



Endsleigh Holy Child VC Academy

History and Geography long term curriculum plan

KS2

Key stage 2 – Cycle A

	Autumn 1 WW II	Autumn 2 Locational Knowledge	Spring 1 Anglo-Saxons	Spring 2 Vikings	Summer 1 Greeks	Summer 2 Place Knowledge
LKS2	How did the War affect people at home in England? <ul style="list-style-type: none"> What different roles did people have for the war effort at home? What were the different roles of people within the war effort on the front line? What are the key events of the Battle of Britain? What was the use of vehicles and artillery in the war effort? 	Where is the furthest you've travelled? <ul style="list-style-type: none"> How many countries and cities can you name within the United Kingdom? What are geographical regions what are their human and physical characteristics? Are there any hills and mountains in the UK? Do all rivers lead to the sea? How is the land used? 	What was being an Anglo Saxon like? (Focus: Anglo-Saxon invasions, settlements and kingdoms: place names and village life) <ul style="list-style-type: none"> When did the Anglo-Saxons live? Where did they live and are those places still here today? What was it like to be an Anglo Saxon? (everyday life) Who were the warriors of the Anglo Saxons? 	Who were the Vikings? <ul style="list-style-type: none"> Where did the Vikings invade? Who were the Vikings and where did they come from? Why did the Vikings invade Britain? How did the Vikings get around? Focus - long ships 	How did the Ancient Greek relax? (Focus: Life as an Ancient Greek) <ul style="list-style-type: none"> What did the Ancient Greeks wear? What did they play with? What was music and art like in Ancient Greek times? What stories did they tell their children and who was Aesop? 	Would you rather live in England or Spain? <ul style="list-style-type: none"> Where in the world are England and Spain? (Locate a Yorkshire and Catalonia) What is the weather and food like in these areas? What is the landscape like in these countries? (human/physical features) Where would you rather live?
4/5	How did World War II effect Hull? Local history study <ul style="list-style-type: none"> How did the war effect local families? How did daily life change during the war? How was the local industry effected by the war? Which families were effect? (Research local families of soldiers who fought and died in the war) 	Is there a bridge in every city? <ul style="list-style-type: none"> How many countries and cities can you name within the United Kingdom? What are geographical regions what are their human and physical characteristics? Are there any hills and mountains in the UK? Do all rivers lead to the sea? How is the land used? Year 5 – Are we the only Island in the world? <ul style="list-style-type: none"> Do we live near the sea? Do we live on an island? What are the properties of an Island? 	What did Anglo Saxons do to relax? (Focus: Anglo-Saxon art and culture) <ul style="list-style-type: none"> What stories did the Anglo Saxons tell? What music did they listen to? Riddle me this! What was art like during the Anglo-Saxon period? 	What was it like to be a Viking? <ul style="list-style-type: none"> What did the Vikings eat and drink? What did the Vikings wear? What was Viking weaponry like? Who were the Viking Gods? What are runes? 	What can we learn from the Ancient Greeks? (Focus: Education and democracy) <ul style="list-style-type: none"> What did people learn in school and what were they like? Who were the great thinkers of Ancient Greece? What is democracy? (current day) What did Democracy look like in Ancient Greece? 	Would you rather live in Scotland or Canada? <ul style="list-style-type: none"> Where in the world are Scotland and Canada? What is the weather and food like in these areas? What is the landscape like in these countries? (human/physical features) How do people pass time in these countries? (sport, pastimes, traditions etc) Where would you rather live?
UKS2	How did World War II effect Hull? Local history study <ul style="list-style-type: none"> Why was Hull a target during the war? (focus on fishing industry / docks in Hull were a target in the war and explain the reasons why) Who was evacuated and where did they go? What was it like to be an evacuee or host family? What is propaganda? How was propaganda used to support the war effort? How did woman support the War effort and how much did propaganda influence this? 	Where on Earth are, we? <ul style="list-style-type: none"> How many countries do you know and what are their major cities? (focus on Europe (including Russia) and North and South America) What are these counties like? (concentrating on their environmental regions, key physical and human characteristics) How is the earth made up? (Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones) 	Where did Christianity come from in Britain? (Focus: Christian conversion – Canterbury, Iona and Lindisfarne) <ul style="list-style-type: none"> When did the Anglo Saxons become Christians? Where is Canterbury and what happened there? Where is Iona and what happened there? Where is Lindisfarne and what happened there? 	Who ruled the Vikings? <ul style="list-style-type: none"> Who are the famous Vikings? What was law and justice like in Viking Britain? Did the Vikings and British rulers negotiate 	Where did the Olympics start? (Focus: The Ancient Olympics) <ul style="list-style-type: none"> What was the Olympic games? What happened at the first Olympics and who is Zeus? What games did they have which we still use today? How did they celebrate the end of the games? 	Would you rather live in Northern Ireland or Ecuador? <ul style="list-style-type: none"> Where in the world are Northern Ireland and Ecuador? What is the weather and food like in these areas? What is the landscape like in these countries? (human/physical features) How do people pass time in these countries? (sport, pastimes, traditions etc) Where would you rather live?
Outcome	LKS2 - Re-enact key events and write a report about it. 4/5 - Book of fact files UKS2 - Propaganda	Non-chronological reports – publish into a book?	LKS2 - Day in the life of a warrior 4/5 - Art installation - Invite parents UKS2 - Information leaflet about different places and events there.	Performance to KS1 – Each year group to show what they have learnt.	LKS2 - Greek music / dancing session 4/5 – Greek style election UKS2 - Mini Olympics of traditional sports	Create presentations to compare the two different countries.
Trips	<ul style="list-style-type: none"> Hull Heritage Learning – <ul style="list-style-type: none"> Hull at War Food for thought: On the ration A child's war: Evacuation Home Front 		<ul style="list-style-type: none"> Hull Heritage Learning – <ul style="list-style-type: none"> Saxons and Vikings: The Battle for Britain 	<ul style="list-style-type: none"> Hull Heritage Learning – <ul style="list-style-type: none"> Saxons and Vikings: The Battle for Britain 		



