

History and Geography Long Term Plan: notes to staff

The long term plan is based on the National Curriculum using the 'Voyagers' resources from Rising Stars and Hamilton Trust plans. Teachers are encouraged to source additional materials to supplement their medium planning, particularly surrounding the local area. The plan works on a two year cycle so what gets taught this year will get taught again in two years' time. As year 1/2, 3/4 and year 5/6 will be completing the same unit at the same time, opportunities can be taken to plan together (allowing for progression across the year groups) and share resources.

Teachers can be creative about how they teach the knowledge and skills, possibly having whole class 'Theme Days', school trips and visitors coming to school.

Wherever possible Geography Skills can also be pulled out of History units to ensure complete coverage of the curriculum. **Where one unit is shown in bold this represents that this unit is the larger of units in that term and may require a larger proportion of the time.** Possible trip/ experiences are shown in brown, by exposing all children to these experiences we can be sure that they all have points of reference around which to build their knowledge and skills. Staff are encouraged to plan trips towards the start of topics to increase the value of these experiences. As a staff we try to identify where children could be at a disadvantage due to a lack of prior experience and plan appropriate activities in order to help to bridge this gap.

It is the class teacher's responsibility to adapt planning with reference to SEN children's individual IEP targets. With these children, in particular, care should be taken to assess their history and geography knowledge and skills separate from their area of difficulty (whilst continuing to be supported to meet their IEP targets).

History and Geography Long Term Plan – Key Stage 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|--|--|
| Year 1 and 2 (Year A 2019-2020, 2021-2022) | We are Britain (H) -Hamilton | Famous for more than 5 minutes (Monarchs) (H) -Hamilton Kenilworth Castle | Explorers (H) -Voyagers (Who were the greatest explorers) -Voyagers (What are the 7 wonders of the world- G) | Animals around the world (G) -Voyagers (Where do different animals live?) All Things Wild/ Cotswold Wildlife Park | Seasides in the past (H) (BBC) VE Day celebrations 8th May Bosworth water park/ Weston Super Mare | Coastline in England (G) Olympic/ Japan week |
| Year 1 and 2 (Year B 2020-2021, 2022-2023) | Fire, Fire: Fire of London (H) Coughton Court Black History Month (October) | Guy Fawkes, Gunpowder Plot (H) -Voyagers (Why do we remember the 5 th November?) Whole School World War 1 (Hamilton- yr 3/4 WW1 unit)/ Early Islamic Civilization (Hamilton) week (H) | What is it like where we live? (G) -Hamilton (Our school and Local area) -Voyagers (What is it like where we live) Village studies | Weather Experts (G) -Hamilton | Galapagos, Oceans and Seas (G) -Hamilton (Oceans and Seas) | Changes in Living Memory (H) -Hamilton -Voyagers (What was life like when our grandparents were children) Whole school Tudor week (focus on local area) G and H. Local Area/ Fieldwork studies day (G) |

Progression in History Skills:

- supported research (shared and guided reading, comprehension tasks, some independent reading opportunities as appropriate).
- develop critical thinking (remembering and understanding).
- identifying and talking about historical evidence.
- sequencing events on simple timelines and use of everyday time language.

Progression in Geography Skills:

- supported data collection and communication through experiences of fieldwork.
- be exposed to and begin to interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- communicate geographical information in a variety of ways including plans, sketch maps, keys, labels, pictograms and block graphs plus writing at length.
- supported access of information texts as appropriate (shared and guided reading, comprehension tasks, some independent reading opportunities as appropriate).

History and Geography Long Term Plan – Lower Key Stage 2

| YEAR A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|--|---|--|
| Year 3 and 4 (Year A 2019-2020, 2021-2022) | Volcanoes and Earthquakes (G) -Voyagers (Can the Earth shake, rattle and roll?) One day- creative education, outreach workshop | Modern Europe (H)- Hamilton | Victorians (H) (Historical Association, BBC) Black Country Museum/ Worcestershire County Museum at Hartlebury Castle | Water Cycle/ Is the Climate Cool? (G) -Voyagers Think Tank (water cycle) | Ancient Egyptians (H) -Voyagers (How much did the Ancient Egyptians achieve?) VE Day celebrations 8 th May (2020) Outreach workshop | Ancient Egyptians (H) -Hamilton (Earliest Civilisations- Ancient Egyptians) Olympic/ Japan week (2020) Local Area/ Fieldwork studies day (G) |
| Year 3 and 4 (Year B 2020-2021, 2022-2023) | Where on Earth are we – reading maps, why do we have day and night? (G) -Voyagers Whole School World War 1 (Hamilton- yr 3/4 WW1 unit)/ Early Islamic Civilization (Hamilton) week (H) | Rainforests (G) -Voyagers (What is it like in the Amazon yr 5/6) Cadbury's World | Stone Age and Iron Age (H) -Voyagers (What was new about the new stone age?) Outreach workshop | Iron and Bronze Age (H) -Voyagers (How unpleasant were the bronze and iron ages?) -Hamilton (Stone Age to Iron Age Britain) | Romans (G) -Voyagers (What happened when the Romans came?) -Hamilton (Romans in Britain- yr 3/4). Wroxeter Roman City Chedworth Roman Villa Wall Roman Site | Local history (Tudors) (H) Whole school Tudor week (focus on local area) G and H. Local Area/ Fieldwork studies day (G) Shakespeare's Schoolroom Tudor World and Shakespeare |

