

HISTORY AND GEOGRAPHY LONG TERM PLANNING OVERVIEW			
Cycles A and B	Autumn	Spring	Summer
Y3/4 Sep 2021	<i>Cavemen and Creatures</i> (Stone Age to the Iron Age) <i>Including animals</i>	<i>Villainous or Valiant?</i> Anglo-Saxons/Vikings- Main focus – Anglo-Saxons	<i>Around the world in 80 days</i> <i>Sustainability</i>
Y3/4 Sep 2022	<i>Under the Canopy</i> <i>The Maya, Rivers and Rainforests</i> (Amazon)	<i>Who Let the Gods Out?</i> Ancient Greeks	<i>When in Rome...</i> – The Roman impact on Britain
Y5/6 Sep 2021	<i>Tudor Tales</i> (including a focus on Shakespeare)	The New World Vive La France	<i>Children of the Revolution</i> Victorians and how Scunthorpe has changed (including food and farming)
Y5/6 Sep 2022	Once Upon a Planet <i>including Space</i>	<i>'Welcome to the Himalayas'</i> Himalayas and India	WWII <i>'Bombs and Blackberries'</i> <i>Including gardening links</i>

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	Autumn	Spring	Summer
Cycle A	Stone Age/Iron Age – Animals	Villainous or Valliant Anglo-Saxons - focus Vikings	Around the World in 80 Days
	<p>Interpreting History</p> <ul style="list-style-type: none"> Be aware that different versions of the past may exist and begin to suggest reasons for this. <p>Continuity and Change</p> <ul style="list-style-type: none"> Describe and begin to make links between main events, situations and changes within and across different periods and societies <p>Similarities and Differences</p> <ul style="list-style-type: none"> Describe some of the similarities and differences between different periods e.g. social, belief, local and individual. <p>Significance</p> <ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations. 	<p>Interpreting History</p> <ul style="list-style-type: none"> Be aware that different versions of the past may exist and begin to suggest reasons for this. <p>Continuity and Change</p> <ul style="list-style-type: none"> Describe and begin to make links between main events, situations and changes within different periods. <p>Causes and Consequences</p> <ul style="list-style-type: none"> Identify and give reasons for historical events and changes. Identify some of the results of historical events and changes <p>Similarities and Differences</p> <ul style="list-style-type: none"> Describe some of the similarities and differences between different periods e.g. social, belief, local and individual. 	<p>Pupils should extend their knowledge and understanding beyond the local area to include Europe.</p> <p>Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>Geographical skills and mapwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Human and physical geography</p>

	<p>National Curriculum coverage: Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age. This may include:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers • Bronze Age religion, technology and Travel • Iron Age hill forts: tribal kingdoms, farming, art and culture. 	<p>Significance</p> <ul style="list-style-type: none"> • Identify and begin to describe historically significant events in situations. <p>National Curriculum coverage: Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: Britain's settlement by the Anglo-Saxons. This may include:</p> <ul style="list-style-type: none"> • Anglo-Saxon invasion, settlements and kingdoms: place names and village life. • Anglo-Saxon art and culture • Christian Conversion – Canterbury, Iona and Lindisfarne. 	<ul style="list-style-type: none"> • describe and understand key aspects of: • physical geography, including: vegetation belts, • human geography, including: the distribution of natural resources including energy, food, minerals and water.
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Cycle B	<p>Under the Canopy</p> <p>The Maya</p>	<p>Who Let the Gods Out?</p> <p>Greeks</p>	<p>When in Rome...</p> <p>Romans impact on Britain</p>
	<p>Interpreting History</p> <ul style="list-style-type: none"> • Be aware that different versions of the past may exist and begin to suggest reasons for this. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within different periods. <p>Causes and Consequences</p> <ul style="list-style-type: none"> • Identify and give reasons for historical events and changes. • Identify some of the results of historical events and changes <p>Similarities and Differences</p>	<p>Interpreting History</p> <ul style="list-style-type: none"> • Be aware that different versions of the past may exist and begin to suggest reasons for this. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within and across different periods and societies. <p>Similarities and Differences</p> <ul style="list-style-type: none"> • Describe some of the similarities and differences between different periods e.g. social, belief, local and individual. <p>Significance</p>	<p>Interpreting History</p> <ul style="list-style-type: none"> • Be aware that different versions of the past may exist and begin to suggest reasons for this. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within different periods and societies. <p>Causes and Consequences</p> <ul style="list-style-type: none"> • Identify and give reasons for historical events, situations and changes.