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English Maths Skills	Place value – ordering dates, time lines	<ul style="list-style-type: none">• Co-ordinates• Compass / direction• Angles / turns• Scales – temperature• Negative numbers	Place value – ordering dates, time lines	Place value – ordering dates, time lines	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Co-ordinates• Compass / direction• Angles / turns• Scales – temperature• Negative numbers
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Key stage 2 – cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Changes in Britain from Stone Age- Iron Age	Romans	Human and Physical Geography	Non-European civilisation - Mayan	Ancient Egypt	Geographical Skills
LKS2	Did people worship other things? (Focus: Bronze age religion, technology and travel e.g. Stonehenge) <ul style="list-style-type: none">• What and where is Stonehenge?• What did people believe?• Why did people worship the sun and water?• What was Jewellery like during the Bronze Age?	Who was Boudicca and did she smell nice? <ul style="list-style-type: none">• What were Roman baths like?• What were the different amenities they contained and the role they played in society?• Who was Queen Boudicca?• What changes did Boudicca bring and what are the different perspectives of them?	Can bananas grow in England? <ul style="list-style-type: none">• Does every country have the same weather as England? (Climate zones, biomes)• Why is it important to have different biomes and climates? (focus on animals and plants in different climate zones)• How do all plants get enough to drink? (water cycle)• Does it only need rain water? (volcanoes)• Do countries move? (earthquakes)	Where in the world did the Mayan's live? (Focus: Mayans and their Art work.) <ul style="list-style-type: none">• When do we know the Mayan's lived?• How do we know about the Mayans?• Where did the Mayans live?• What was Mayan art work like?• What was life like for a Mayan child?• Did the Mayan's like music?• What did the Mayan's wear and eat?	Where would you like to live? <ul style="list-style-type: none">• What is the different way Ancient Egyptians lived and worked? ·• What was daily life like for many ancient Egyptian people?• What was important to people during ancient Egyptian times? (Make links between living near the River Nile for transport links, food, water, good soil and Science water cycle.)	Do treasure maps really work? <ul style="list-style-type: none">• What would a bird's eye view of school look like? (Compare maps with aerial photos)• How would you get from school to church? (Follow a route on a map; locate places using a range of maps)• How big is Hull and what treasures are there? (4 figure compasses; letter/number co-ordinates, symbols and keys)• What might you see around our school? (use fieldwork to observe, measure, record and present the human and physical features in the local area)• How would you find a pirate's treasure? (route to another country in Europe, use maps, atlases, globes and digital/computer mapping to locate countries, 4 figure compasses: letter/number co-ordinates, symbols and keys)
4/5	Where in the world is Skara Brae? (Focus: Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae) <ul style="list-style-type: none">• Where is Skara Brae and what was it like there?• How was society and life different to now?• What were farms like during this time?	Why were the Romans so powerful and what have we learnt from them? <ul style="list-style-type: none">• Who were Julius Caesar and Claudius and were they success in their invasions?• How did the Roman empire spread?• Why did the Romans build new roads in Britain?• Where did the main roads run from and to and how the roads were made?	How do climate zones affect their locality? Compare and contrast UK with America (East and West) <ul style="list-style-type: none">• How does time differ? (Locational Knowledge)• Are the climates the same? (Climate zones, biomes)• How is the weather different from East-West? (earthquakes, tornadoes, volcanoes)• How is land used? (human geography – types of settlements, land use) – E.g. Las Vegas Deserts.	What did the Mayan's believe? <ul style="list-style-type: none">• What did the Mayan's believe about creation?• Who were the Hero Twins?• Who were the Kings and God's of the Maya?	How many gods are there? <ul style="list-style-type: none">• What was the importance of Gods and Goddesses in the daily lives of the Ancient Egyptians?• What were the powers of the different Gods?	Is a Sat Nav reliable? <ul style="list-style-type: none">• What would a bird's eye view of ***** look like? (Compare maps with aerial photos)• How would you get from **** to *****? (Follow a route on a map; locate places using a range of maps)• How big is **** and what treasures are there? (8 figure compasses, 6 figure grid reference map using symbols and a key, OS map symbols)• How would you get to **(place in Hull) and how might you see there? (use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.)

