim Peake</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p>	<p align="center">Why is our planet blue?</p> <p><i>Name and locate the world's seven continents and five oceans</i></p>	<p align="center">What's special about South Africa?</p> <p><i>Understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country</i></p>	<p align="center">Why do we love to be beside the seaside?</p> <p><i>Significant historical events, people and places in their own locality</i></p>
Year 3	<p align="center">Who first lived in Britain?</p> <p><i>Changes in Britain from the Stone Age to the Iron</i></p>	<p align="center">What makes the Earth angry?</p>	<p align="center">Who were the first super-heroes?</p>	<p align="center">How can we re-discover the wonders of Ancient Egypt?</p>	<p align="center">Why don't we have a lollipop lady anymore?</p>	<p align="center">Why do so many people go to the Mediterranean for their holiday?</p>

	<i>Age (including the Bronze Age)</i>	<i>Describe and understand key aspects of physical geography including volcanoes and earthquakes</i>	<i>Achievements of the earliest civilisations-Ancient Sumer; the Indus Valley; The Shang Dynasty of Ancient China</i>	<i>Achievements of the earliest civilisations-Ancient Egypt</i>	<i>Describe and understand key aspects of human geography including: types of settlement and land use</i>	<i>Geographical regions identifying their human and physical features: some capitals, mountain and rivers</i>
Year 4	<p>Has Greece always been in news? <i>Ancient Greece a study of Greek life and achievements and their influence on the western world</i></p>	<p>Where would you choose to build a city? <i>Understand geographical similarities and differences through the study of human and physical geography of Warrington and Venice</i></p>	<p>Why were the Romans so powerful? <i>Roman Empire and its impact on Britain</i></p>	<p>Why is Chester a cool place to live? <i>Human and physical characteristics, key topographical features (hills, rivers, mountains, coasts) and land use patterns and understand how these have changed over time</i></p>	<p>What did we learn from the Romans? <i>Legacy and achievements of the Roman Empire and its impact on Britain</i></p>	<p>Will you ever see the water you drink again? <i>Describe and understand key aspects of physical geography including the water cycle</i></p>
Year 5	<p>Were the Anglo-Saxons really smashing? <i>Britain's early settlement by Anglo-Saxons and Scots</i></p> <p>Were the Vikings always victorious and vicious? <i>The Vikings and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Name and locate counties and cities of the UK and how some aspects have changed over time (place names)</i></p>	<p>Who were the Mayans and what have we learned from them? <i>Non-European society that provides contrast with British History Mayan Civilisation (900AD)</i></p>	<p>What's so special about North America? <i>Locate the world's countries N. America (e.g. Mayan Peninsula) concentrating on their environmental regions, key physical and human characteristics, countries and major cities</i></p>	<p>Why should the rainforest be important to all of us? <i>Locate the world's countries South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities</i></p> <p><i>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts</i></p>		

<p>Year 6</p>	<p>Geographical skills and fieldwork <i>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</i></p>	<p>Who were the early law makers? <i>Study of an aspect or theme in British History (crime and punishment) that extends pupils' chronologic knowledge from Anglo-Saxons to present</i></p>	<p>Why does the Mersey no longer flood? <i>Describe and understand key aspects of physical geography including climate zones and rivers 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</i></p>	<p>What happened in the 20th Century? <i>Study an aspect in British History that extends pupils' chronological knowledge beyond 1066. Changes in an aspect of social history (leisure and entertainment)</i></p>	<p>What significant historical events have happened in our local area? <i>A local history study (any time since 1066) RAF Burtonwood</i></p>	<p>I'm a Year 6 pupil; can you get me out of here! Where would you like to go in Canada? <i>Mapping, 6 figure grid references, compass points, human and physical features of the local area</i></p>
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Topics must be taught in this order. The objectives (in italics) are statutory and can be found in the DfE History and Geography programmes of study. Throughout the geography curriculum you must use maps, atlases and globes as well as ongoing fieldwork. Seasonal weather patterns should be studied throughout the year. If you need any further information or support please speak with Gail Furness Geography Lead or Siobhan Crook History Lead.