



Chorleywood Primary School Humanities Long Term Plan

History Geography



	Autumn		Spring		Summer	
Year 1	<p>The United Kingdom - Locational Knowledge</p> <p>Focus - Name, locate and identify characteristics of the 4 countries, capital cities and seas that surround the UK</p>	<p>Changes within living memory</p> <p>Focus - Similarities & differences; place objects in chronological order</p>	<p>Weather - Human and Physical geography</p> <p>Focus - To understand seasonal changes and daily weather patterns in the United Kingdom; locate hot and cold areas of the world in relation to North and South Poles</p>		<p>Local Environment - Fieldwork</p> <p>Focus - Simple field work using observational skills to study geography of the school and surrounding environment</p>	<p>Significant historical events, people and places in their own locality.</p> <p>Focus - Begin to investigate timelines</p>
Year 2	<p>World Maps - Locational knowledge</p> <p>Focus - Name and locate the world's seven continents and five oceans</p>	<p>Contrasting localities - Human and Physical Geography</p> <p>Focus - Study the Human and Physical geography of a small area in UK and a small area in a contrasting EU country. Use basic geographical vocabulary e.g. beach, cliff, city & town</p>	<p>Christopher Columbus & Great Fire of London</p> <p>Focus - Begin to develop knowledge of timelines; use timelines to consider the impact of people/events</p>		<p>Special Person from the Past - Florence, Mary Seacole</p> <p>Focus - Begin to develop understanding of timelines; consider the impact this person had</p>	
Year 3	<p>Continents - Locational Knowledge</p> <p>Focus - Locate the world's countries using maps; focus on Europe, North & South America; understand key physical and human characteristics</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Focus - Develop questioning skills</p>	<p>Vegetation belts and food - Human and Physical Geography</p> <p>Focus - How and where climate zones, biomes and vegetation belts are located; how they are created</p>	<p>Egyptians</p> <p>Focus - Learn to interrogate evidence</p>	<p>Water Cycle & Natural Resources - Human and Physical</p> <p>Focus - The stages of the water cycle. Different types of energy e.g. renewable and non-renewable</p>	
Year 4	<p>Longitude & Latitude-Locational Knowledge</p> <p>Focus - Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, The Tropics, Arctic Circle & Antarctic</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Focus - Develop questioning skills</p>	<p>Rivers & Settlements - Human & Physical Geography</p> <p>Focus - Study how a river is formed and the path it takes as well as the different types of human settlements and land use</p>		<p>Egyptians and their civilization</p> <p>Focus - Interrogate evidence to formulate an opinion</p>	
Year 5	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Focus - Investigate and question history to formulate an opinion</p>		<p>Earthquakes and Tectonic Plates - Human and Physical Geography</p> <p>Focus - Identify the position and significance of tectonic plates and how earthquakes are formed. Use specific case studies to focus on areas of the world which experience frequent earthquakes</p>		<p>Volcanoes and Mountains - Human and Physical Geography</p> <p>Focus - Investigate how volcanoes and mountains are formed</p>	
Year 6	<p>North America (Case study) - Place knowledge</p> <p>Focus - Understand geographical similarities and differences between the UK, a region in a European country and a region in North America</p>	<p>Economic Activity - Human and Physical Geography</p> <p>Focus - Study trade links and economic activity</p>	<p>WW2: A Study of an aspect of history dating from a period beyond 1066 significant in the locality.</p> <p>Focus - Question the impact of events</p>		<p>Britain since WW2: A study of an aspect or theme in British history beyond 1066</p> <p>Focus - Identify specific changes to an aspect of social history; interrogate evidence to formulate an opinion</p>	