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	<p><u>Who first lived in Britain?</u></p> <p>(Focus: Iron Age hill forts: tribal kingdoms, farming, art and culture)</p> <ul style="list-style-type: none">Where did people live during the Iron Age?What, why and where were hillforts?What was life like in the Iron Age?What was art like?	<p><u>Can a wall keep people out?</u></p> <ul style="list-style-type: none">Who was Emperor Hadrian?How and why did Emperor Hadrian built a wall and what was it like? <p><u>What do Romans believe?</u></p> <ul style="list-style-type: none">What religious beliefs did the Romans have?Which gods and goddesses did Romans worship?	<p><u>Would you rather live near a river or near a forest?</u></p> <ul style="list-style-type: none">What are the common features you notice when locating all of Europe's/Britain's biggest cities? (Types of settlement and land use)Why do you think rivers were important to the location of major cities?What do you know about rivers?Why is the transport system very important in major cities? (Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.)	<p><u>What did Mayans do all day?</u></p> <p>(Focus: Farming and trade)</p> <ul style="list-style-type: none">What did the Mayan's trade?How did the Maya transport goods?Where did they travel?How did the Mayan's farm the land?What food did the Mayan's farm or hunt?Did the Mayan's like chocolate?	<p><u>Are you ever too old to write?</u></p> <ul style="list-style-type: none">How did Egyptian communicate?Why are hieroglyphics significant?What happened after you died?How did the Egyptians preserve bodies?Who discovered the tomb of Tutankhamun?Who was Tutankhamun was and why it was a significant discovery?	<p><u>How far can you get with a compass?</u></p> <ul style="list-style-type: none">What would a bird's eye view of ***** look like? (Compare maps with aerial photos)How would you get from ***** to *****? (Follow a route on a map; locate places using a range of maps)How big is ***** and what treasures are there? (8 figure compasses, 6 figure grid reference map using symbols and a key, OS map symbols)How would you get to *(place in Hull) and how might you see there? (use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.)
Outcome		LKS2 - Make a Perfume for Boudicca 4/5 – Roman road with facts UKS2 - Art display – Wall with reports on bricks	LKS2 - Travel brochure – journey of a banana 4/5 - UKS2 - Class debate – House of Commons style.	Museum – each class to display their work / information Invite parents	LKS2 - A day in the life of an Egyptian 4/5 – Battle of the Gods – who will win? UKS2 - Persuasive writing – Egyptian ruler	Make maps for an orienteering challenge - SMC link?
Trips	<ul style="list-style-type: none">Hull Heritage Learning –<ul style="list-style-type: none">Enter the Bronze Age!Enter the Stone Age!Enter the Iron Age!	<ul style="list-style-type: none">Hull Heritage Learning –<ul style="list-style-type: none">Hands on Roman EvidenceShop 'til you drop – Roman Style	<ul style="list-style-type: none">		<ul style="list-style-type: none">Hull Heritage Learning –<ul style="list-style-type: none">Discover Egyptian WritingMummifications! <p>Every Object Tells a Story</p>	
English Maths Skills	<ul style="list-style-type: none">	<ul style="list-style-type: none">Place value – ordering dates, time lines	<ul style="list-style-type: none">Co-ordinatesCompass / directionAngles / turnsScales – temperatureNegative numbers	<ul style="list-style-type: none">Place value – ordering dates, time lines	<ul style="list-style-type: none">Place value – ordering dates, time lines	<ul style="list-style-type: none">Co-ordinatesCompass / directionAngles / turnsScales – temperatureNegative numbers