Progression in History skills:

-guided and moving towards independent research (comprehension activities, guided reading, looking at case studies, directed to websites to use for research, use of primary and secondary sources).

--Develop critical thinking (remembering, understanding, moving on to applying and analysing).

-Identify and compare historical evidence.

-Sequencing of events on timelines, reading of dates and use of a wider range of time language.

Progression in Geography skills:

-Group and independent collection of data through experiences of fieldwork.

-Guided analysis and communication of findings that deepen their understanding of geographical processes.

-with guidance access and interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.

-communicate geographical information in a variety of ways including plans, sketch maps, keys, labels/ captions, bar graphs plus writing at length.

-develop use of digital technologies to enhance fieldwork and presentation of data.

-guided and moving towards independent access of information texts and online sources (comprehension activities, guided reading, looking at case studies, directed to websites to use for research, use of primary and secondary sources).

History and Geography Long Term Plan – Upper Key Stage 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|--|---|
| <p>Year 5 and 6 (Year A 2019-2020, 2021-2022) Kingswood Residential coastal studies (NB children not attending to complete coastal study).</p> | <p>World War 2 Home front - Hamilton (H) -Voyagers (How did WW2 impact our local area?) -Hamilton (WW2 A child's eye view from the home front- yr 3/4)</p> | <p>World War 2 War in Europe – Hamilton (H) -Hamilton (WW2 in Europe and the Battle of Britain). Winchcombe Train Station</p> | <p>Ancient Greece (H) -Voyagers (Why should we thank the Ancient Greeks?) -Hamilton (Ancient Greece) Outreach workshop Altra Drama</p> | <p>Communication through time (H) -Voyagers (How has communication changed over time?)</p> | <p>How things change over time and look different in the future (G) -Voyagers (How will our world look in the future? Are we changing our world?) VE Day celebrations 8th May</p> | <p>People and Places (G) -Hamilton Olympic/ Japan week Local Area/ Fieldwork studies day (G)</p> |
| <p>Year 5 and 6 (Year B 2020-2021, 2022-2023) Kingswood Residential river studies (NB children not attending to complete river study).</p> | <p>Earth Matters (G) -Hamilton Whole School World War 1 (Hamilton- yr 3/4 WW1 unit)/ Early Islamic Civilization (Hamilton) week (H)</p> | <p>Rivers and mountains (G) -Hamilton (Mountains, rivers and coasts). Kingswood</p> | <p>Saxons and Vikings (H) -Voyagers (What impact did the Anglo Saxons have?) -Hamilton (Invaders and settlers: Anglo Saxons). Compton Verney</p> | <p>Saxons and Vikings (H) -Voyagers (Would the Vikings do anything for money?- yr 3/4) -Hamilton (Invaders and settlers: Vikings) Viking/ Anglo-Saxon workshop for schools UK</p> | <p>Local trade links – where do our things come from? (G) -Voyagers</p> | <p>Mayan Civilization (H) -Voyagers (Why do we remember the Maya?) -Hamilton (Maya) Whole school Tudor week (focus on local area) G and H. Local Area/ Fieldwork studies day (G)</p> |

Progression in History skills:

- independent research (children to select some of the reading material to include evaluating validity of websites and primary and secondary sources of evidence).
- Develop critical thinking (remembering, understanding, applying, analysing, evaluating and creating).
- Identifying, comparing evidence and move towards perspective and judgment.
- Create timelines and use these to support establishing clear narratives within and across the periods they study.

Progression in Geography skills:

-collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

-with increasing independence access and interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.

-communicate geographical information in a variety of ways including plans, sketch maps, keys, labels/ captions, line graphs, scatter graphs plus writing at length.

-independently use digital technologies to enhance fieldwork and presentation of data.

-independent access of information texts and online sources (comprehension activities, guided reading, looking at case studies, directed to websites to use for research, use of primary and secondary sources).