

Multiple year Long term planning for History and Geography

History periods / locations and geography topics we need to cover in KS1 & KS2 curriculum (remembering we have half of KS2)

Progression map of Key Concepts in History and Geography

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2021/2022	<p>School theme: Asia: China & Japan Understanding chronology. Shang Dynasty / looking at technology (casting Bronze), developing writing and society structure (housing, clothing and jobs).</p> <p>How do we know about the past? Archaeology focus.</p>	<p>English Queens: Elizabeth I and II Continuing with chronology. KS1 Changes between 1500s and today, KS2 changes over time: royal fashion, art/portraits, changing power of monarchs)</p> <p>How do we know about the past? Looking at / evaluating historical evidence and using inference.</p> <p>Mini project: Link to James B Graham rescue centenary 1922-2022 (Lizzie Porter lifeboat on Holy Island). Working with HI Archives to investigate what happened during this rescue.</p>	<p>School theme: Northumberland (Lindisfarne gospels link). Chronology continued. Local study: Anglo-Saxons / Christian conversion. Link with English Heritage planned refurbish of Lindisfarne Priory offer.</p> <p>How do we know about the past? Consolidating historical and archaeological evidence.</p> <p>Spiral into following Autumn term: Visit to see the Lindisfarne Gospels when they come to Newcastle and music workshop based on the music at the time of the Gospels.</p>			
	<p>Using evidence signposts: Extracting information from sources to make simple claims about the past. Begin to draw inference from sources.</p> <p>Continuity and change signposts: Compare and contrast between two points in time Begin to identify change over time (Chinese writing changes, technology changes affect what you would expect to find from different periods of pre-history and history).</p>	<p>Using evidence signposts: Draw inference from sources Begin to evaluate sources for usefulness and reliability.</p> <p>Continuity and change signposts: Compare and contrast between two points in time Identify change over time Interweaving continuity and change – identify different types of change.</p> <p>Significance (mini project link): Discuss impact of event and how it led to changes beyond personal experience (lifeboats)</p>	<p>Using evidence signposts: Cross reference sources Evaluate sources.</p> <p>Continuity and change signposts: Identify change over time Identify areas of continuity.</p> <p>Cause and consequence signposts: Identify / explain multiple causes of an event. Understand causal links Begin to consider a ‘web of causation’ to explore connections and links to events.</p> <p>Significance signposts: Discuss impact of event and how it led to changes beyond personal experience Begin to identify significance criteria.</p>			

	<p>School theme: Asia: China & Japan Locate China and Japan on a map, identifying key features including area of Shang Dynasty and importance of Yellow River.</p> <p>Using world, continent and country maps, incl. longitude and latitude etc and time zones.</p> <p>Different climate / vegetation / landscapes in China. Evaluation of areas for holiday destinations and advice given as to what to expect / what to bring.</p>	<p>English Queens: England and UK, countries that make up UK, cities etc. Changes in settlements (size of London vs now) and transport.</p> <p>Mini project: Link to James B Graham rescue centenary 1922-2022 (Lizzie Porter lifeboat on Holy Island). Includes an understanding of the geography of the Island (lifeboat launched from the south to reach the northern rocks, awareness of tides (hence the difficulty of launching and the need for the women to help).</p>	<p>Northumberland: counties and cities of the UK / changes over time from Gospel times.</p> <p>Compare in retrospect with other places we have studied this year: China / Japan</p> <p>Opportunity for fieldwork exploring Holy Island (land use, transport and change over time) Link to ‘decision making’ KS1: re-design of ‘Discovery Centre’ and KS2: exploring and considering solutions to traffic issue on Holy Island.</p>
	<p>Location and place signposts: Influence of location - give examples of the way in which places are affected by location. Locational patterns – explain places which share similar locations may share common characteristics. (<i>link to animal adaptation to habitat in Science</i>)</p>	<p>Location and place signposts: Influence of location - give examples. Use absolute and relative locational language.</p> <p>Cause and effect signposts: Understand that events can have multiple causes (link to lifeboat rescue and cause of the shipwreck).</p> <p>Change signposts: Compare and contrast between two fixed points Identify change over time.</p>	<p>Location and place signposts: Influence of location - give examples. Locational patterns – looking at physical/religious location (Iona & Holy Island) A sense of place – describe how places have buildings, people, traditions, landscapes etc that shape how people feel about them (Holy Island focus).</p> <p>Cause and effect signposts: Multifactor – explain how each cause/effect contributes or results from an event. Begin to see how factors interconnect (links and webs)</p> <p>Change signposts: Identify developments over time and space (physical and human environments). Begin to consider different types of change.</p> <p>Decision making signposts: Choice within immediate environment Choice beyond immediate environment Consider suitability of solutions Begin to consider different values and perspectives.</p>

