Subject: Humanities: Geography & History **Long Term Curriculum Plan**

	Autumn Term	Spring Term	Summer Term
EYFS	**GEOGRAPHY:** **Exploring maps** ELG: Understanding the World – People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World – The Natural World • 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. All About Me & my local area Season focus Autumn Nocturnal animals/Hibernation (Owl Babies) Planting September/October (tulips & daffodils) for Spring bloom (The Tiny Seed & Skip through the Seasons) **HISTORY:** **Special events** ELG: Understanding the World – Past and Present • Understand the past through settings, characters, and events encountered in books read in class and storytelling.	**GEOGRAPHY:** **Outdoor adventures** ELG: Understanding the World – People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: Understanding the World – The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. New Year People who help us (Superheroes) Season focus- Spring Planting – Potatoes, carrots & parsnips (Oliver's Vegetables) **HISTORY:** **Peek in the past** Early learning goals ELG: Understanding the World – Past and Present • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	**GEOGRAPHY:** **Around the world** ELG: Understanding the World – People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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. ELG: Understanding the World – The Natural World • 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. Life Cycles Bug hotels Season focus- Summer **HISTORY:** **Adventures through time** ELG: Understanding the World – Past and Present • Understand the past through settings, characters, and events encountered in books read in class and storytelling.

	Remembrance Fireworks and Guy Faulks	Past and present photos Baby photos Old and new toys	My family My achievements Pictures through time

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	**GEOGRAPHY:** **What is it like here?** Where in the world are we? Can you name 3 features on an aerial photo? What country are we in? Do we live in a village, town or city? Can you name where we live? **NC**: Human and physical **PL:** Exploring maps	**HISTORY:** **How am I making history?** What is my history? How can I find out more about myself? How are special events remembered? What was it like for children in the past? How am I making history? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** Adventures through time	**HISTORY:** **How have toys changed?** Did your parents play with the same toys? What are the Similar and differences with past and present toys? How have teddy bears changed over time? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** How am I making history?	**GEOGRAPHY:** **What is the weather like in the UK?** Where is the UK? What are the compass directions? Is the weather the same everywhere in the UK? **NC:** Locational knowledge, Human and physical **PL:** What is it like here?	**HISTORY:** **How have explorers changed the world?** What is an explorer? Where have they travelled and when? Who was Christopher Columbus and Matthew Henderson? How has exploring changed? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** How have toys changed?	**GEOGRAPHY:** **What is it like to live in Shanghai?** Can you map our local area? Where in the world is China? What is Shanghai like? How is Shanghai different from our area? **NC**: Locational knowledge, Place knowledge, Human and physical **PL:** What is the weather like in the UK?

Year 2	**GEOGRAPHY:** **Why is our world wonderful?** What are some of the UK's and the worlds amazing landmarks? Where are the oceans? Why are natural habitats special and how can we look after them? **NC:** Locational knowledge, Human and physical and Geographical skills-field work **PL:** Would you prefer to live in a hot or cold place?	**HISTORY:** **How am I making history?** What is my history? How can I find out more about myself? How are special events remembered? What was it like for children in the past? How am I making history? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** Adventures through time	**HISTORY:** **How have toys changed?** Did your parents play with the same toys? What are the Similar and differences with past and present toys? How have teddy bears changed over time? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** How am I making history?	**GEOGRAPHY:** **What is it like to live by the coast?** Where are the seas and oceans surrounding the UK? What is the coast? What are the features of a Jurassic coast? How do people use our local coast? **NC:** Locational knowledge, Human and physical, Geographical skills-field work **PL:** Why is our world wonderful?	**HISTORY:** **How did we learn to fly?** Who are the Wright brothers? When was their first flight? Who is Bessie Coleman and Amelia Earhart and why are they significant? Why was the moon landing so special? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** How was school different in the past?	**GEOGRAPHY:** **What is it like to live in Shanghai?** Can you map our local area? Where in the world is China? What is Shanghai like? How is Shanghai different from our area? **NC**: Locational knowledge, Place knowledge, Human and physical **PL:** What is the weather like in the UK?

