



Moiria's History and Geography Long Term Plan

History	Geography
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	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
EYFS						
YEAR 1	<p>The World and My School <i>Where in the world do I live?</i> In this unit, children will begin learning about space and scale by looking at their classroom location using a planned perspective of the school. Children will then look at the location of their school on their street, including some of the other key human and physical features of the area. Children will explore the location of their town within the United Kingdom and learn about the UK's four countries and capital cities. They will learn about the seasons in the United Kingdom and how they change. Children will then look at where the United Kingdom is in the world, learn the names of the continents and oceans and look at weather and climate across the globe.</p>	<p>Kings, Queens and Castles <i>Where did kings and queens live through time?</i> In this unit, children will be introduced to some of the most famous and significant kings and queens of England, from King William I in 1066 to King Charles III in the present day. The children must consider how we learn about the past and how it is similar to a detective. They will then think about castles and why they were built. Children will identify some of the features of a castle and what they are used for. The lessons then continue to look at each significant king or queen in turn, going back in time chronologically. Children will learn a little about their lives and which palaces and castles were significant to them. The children will compare monarchs of different times that lived in the same castle and have the opportunity to point out differences between the monarchs of the past. The unit ends with a final response to the main historical enquiry, 'Where did kings and queens live through time?'</p>	<p>Changes in Toys <i>How have children's toys changed since our older relatives were little?</i> This unit looks at the changes in toys over the past 60 years. The children will begin by looking at modern-day toys and they will discuss and make comparisons between the toys they play with in the modern day. Each lesson then looks back a little further in time, with the children looking at the toys they played with when they were babies, the toys their parents had when they were a similar age to them, and concludes with them looking at the toys that their grandparents had when they were younger. The chronology of these events is clearly marked on a timeline to help their understanding of the past. Throughout all of these lessons, children will discuss what things we do to help us find out about the past. The children will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.</p>	<p>Our Local Park <i>What is at our local park? How do people get there?</i> In this unit, children explore their local park, naming and describing what they see (e.g. different areas: play areas, ponds, wildlife areas, car parks) and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry. They will use first-hand sensory exploration and observations to investigate the key features of their local park. Children will reflect upon the data collected to answer how people use and enjoy their local park. Children will present their data to answer their enquiry.</p>	<p>Famous Explorers <i>Where have humans explored?</i> This unit begins by introducing the children to images of different explorers: explorers that explore different parts of the world. The children will discuss where in the world these explorers may have been and the special equipment that they need to survive. Over the next few lessons, children will be introduced to some famous explorers from the past. They will find out more about their lives and the reasons why they became explorers. During this unit, they will 'meet' Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary. They will have the opportunity to ask and answer questions about them and make simple comparisons between their explorations. At the end of the unit, children will consider modern day explorations and whether or not humans will still explore the Earth and beyond in the future.</p>	<p>Our School Grounds <i>Do our school grounds support plant life?</i> In this unit, children explore their school grounds, naming and describing what they see and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry. They will use first-hand sensory exploration and observations to investigate the key features of their school grounds. Children will devise simple maps, including map symbols to represent their observations. Children will learn about compasses and the simple use of directional language. Children will reflect upon the data collected to answer how their school grounds support and encourage plant life. Children will present their data to answer their enquiry.</p>