	<ul style="list-style-type: none"> Describe some of the similarities and differences between different periods e.g social, belief, local and individual. <p>Significance</p> <ul style="list-style-type: none"> Identify and begin to describe historically significant events in situations. <p>National Curriculum coverage: Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: A non-European society that provides contrast with British history – Maya civilisation.</p> <p>Human and physical geography</p>	<ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations. <p>National Curriculum coverage: Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: The Roman Empire and its impact on Britain This may include:</p> <ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54BC. The Roman Empire by AD42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian’s Wall. British resistance e.g. Boudica 	<ul style="list-style-type: none"> Identify some of the results of historical events, situations and changes <p>Similarities and Differences</p> <ul style="list-style-type: none"> Describe some of the similarities and differences between different periods e.g. social, belief, local and individual. <p>Significance</p> <ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations. <p>National Curriculum coverage: Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British and world history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: The achievements of the earliest civilisations - an overview of where and</p>
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	<ul style="list-style-type: none"> ▪ describe and understand key aspects of: ▪ physical geography, including: rivers, mountains and the water cycle ▪ human geography, including: types of settlement and land use, economic activity including trade links <p>Geographical skills and mapwork:</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate river 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) <p>Pupils should extend their knowledge and understanding beyond the local area to include North and South America.</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America.</p>	<p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>	<p>when the first civilisations appeared and an indepth study of:</p> <ul style="list-style-type: none"> • Ancient Egypt • Ancient Greece - a study of Greek life and achievements and their influence on the western world.
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Cycle A	Tudor Tales Explore Medieval History first Reformation of the Church	The New World America Study & Early Settlers Vive la France France Study & French Revolution	Children of the Revolution Victorians and The Industrial Revolution (Local Study)
	<p>Interpreting History</p> <ul style="list-style-type: none"> Be aware that different versions of the past may exist and begin to suggest reasons for this. <p>Continuity and Change</p> <ul style="list-style-type: none"> Describe and begin to make links between main events, situations and changes within and across different periods and societies. <p>Causes and Consequences</p> <ul style="list-style-type: none"> Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes <p>Significance</p> <ul style="list-style-type: none"> Identify and begin to describe historically significant people and events. 	<p>Interpreting History</p> <ul style="list-style-type: none"> Understand that the past is represented and interpreted in different ways and give reasons for this. <p>Continuity and Change</p> <ul style="list-style-type: none"> Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies. <p>Causes and Consequences</p> <ul style="list-style-type: none"> Begin to offer explanations about why people in the past acted the way they did. <p>Similarities and Differences</p> <ul style="list-style-type: none"> Show understanding of some of the similarities and differences between different periods e.g social, belief, local, individual <p>Significance</p>	<p>Interpreting History</p> <ul style="list-style-type: none"> Understand that the past is represented and interpreted in different ways and give reasons for this. <p>Continuity and Change</p> <ul style="list-style-type: none"> Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies. <p>Causes and Consequences</p> <ul style="list-style-type: none"> Begin to offer explanations about why people in the past acted the way they did. <p>Similarities and Differences</p> <ul style="list-style-type: none"> Show understanding of some of the similarities and differences between different periods e.g social, belief, local, individual

	<p>National Curriculum coverage: Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066. This may include:</p> <ul style="list-style-type: none"> • Changes in an aspect of social history from the Anglo-Saxons to the present. 	<ul style="list-style-type: none"> • Give reasons why some events, people or developments are seen as more significant than others. <p>Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Geographical skills and mapwork:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate Africa 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 wider world. 	<p>Significance</p> <ul style="list-style-type: none"> • Give reasons why some events, people or developments are seen as more significant than others. <p>National Curriculum coverage: Upper Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: A local history study.</p> <ul style="list-style-type: none"> • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
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	<ul style="list-style-type: none"> • A significant turning point in British history. 		<ul style="list-style-type: none"> • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Cycle B	Once Upon a Planet	Welcome to the Himalayas	Bombs and Blackberries
	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts <p>Geographical skills and mapwork:</p> <ul style="list-style-type: none"> • 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 wider world 	<p>Pupils should extend their knowledge and understanding beyond the local area.</p> <p>Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography.</p> <p>Geographical skills and mapwork:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate India 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 the wider world <p>Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>	<p>Interpreting History</p> <ul style="list-style-type: none"> • Be aware that different versions of the past may exist and begin to suggest reasons for this. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within different periods. <p>Causes and Consequences</p> <ul style="list-style-type: none"> • Identify and give reasons for historical events, situations and changes. • Identify some of the results of historical events, situations and changes <p>Similarities and Differences</p> <ul style="list-style-type: none"> • Describe some of the similarities and differences between different periods e.g social, belief, local and individual. <p>Significance</p>

		<p>Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Physical geography:</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, and the water cycle <p>Geographical skills and mapwork:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate and describe features studied 	<ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations. <p>National Curriculum coverage: Lower Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British and world history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause and significance. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066. This may include:</p> <ul style="list-style-type: none"> Changes in an aspect of social history from the Anglo-Saxons to the present. <p>A significant turning point in British history.</p>
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