

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)

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), 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>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. Using world maps, incl. longitude and latitude etc and time zones. Different climate / vegetation / landscapes in China.</p>		<p>English Queens: England and UK, countries that make up UK, cities etc. Changes in settlements (size of London vs now) and transport. 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 and change over time)</p>	
2022/2023	<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>School theme: Ancient Greece – study of Greek life and achievements and their influence on the Western World (incl democracy)</p>		<p>Theme: People who are dedicated to Service Significant persons: Grace Darling Charles, 2nd Lord Grey (democracy / anti-slavery spiral)</p>	<p>Theme: Mayans</p>
	<p>Farming: Land use / impact of weather and seasons Opportunity for fieldwork exploring Lowick area.</p>		<p>Greece: Map work. Comparison of region (weather, land features and land use)</p>		<p>Mayans: find region on map. Understanding terrain and climate in America (Mexico / Belize / Guatemala)</p>	

2023/2024	London Changes through time / Great Fire of London	Theme: Ice explorers (Hamilton trust topic) Include local people: George Murray Levick (on Scott's expedition) and Conrad Dickinson		The beginning of the kingdom of England: (AD927 united as the Kingdom of England by King Æthelstan)
	London: our capital cities in the UK	Ice explorers: the poles and cold places		Beginning of the Kingdom of England: maps of England then and now. Compare old divisions with modern counties.
2024/2025	That's Entertainment: history of theatre and cinema. Amphitheatres to Hollywood.		Theme: famous mathematicians (Hamilton trust topic – Lovelace & Turing)	Invaders Timeline from early times but main focus on Anglo Saxon settlement / Viking invasions & Danegeld D & E
	That's Entertainment: Hollywood, California – climate and resources, land use, earthquakes	Coasts and Islands Physical (formation) and human (trade and work)		Vikings / Danegeld: climate change forcing settlement movement Compare Britain with Denmark.
2025/2026	Russia – stories and culture (significant person Kirill Sokolov: A Russian Painter in Northumberland – include iron curtain and it opening up)		Mayans	The Borders – local history including settlement by the Scots and unification as UK
	Russia – climate, biomes, physical and human	Volcanoes	Mayans: find region on map. Understanding terrain and climate	The Borders – local geography (spiral to compare with Russia earlier in the year)

Early years connections for History:

Understanding the World	Key Skills, knowledge and understanding	Linked Early Learning Goals
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters • Talk about past and present events in their own lives and in the lives of family members • Extend their vocabulary in relation to history • Find out about people and places • Ask and answer 'how' and 'why' questions in response to stories or events • Use non fiction books and web search engines to find out information 	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

<p>widening children’s vocabulary will support later reading comprehension.</p>	<ul style="list-style-type: none"> • Record their thinking, using marks they can interpret and explain • Explore similarities and differences, patterns and changes over time • Develop their understanding of growth, decay and changes over time • Question why things happen and give explanations • Find out about themselves and others, their families, communities and traditions • Discuss and describe special times or events for themselves, their family or friends 	<ul style="list-style-type: none"> • Anticipate where appropriate key events in stories • Use and understand recently introduced vocabulary during discussions about non-fiction and during role play <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during who le class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding
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Early Years connections for Geography:

Understanding the World	Key Skills, knowledge and understanding	Linked Early Learning Goals
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like and dislike. • Use appropriate vocabulary to make distinctions in their observations and to express opinions. • Express opinions on natural and built environments and hear different points of view on the quality of the environment. • Find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Notice and discuss patterns around them • Identify seasonal patterns focusing on plants and animals. • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world • Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons • Explore the natural world around them, making observations and drawing pictures of animals and plants • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps

- Examine change over time.
- Answer open ended questions, such as “How can we...?” or “What would happen if...?”

Checker against KS1 history expectations in national curriculum.