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<p>YEAR 2</p>	<p>My Local Area and Tromso, Norway <i>What are the similarities and differences between my local area and Tromso, Norway?</i> In this unit, children will use atlases and globes to discover the world, including the seven continents and five oceans, the countries, capital cities and surrounding seas of the UK and the equator and poles. Children will develop fieldwork and map skills, creating maps of the school and local area. Children will learn the geographical human and physical features of Tromso in Norway and compare them to the geographical features of their own local area.</p>	<p>Changes in Technology <i>How has technology changed our lives over the last 60 years?</i> This unit looks at the changes in technology over the past 60 years. The children will begin by thinking about the term 'technology' and what that means. They will then consider the technology that they use in their everyday lives. The lessons then look back at technology of the past, spanning 60 years. Lessons 2, 3 and 4 focus on a specific kind of technology e.g. technology to help us write, talk and be entertained. Children will make comparisons between technology of the past and the modern day, thinking about how our lives have changed with the advances in technology. The lessons then move on to thinking about historical figures in the history of technology, e.g. Tim Berners-Lee and the impact his inventions have had. Throughout all of these lessons, children will discuss what things we do to help us find out about the past. The children will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.</p>	<p>Weather and Climate <i>How can we record and measure weather phenomena?</i> In this unit, children will learn about the differences between weather and climate. Children will learn about basic climate zones and the conditions in cold, hot and temperate climate zones. Children will learn about weather forecasts and the symbols used to display weather conditions. Children will learn about various weather instruments before collecting and recording weather data from the school grounds. Children will analyse the collected data and evaluate the fieldwork they have carried out.</p>	<p>Hospitals and Healthcare <i>How did Florence Nightingale and Edith Cavell help to improve hospitals?</i> This unit looks at the changes in hospitals and healthcare over the years and the significant people involved. Our lessons focus on Florence Nightingale and Edith Cavell. Children will begin by finding out about the past through pictures of old and new hospitals and healthcare workers. The lessons explore who Florence Nightingale and Edith Cavell were and why they were significant. The children will build on their chronological understanding of the past by using timelines and constructing one themselves. They will have the opportunity to consider which of the British Values were displayed by Edith. The lessons then move on to looking at how the past has been represented. The children will compare the past and present and spot the difference between hospitals and healthcare over the years. At the end of the unit, the children will give a final response to the main historical enquiry question.</p>	<p>The Great Fire of London <i>How did the Great Fire change London?</i> In this history unit, the children will discover what London was like in 1666. They will make simple comparisons between then and the present day. The lessons will move on to discover what happened on the night of 2nd September 1666 when the Great Fire of London started. They will discuss why the fire spread quickly and how it was tackled. The children will be introduced to key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren. The children will consider how we find out about the past. They will have the opportunity to study evidence, such as Samuel Pepys' diary and objects left behind after the fire, to help them form opinions about what happened over 350 years ago.</p>
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YEAR 3	<p>The United Kingdom <i>What are the key geographical features of the UK and my region?</i></p> <p>In this unit, children will learn about the key geographical characteristics of the United Kingdom. They will discover the different countries of the United Kingdom and the regions within England. Children will explore the human and physical features of the UK, including the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases to explore the UK and their local region while learning to use a compass, four-figure grid references, keys and symbols.</p>	<p>Stone Age to Iron Age <i>How did daily life change in Britain from the Stone Age to the Iron Age?</i></p> <p>In this unit, children learn about prehistory in Britain, and how we find out about prehistory. They discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age. Children find out about how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks that we can even see and walk today.</p>	<p>Ancient Egypt <i>What were the greatest achievements of Ancient Egypt?</i></p> <p>In this unit, children learn about how early civilisation started within Egypt. They shall discover how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom. The children will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. The children will then discover all about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history.</p>	<p>Land Use <i>What facilities are in my local area, and how do people travel there?</i></p> <p>In this unit, children will learn about the places around them and begin looking for land use patterns. Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality.</p>	<p>Bee Conservation <i>How can we make our school environment more bee friendly?</i></p> <p>In this unit, children will learn how important bees are for humans and the natural world. Children will learn the dangers facing bees and how they can be conserved. Children will observe bees in their natural habitat and carry out improvement works on school grounds to help conserve and protect bees.</p>
YEAR 4	<p>My Region and the South Aegean, Greece <i>What are the similarities and differences between my region and the South Aegean, Greece?</i></p> <p>In this unit, children will learn about the world and how it is represented on maps. Children will discover Europe's countries and capital cities and recap the UK's countries and cities. Children will use fieldwork to investigate the human and physical geographical features in their own local area and learn about a region in a European country (the South Aegean in Greece.) They will use their knowledge to compare the two regions and establish similarities and differences.</p>	<p>Ancient Greece <i>What were the greatest achievements of Ancient Greeks?</i></p> <p>This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. The first lessons focus on the Minoans and how they began to trade in early Greece. The children will also think about and discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them. The next few lessons in the teaching sequence focus on life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. The final few lessons look at the leadership of Ancient Greece under the rule of</p>	<p>Locality <i>How can I use map skills to learn about my locality?</i></p> <p>In this unit, children will learn about their local large settlement and how it is represented on maps. Children will use Digimap for Schools to find out where the settlement is located in the UK. They will use a key to find out about human features and land use in the settlement. They will view maps at different scales and use four-figure grid references to locate places. They will learn how to plot a route and draw a simple sketch map. They will use cardinal (N, S, E, W) and ordinal (NE, NW, SE, SW) directions.</p>	<p>The Romans <i>How did the Roman Empire impact Britain?</i></p> <p>This unit looks at the Romans and their achievements from 43 CE to 410 CE. The first lessons explore what life was like in early Rome, who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This moves onto the Roman invasion of Britain; a comparison between the existing Celtic villages and the new Roman settlements, alongside finding out how the Romans protected their new lands and an introduction to significant historical figures of the time such as Boudicca. The unit finishes with a study of the final years of the Roman Empire and the events that led to its downfall.</p>	<p>Weather and Climate <i>How can we record and measure weather phenomena?</i></p> <p>In this unit, children will review their knowledge of weather and climate differences. Children will learn about the six main climate zones and the weather conditions in each. For instance, they will understand that the UK falls under the temperate climate zone, while other countries may have different climate zones. To understand weather forecasts, children will learn about the symbols used to display weather conditions. They will also be introduced to various weather instruments such as anemometers, rain gauges, and thermometers, and their uses in measuring wind speed, rainfall,</p>