NC: National Curriculum links

PL: Previous learning

Autumn half term project - Geography

Spring half term project – History

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	**GEOGRAPHY:** **Why do people live near volcanoes?** How is the Earth constructed? Why and where do we get volcanoes? What are the effects of an eruption? What are earthquakes and where do we get them? **NC:** Locational knowledge, Place knowledge, Human and physical, Geographical skills-field work **PL:** Why is our world wonderful?	**HISTORY:** **Would you prefer to live in the stone age, bronze age or Iron age?** How long ago did prehistoric man live? What does Skara Brae tell us about life in the stone age? What is the bronze age man? What was the impact of the bronze in prehistoric Britain? How did trade change lives in the Iron age? What changed between the Stone age and Iron age? NC: Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** How am I making history?	**HISTORY:** **Why did the Romans invade and settle in Britain?** What was it like living in ancient Rome? Whys did they invade and settle in Britain? How did the Britons respond to the invasion? Why was the Roman army so successful? What was the Roman legacy in Britain? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** Would you prefer to live in the stone age, bronze age or Iron age?	**GEOGRAPHY:** **Who lives in Antarctica?** Where and who lives in Antarctica? What is climate? Who was Shackleton? **NC:** Locational knowledge, Human and physical, Geographical skills-field work **PL:** Would you prefer to live in a hot or cold place?	**HISTORY:** **What was important to the Ancient Egyptians?** Where and when did the first civilisations appear? Why was the River Nile so important? what did people in Ancient Egypt believed happened after death? Who ruled Ancient Egypt and what happened when they died? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** Would you prefer to live in the stone age, bronze age or Iron age?	**GEOGRAPHY:** **Are all settlements the same?** What is a settlement? Can you explain the location of features in my local area? How has my local area changed over time? Hoe does land in New Delhi compare with my local area? **NC:** Locational knowledge, Place knowledge, Human and physical, Geographical skills-field work **PL:** What is it like to live by the coast?

Year 4	**GEOGRAPHY:** **Why do people live near volcanoes?** How is the Earth constructed? Why and where do we get volcanoes? What are the effects of an eruption? What are earthquakes and where do we get them? **NC:** Locational knowledge, Place knowledge, Human and physical, Geographical skills-field work **PL:** Why is our world wonderful?	**HISTORY:** **What changed in Britain after the Anglo-Saxon invasion?** Who were the Anglo-Saxons and the Scots? What did the settlements look like? How did Christianity arrive in Britain? Was King Alfred really great? How did the Anglo-Saxons rule end? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** Why did the Romans invade and settle in Britain?	**HISTORY:** **How did the achievements of the ancient Maya impact their society and beyond?** How did they settle in a rainforest? How important was chocolate to the ancient Maya? What did they believe? What do remains tell us about the Maya cities? What caused the decline of the cities? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** What was importance to the Ancient Egyptians?	**GEOGRAPHY:** **What are rivers and how are they used?** What is the water cycle? How is a river formed? Where can we find rivers? How are rivers used? **NC:** Locational knowledge, Human and physical, Geographical skills-field work **PL:** What is it like to live by the coast?	**HISTORY:** **What was important to the Ancient Egyptians?** Where and when did the first civilisations appear? Why was the River Nile so important? what did people in Ancient Egypt believed happened after death? Who ruled Ancient Egypt and what happened when they died? **NC:** Topic knowledge, Chronological awareness, Substantive (abstract) concepts, Historical enquiry, Disciplinary concepts **PL:** Would you prefer to live in the stone age, bronze age or Iron age?	**GEOGRAPHY:** **Are all settlements the same?** What is a settlement? Can you explain the location of features in my local area? How has my local area changed over time? Hoe does land in New Delhi compare with my local area? **NC:** Locational knowledge, Place knowledge, Human and physical, Geographical skills-field work **PL:** What is it like to live by the coast?

NC: National Curriculum links

PL: Previous learning

Autumn half term project – History

Spring half term project – Geography