

History and Geography long term plan

Class 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>I am special – discussing own chronology, ordering baby/toddler/child etc. Using key vocab such as past and present. Beginning the class timeline. Contrasting the past to now (toys, clothes, etc.) Learning about the local area and community.</p>	<p>Let’s celebrate – discussing how Christmas in celebrated around the world, discussing Diwali and different countries/cultures Learning about the story of Christmas and how life was different. Recapping past and present.</p>	<p>To infinity and beyond – discussing space and the original moon landing. Recapping vocab of past and present, discussing future. Learning about different planets and their climates/</p>	<p>Rumble and roar – learning about dinosaurs and different habitats. Briefly discussing continents. Discussing different types of dinosaurs and their environmental benefits.</p>	<p>Let it grow – exploring how plants grow. Exploring different climates and what is needed for plants to grow.</p>	<p>All around the world – learning about different countries and continents, and different cultures. Discussing different habitats and landscapes.</p>
General	<p>Discussing chronology of lives (recapping the summer, daily calendar, seasons, etc.).</p>	<p>Discussing chronology of lives (recapping the half term/weekends, daily calendar, seasons, etc.).</p>	<p>Discussing chronology of lives (recapping the half term/weekends,</p>	<p>Discussing chronology of lives (recapping the half term/weekends,</p>	<p>Discussing chronology of lives (recapping the half term/weekends,</p>	<p>Discussing chronology of lives (recapping the half term/weekends,</p>

	<p>Exploring the local area on walks/maps.</p> <p>Small world provision.</p> <p>Introducing the class timeline.</p>	<p>Exploring the local area on walks/maps.</p> <p>Small world provision.</p> <p>Building on the class timeline.</p>	<p>daily calendar, seasons, etc.).</p> <p>Exploring the local area on walks/maps.</p> <p>Small world provision.</p> <p>Building on the class timeline.</p>	<p>daily calendar, seasons, etc.).</p> <p>Exploring the local area on walks/maps.</p> <p>Small world provision.</p> <p>Building on the class timeline.</p>	<p>daily calendar, seasons, etc.).</p> <p>Exploring the local area on walks/maps.</p> <p>Small world provision.</p> <p>Building on the class timeline.</p> <p>Getting bus to Tring museum, discussing local geography. Learning about the animals and the different countries they're from. Discussing animals from the past.</p>	<p>daily calendar, seasons, etc.).</p> <p>Exploring the local area on walks/maps.</p> <p>Small world provision.</p> <p>Building on the class timeline.</p>
Development matters	Make connections between the features of their family and other families.	Continue developing positive attitudes about the differences between people.	Talk about members of their immediate family and community	Explore the natural world around them.	Begin to understand the need to respect and care for the natural	Talk about the lives of the people around them and their roles in society.

	<p>Begin to make sense of their own life-story and family's history</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>environment and all living things.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
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					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.	
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Class 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2024 – 2025 (Cycle B)	What is history?	Where am I?	How was school different in the past?	Would you prefer to live in a hot or a cold place?	What is a monarch?	What is it like to live in Shanghai?
2025 – 2026 (Cycle A)	How am I making history?	What is it like here?	How have toys changed?	What is the weather like in the UK?	How did we learn to fly?	What can you see at the coast?

Class 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2024 – 2025 (Cycle B)	How have children's lives changed?	Who lives in Antarctica?	What did the ancient Egyptians believe?	Are all settlements the same?	Ancient Maya	What are rivers and how are they used?
2025 – 2026 (Cycle A)	Stone, bronze and iron age	Why do people live near volcanoes?	Why did roman's settle in Britain?	Where does our food come from?	How hard was it to invade and settle in Britain?	Why are rainforests important to us?

#### Class 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2024 – 2025 (Cycle B)	What does the census tell us about our local area?	Why does population change?	What did the Greeks ever do for us?	Why do oceans matter?	Who should go on the banknote?	Can I carry out an independent fieldwork enquiry?
2025 – 2026 (Cycle A)	Were the Vikings raiders, traders or something else?	What is life like in the alps?	What was life like in Tudor England?	Would you like to live in the desert?	What was the impact of WW2 on the people of Britain?	Where does our energy come from?