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		King Philip II and then Alexander the Great. Children will conclude their learning with a final response to the main historical enquiry, 'What were the greatest achievements of Ancient Greece?'			and temperature respectively. Children will be encouraged to make informed choices to decide which weather phenomena they want to observe and measure. They will collect and record weather data from the school grounds using these instruments. Children will make sensible predictions based on weather trends and patterns. They will analyse the collected data and identify weather trends and patterns. Children will evaluate the fieldwork they have carried out.
YEAR 5	<p>My Region and the North Region of Brazil What are the similarities and differences between my region and the North Region of Brazil? In this unit, children will recap their region's key human and physical features in England. Children will discover South America's different countries and capital cities and then focus on the North Region of Brazil. Children will learn the human and physical features of the North Region of Brazil, including biomes, climate zones and vegetation belts. Children will learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and the North Region of Brazil.</p>	<p>Anglo Saxons and Vikings How did England change during the settlement of the Anglo-Saxons and Vikings? This unit looks at the Anglo-Saxons and Vikings and their achievements from 410 CE to 1066 CE. The first lessons explore life in England after the fall of the Roman Empire and the reasons why the Anglo-Saxons travelled to England's shores and decided to settle. This moves on to finding out how England was ruled during the settlement of the Anglo-Saxons and how they kept control of the 7 different kingdoms across the land. It finishes with a look at who the Vikings were, why they carried out raids in England and how their arrival impacted the political and social hierarchy of the time.</p>	<p>Rivers What are the features of my local river? In this unit, children will learn about the features of a river at each course and the specific features that can form. Using the River Trent as a case study, children will study the features of rivers in context. Children will then learn to conduct fieldwork at their local river by gathering, recording, analysing and presenting data.</p>	<p>Ancient Maya What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century? The first lessons explore who the Maya people were, when and where in the world they lived and the reasons why they were so successful, particularly in the Classic period. The lessons then move on to discovering how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. The unit finishes with a comparison between the Ancient Maya Civilisation and Anglo-Saxon Britain, with a focus on the similarities and differences between the Maya City States and the Anglo-Saxon Kingdoms; drawing on the archaeological evidence available to us.</p>	<p>Biomes and Ecosystems What trees, plants and animals are in our local ecosystem? In this unit, children will learn about the biomes and ecosystems in the UK. They will complete a case study of the New Forest, discovering the diversity of trees, plants and animals found there. They will plan fieldwork to be conducted in a local woodland ecosystem, investigating the amount and variety of trees, plants and animals. They will then conduct this fieldwork at a local woodland ecosystem, observing, measuring and recording their findings. Children will finally analyse the data collected and present their information to an audience.</p>
YEAR 6	<p>The Economic Activity of the UK How sustainable is the UK's economic activity? In this unit, children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the</p>	<p>World War II What role did Britain play in World War II, and how did this impact the outcome of the war? This unit will fully explain how World War Two began and give the children a more comprehensive understanding of how empire and rebellion influenced Hitler and his plan to dominate Europe. The</p>		<p>Crime and Punishment How has crime and punishment changed over time in Britain? In this crime and punishment unit, children will build on their knowledge of periods in history that they have studied through KS2. Children will explore using different historical disciplinary concepts,</p>	<p>Sustainability How can our school reduce its plastic waste? In this unit, children will learn what plastic is and its uses. Children will learn about the problems associated with plastic.</p>



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	<p>three main economic sectors and how each impacts the UK's economy. Children will learn about different economic activities in the United Kingdom and their sustainability.</p>	<p>children will explore the significance of the Battle of Britain and, in lesson 7, complete a local study, looking at various sources from different areas in the East Midlands region. They will explore how Britain gained victory in World War Two.</p>	<p>how crime and punishment has changed over time in Britain. They will explore what was seen as a crime over time and the different gruesome punishments that were handed out to criminals. The children will find out about the development of the police force from the Victorian period right through to the new millennium.</p>	<p>Children will investigate ways to reduce plastic waste in school and conduct fieldwork before recording, presenting and evaluating the collected data.</p>
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