	<p>School theme: Farming and Food Iron Age – beginning of farming contrast to Stone/Bronze ages through to modern day methods (incl Sumer origins of farming in middle east and local farming) .</p> <p>How do we know about the past? Archaeology for pre-history and then historical sources (Farming museum)</p>	<p>School theme: Ancient Greece – study of Greek life and achievements, beliefs, art and sciences and their influence on the Western World (including democracy and philosophy).</p> <p>How do we know about the past? Archaeology focus.</p>	<p>People who are dedicated to Service (rescue services, NHS, politicians, civil rights)</p> <p>Significant persons: Grace Darling (<i>link to lifeboat rescue – HI centenary last year</i>) Charles, 2nd Lord Grey (democracy / anti-slavery spiral)</p> <p>How do we know about the past? Evaluating historical sources.</p>	<p>Theme: Mayans Explore civilisation – link to writing (China last year), art, culture and agriculture – including chocolate.</p> <p>How do we know about the past? Consolidating historical and archaeological evidence</p>
2022/2023	<p>Using evidence signposts: Extracting information from sources to make simple claims about the past. Begin to draw inference from sources.</p> <p>Continuity and change signposts: Begin to identify change over time and place. Interweaving continuity and change – identify different types of change.</p> <p>Cause and consequence signposts: Identify / explain multiple causes of an event.</p> <p>Significance: Explain significance of the impact of the rise of farming (older children touch on specialisation / enabling cities) Identify significance criteria</p>	<p>Using evidence signposts: Extracting information from sources to make simple claims about the past. Draw inference from sources.</p> <p>Continuity and change signposts: Compare and contrast between two points in time Identify change over time Interweaving continuity and change – identify different types of change.</p>	<p>Using evidence signposts: Draw inference from sources Evaluate sources for reliability.</p> <p>Continuity and change signposts: Identify change over time Identify areas of continuity.</p> <p>Significance: Discuss impact of event and how it led to changes beyond personal experience</p>	<p>Using evidence signposts: Cross reference sources Evaluate sources.</p> <p>Cause and consequence signposts: Identify / explain multiple causes of an event. Understand causal links Begin to consider a ‘web of causation’ to explore connections and links to events.</p>

	<p>Farming and Food: Land use / impact of weather and seasons Environmental issues relating to food packaging / food miles. Where does our food come from? <i>Link decision making on environmental awareness to RE (stewardship) eco-schools and science work.</i></p> <p>Working with world maps, digital maps and globes. Time zones, latitude and longitude.</p> <p>Opportunity for fieldwork exploring Lowick area land use and settlement pattern. How is our food produced?</p>	<p>Greece: Map work / digital mapping investigation of Greece today. Comparison of region (weather, land features, islands and land use)</p> <p>Different climate / vegetation / landscapes in Greece and compare with UK.</p> <p>Evaluation of areas for holiday destinations and advice given as to what to expect / what to bring (younger children); or</p> <p>Exploring and evaluating good house / building designs for the climate (older children) comparing with houses around the world, including the UK. <i>Spiral from previous work done on housing around the world in 2020/21.</i></p>	<p>Mayans: Where was the Mayan empire? Explore region on map – <i>link to earlier work on world maps</i>, expand to explore climate zones, terrain, biomes, travel and transport links.</p> <p>Understanding terrain and climate in America (Mexico / Belize / Guatemala) linked to settlements and buildings. <i>Link to earlier work on holiday destination / housing choices.</i></p> <p>Consider decline of Mayans and possible geographical reasons why (overpopulation / drought etc).</p> <p><i>Link to farming work earlier in the year and investigate Mayan agriculture.</i></p>
	<p>Location and place signposts: Influence of location - give examples of the way in which places are affected by location. A sense of place – how Lowick has buildings, people traditions, landscapes that shape how people feel about it.</p> <p>Change signposts: Compare and contrast between two fixed points Identify change over time.</p> <p>Decision making signposts: (food miles) Choice within immediate environment Choice beyond immediate environment Consider suitability of solutions Begin to consider different values and perspectives.</p>	<p>Location and place signposts: Influence of location - give examples. Locational patterns – looking at common characteristics / understanding that similarity and difference in place and space occur because of physical, economic, religious or political location.</p> <p>Change signposts: Compare and contrast between two fixed points Identify change over time.</p> <p>Decision making signposts: Choice within immediate environment Choice beyond immediate environment Consider suitability of solutions</p>	<p>Location and place signposts: Influence of location - give examples of the way in which places are affected by locational factors – physical, climatic or economic.</p> <p>Change signposts: Identify developments over time and space (physical and human environments). Begin to consider different types of change.</p> <p>Cause and effect signposts: Understand that events can have multiple causes and effects Multifactor – explain how each cause/effect contributes or results from an event. Begin to see how factors interconnect (links and webs)</p>