Changes within living memory	Events beyond living memory which are significant nationally or globally (i.e. Great Fire of London, first flight, events commemorated by festivals)	Lives of significant individuals who have contributed to national and international achievements (some should be used to compare aspects of life in different periods)	Significant historical events, people and places in their own locality
X (writing)	X (writing of the gospels)	X (service / writing)	X (service) X (writing of gospels)
X (farming)	X (monarchy – jubilee)	X (monarchy – Queens Elizabeth I & II)	
X (London) X (ice explorers)	X (London)	X (ice explorers)	X (ice explorers)
X (entertainment)	X (Invaders)	X (entertainment)	X (Invaders)
X (Russia – end of iron curtain)	X (Borders)	X (Russia)	X (Borders)

Checker against KS2 history expectations in national curriculum

Britain Stone age - Iron age	Roman Empire and impact on Britain	British settlement by Anglo-Saxons & Scots	Viking and Anglo Saxon struggle for Kingdom of England	Local history study	Aspect or theme of British history beyond 1066	Earliest civilisations (one of Sumer, Indus, Egypt, Shang)	Ancient Greece	Non-European society contrast with Britain c900 (Islamic / Mayan / Benin)
Y5: Stone – iron age	Y6: Romans				Y5: WW1 Y6: leisure / WW2	Y5: Egypt		Y6: Benin
		X (Christianity)		XX(service/gospels)	XX (writing /service)	X (Sh)		X (Mayans)
X (farming)				X (farming)	X (monarchy)	X (Su)	X (Greece)	
X (London)	X (London)	X (Kingdom)	X (Kingdom)		X (ice explorers) X (London)			
		X (Invaders)	X (invaders)	X (Invaders)			X (Entertainment)	X (Mayans)
	X (Borders – wall)	X (Borders)		X (Borders)	X (maths)			

Checker against KS1 and KS2 geography expectations in the national curriculum

<i>Locational knowledge</i>			<i>Place knowledge</i>			<i>Physical</i>	<i>Human</i>	<i>Skills</i>
Name and locate 7 continents and 5 oceans.	Name and identify characteristics of four countries and capital cities of UK	Locate hot and cold areas of the world in relation to the equator and the poles	Geographical similarities (physical & human) of small area of UK and small area of non-European country			ID seasonal and daily weather patterns in UK. Know vocab: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation & season	Know vocab: city, town, village, factory, farm, house, office, port, harbour and shop	Use world maps, atlases to ID UK countries and simple compass directions (NSEW) and directional language (near, far etc)
Locate the world's countries – using maps to focus on Europe (incl Russia) & North & South America	Name and locate counties and cities of UK	Longitude, latitude, equator, hemispheres, tropics, Arctic and Antarctic & time zones	Geographical similarities and differences of a region of UK...	...and region in a European country	...and a region within N or S America	climate, biomes, rivers, mountains, volcanoes, earthquakes and water cycle.	Settlements & land use, trade, natural resources	Fieldwork and skills – using maps, atlases, compass points, observing, measuring and recording.
			<i>Y5: British Isles</i>	<i>Y5: Italy</i>	<i>Y6: Brazil</i>	<i>Y5: rivers Y6: mountains</i>		<i>Y6: Tweedlands</i>
X (Asia) X (Mayans)	X (N'land)	X (Asia)	X (N'land)		X (Mayans)	X (Asia)		X (spiralling)
X (Greece)	X (Queens)	X (spiralling)	X (Farming)	X (Greece)		X (Farming)	X (Farming)	X (spiralling)
X (Ice explorers)	X (Kingdom)	X (Ice explorers)					X (Kingdom)	X (spiralling)
X (Mayans)	X (Invaders)	X (Invaders)		X (Invaders)	X (Hollywood) X (Mayans)	X (Hollywood) X (Coasts)	X (Coasts)	X (spiralling)
X (Russia)	X (Borders)	X (Russia)	X (Borders)	X (Russia)		X (Russia)	X (Volcanoes)	X (spiralling)