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National Curriculum



Statements from the national curriculum broken down into year group progression:

Geography:

	LKS2	Class 4/5	UKS2
Skills	<p>Y3</p> <ul style="list-style-type: none">Use the correct geographical words to describe a place.Use some basic Ordnance Survey map symbols.Use grid references on a map.Explain the different between the British Isles, Great Britain and the United Kingdom.Find at least 6 cities in the UK on a map.Name and locate some of the main islands that surround the United Kingdom.Name the areas of the origin of the main ethnic groups in the United Kingdom and in our school. <p>Y4</p> <ul style="list-style-type: none">Use the correct geographical words to describe a place.Use some basic Ordnance Survey map symbols.Use grid references on a map.Explain the different between the British Isles, Great Britain and the United Kingdom.Find at least 6 cities in the UK on a map.Name and locate some of the main islands that surround the United Kingdom.Name the areas of the origin of the main ethnic groups in the United Kingdom and in our school.	<p>Y4</p> <ul style="list-style-type: none">Use the correct geographical words to describe a place.Use some basic Ordnance Survey map symbols.Use grid references on a map.Explain the different between the British Isles, Great Britain and the United Kingdom.Find at least 6 cities in the UK on a map.Name and locate some of the main islands that surround the United Kingdom.Name the areas of the origin of the main ethnic groups in the United Kingdom and in our school. <p>Y5</p> <ul style="list-style-type: none">Plan a journey to a place to a place in another part of the word, taking account of distance and time.Locate the Tropic of Cancer and Tropic of CapricornName a number of countries in the northern hemisphere.Name and locate the capital cities of neighbouring European countries.Explain how a location fits into its wider geographical location with reference to human and economical features.	<p>Y5</p> <ul style="list-style-type: none">Plan a journey to a place to a place in another part of the word, taking account of distance and time.Locate the Tropic of Cancer and Tropic of CapricornName a number of countries in the northern hemisphere.Name and locate the capital cities of neighbouring European countries.Explain how a location fits into its wider <p>Y6</p> <ul style="list-style-type: none">I can use Ordnance Survey symbols and 6 figure grid references.Answer questions by using a map.Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.Describe how some places are similar and dissimilar in relation to their human and physical features.Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.Explain how time zones work and calculate time difference around the world.
Making Maps	<p>Y3</p> <ul style="list-style-type: none">Make a map of a short route with features in current order.Create a simple scale drawing.Use standard symbols, and understand the importance of a key. <p>Y4</p> <ul style="list-style-type: none">Recognise and use OS map symbols, including completion of a key and understanding why it is importantDraw a sketch map from a high viewpoint	<p>Y4</p> <ul style="list-style-type: none">Recognise and use OS map symbols, including completion of a key and understanding why it is importantDraw a sketch map from a high viewpoint <p>Y5</p> <ul style="list-style-type: none">Draw a variety of thematic maps based on their own dataDraw a sketch map using symbols and a keyUse and recognise OS map symbols regularly	<p>Y5</p> <ul style="list-style-type: none">Draw a variety of thematic maps based on their own dataDraw a sketch map using symbols and a keyUse and recognise OS map symbols regularly <p>Y6</p> <ul style="list-style-type: none">Draw plans of increasing complexityBegin to use and recognise atlas symbols
Using geographical equipment	<p>Y3</p> <ul style="list-style-type: none">Follow a route on a map with some accuracy.Locate places using a range of maps including OS & digital.Use 4-point compasses and letter/number co-ordinates to identify features on a map. <p>Y4</p> <ul style="list-style-type: none">Follow a route on a large-scale mapLocate places on a range of maps (variety of scales)Identify features on an aerial photograph, digital or computer mapBegin to use an 8-point compass and four figure grid references to identify features on a map	<p>Y4</p> <ul style="list-style-type: none">Follow a route on a large-scale mapLocate places on a range of maps (variety of scales)Identify features on an aerial photograph, digital or computer mapBegin to use an 8-point compass and four figure grid references to identify features on a map <p>Y5</p> <ul style="list-style-type: none">Compare maps with aerial photographsSelect a map for a specific purposeBegin to use atlases to find out other information (e.g. temperature)Find and recognise places on maps of different scalesUse 8 figure compasses, begin to use 6 figure grid references.	<p>Y5</p> <ul style="list-style-type: none">Compare maps with aerial photographsSelect a map for a specific purposeBegin to use atlases to find out other information (e.g. temperature)Find and recognise places on maps of different scalesUse 8 figure compasses, begin to use 6 figure grid references. <p>Y6</p> <ul style="list-style-type: none">Follow a short route on an OS mapDescribe the features shown on an OS mapUse atlases to find out data about other placesUse 8 figure compass and 6 figure grid reference accuratelyUse lines of longitude and latitude on maps
Map Knowledge	<p>Y3</p> <ul style="list-style-type: none">Locate the UK on a variety of different scale maps.Name and locate the counties and cities of the UK. <p>Y4</p> <ul style="list-style-type: none">Locate the world's countries, focus on North & South America	<p>Y4</p> <ul style="list-style-type: none">Locate the world's countries, focus on North & South America <p>Y5</p> <ul style="list-style-type: none">Locate Europe on a large-scale map or globe,Name and locate countries in Europe (including Russia) and their capitals citiesIdentify the position and significance of lines of longitude & latitude	<p>Y5</p> <ul style="list-style-type: none">Locate Europe on a large-scale map or globe,Name and locate countries in Europe (including Russia) and their capitals citiesIdentify the position and significance of lines of longitude & latitude. <p>Y6</p> <ul style="list-style-type: none">Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

History:

	Curriculum statement	Year 3	Year 4	Year 5	Year 6
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History and Geography Long Term Plan



Chronological understanding	<p>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.</p>	<ul style="list-style-type: none">Place the time studied on a time lineUse dates and terms related to the study unit and passing of timeSequence several events or artefacts	<ul style="list-style-type: none">Place events from period studied on time lineUse terms related to the period and begin to date eventsUnderstand more complex terms e.g. BC/AD	<ul style="list-style-type: none">Know and sequence key events of time studiedUse relevant terms and period labelsMake comparisons between different times in the past	<ul style="list-style-type: none">Place current study on time line in relation to other studiesUse relevant dates and termsSequence up to 10 events on a timeline
Range and depth of historical	<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<ul style="list-style-type: none">Find out about everyday lives of people in time studiedCompare with our life todayIdentify reasons for and results of people's actionsUnderstand why people may have wanted to do something	<ul style="list-style-type: none">Use evidence to reconstruct life in time studiedIdentify key features and events of time studiedLook for links and effects in time studiedOffer a reasonable explanation for some events	<ul style="list-style-type: none">Study different aspects of different people - differences between men and womenExamine causes and results of great events and the impact on peopleCompare life in early and late 'times' studied· Compare an aspect of life with the same aspect in another period	<ul style="list-style-type: none">Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelingsCompare beliefs and behaviour with another time studiedWrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanationKnow key dates, characters and events of time studied
Interpretations of history	<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<ul style="list-style-type: none">Identify and give reasons for different ways in which the past is representedDistinguish between different sources – compare different versions of the same storyLook at representations of the period – museum, cartoons etc	<ul style="list-style-type: none">Look at the evidence availableBegin to evaluate the usefulness of different sourcesUse text books and historical knowledge	<ul style="list-style-type: none">Compare accounts of events from different sources – fact or fictionOffer some reasons for different versions of events	<ul style="list-style-type: none">Link sources and work out how conclusions were arrived atConsider ways of checking the accuracy of interpretations – fact or fiction and opinionBe aware that different evidence will lead to different conclusionsConfidently use the library and internet for research
Historical enquiry	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<ul style="list-style-type: none">Use a range of sources to find out about a periodObserve small details – artefacts, picturesSelect and record information relevant to the studyBegin to use the library and internet for research	<ul style="list-style-type: none">Use evidence to build up a picture of a past eventChoose relevant material to present a picture of one aspect of life in time pastAsk a variety of questionsUse the library and internet for research	<ul style="list-style-type: none">· Begin to identify primary and secondary sourcesUse evidence to build up a picture of a past eventSelect relevant sections of informationUse the library and internet for research with increasing confidence	<ul style="list-style-type: none">Recognise primary and secondary sourcesUse a range of sources to find out about an aspect of time pastSuggest omissions and the means of finding outBring knowledge gathered from several sources together in a fluent account