

Subject Overview Geography and History links

Class 1 (GE) - LTP

Year A Geography	Great Ellingham and Attleborough Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Draw information from a simple map. Describe a familiar route	New Zealand Australia Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Recognise some environments that are different to the one in which they live.	Polar Regions • 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.
Year A History	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Talk about the lives of people around them and their roles in society. 	Shakleton <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	Guy Fawkes Florence Nightingale <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
Year B Geography	Great Ellingham and Attleborough Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Draw information from a simple map. Describe a familiar route	Earth and Beyond Kenya Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Recognise some environments that are different to the one in which they live.	Polar Regions • 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.
Year B History	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Talk about the lives of people around them and their roles in society. 	Scott of the Antarctic <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	Guy Fawkes Florence Nightingale <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
Year C Geography	Great Ellingham and Attleborough Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Draw information from a simple map. Describe a familiar route	Brazil Rainforest Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Recognise some environments that are different to the one in which they live.	Polar Regions • 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.
Year C History	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Talk about the lives of people around them and their roles in society. 	Roald Amundsen <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	Guy Fawkes Florence Nightingale <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Class 2 & 3 (GE) / Class 1 (R) Long Term Plan

Year A Geography	Where in the world am I? (Location knowledge: name and locate the world's 7 continents and 5 oceans)	Where do penguins live? (Human & Physical Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles)	Where do we live? (Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise and simple map; and use and construct basic symbols in a key. Study of the local area. Recognise flags as emblems)
Year A History	Is the earth flat? (Christopher Columbus) Where is the edge of the universe? (Neil Armstrong)	Did Scott win the race? (lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods)	What lies beneath... (Events beyond living memory that are significant nationally or global - The wreck of the Gloucester)
Year B Geography	Where have I landed? (Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage)	Are there mountains in Norfolk? (Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.)	Norfolk vs Nepal (Geographical skills: use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment)
Year B History	Can I fly? (Changes within living memory. Where appropriate, these should reveal aspects of change in national life. Development of the aeroplane :Wright Brothers to modern day)	Did Hillary climb to the top of the world? (lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods)	How old is our school? (Significant historical events, people and places in their own locality)
Year C Geography	What makes London our capital city? (Location knowledge: name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas)	Where do coconuts grow? (Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and comparing it to the Caribbean. Weather, climate, crops)	We're off to the beach! (Human and physical geography: basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features including: city, town, village, factory, farm, house, office, port, harbour and ship)
Year C History	Was the Great Fire of London a good thing? (Events beyond living memory that are significant nationally or globally – Great Fire of London)	Edith Cavell: Nurse or Spy? What did Mary Seacole do for nursing? (lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods)	We're off to the beach! (Changes within living memory. Where appropriate, these should reveal aspects of change in national life. Historical research and primary sources)

Class 4 (GE) / Class 2 (R) Long Term Plan

Year A Geography	Where did the Anglo-Saxons come from? (Place Knowledge: understand geographical similarities and differences through the study of human and physical geography)	Whatever the weather? (Human and Physical Geography: describe and understand key aspects of physical geography including Climate Zones,, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes Climate, weather, crops.)	How does a compass help you navigate? (Use the eight points of a compass, 4 and 6 figure grid references, symbols and a key; Use fieldwork to observe, measure and record the human and physical features in the local area)
Year A History	Anglo Saxons: Friend or Foe? (The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwards the Confessor: Battle of Hastings, Laws & Justice)	Were there palaces in the Indus Valley? (Achievements of an Early civilisation: an overview of where and when the first civilisations appeared and a depth study of Indus Valley)	Why did King Henry VIII destroy monasteries? (Study of an aspect or theme in British History, that extends pupils' chronological knowledge beyond 1066: The Tudors and Henry VIII)
Year B Geography	Why isn't there a desert in Norfolk? (Use fieldwork to observe, measure and record the human and physical features in the local area [sketch maps]; Location Knowledge: 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, including day and night)	"Come and visit the UK – it's lovely!" (Name and locate counties and cities n the United Kingdom, geographical regions and their identifying human and physical characteristics)	Where is our school? (Location knowledge: geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Fieldwork study)
Year B History	Were the builders of the pyramids the best builders in civilisation? Who was Tutankhamun and what was his legacy? (Achievements of an Early civilisation: an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt)	Invaders...oh no, not again! (Britain's settlement by Anglo Saxons and Scots: Anglo-Saxons, Art & Culture)	Has the village always had a school? (A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality)
Year C Geography	Where can I grow my crops? (Human and Physical Geography: describe and understand key aspects of physical geography including Climate Zones, biomes, vegetation belts, rivers, mountains; Locational Knowledge: locate the world's countries, using maps to focus on Europe, and North and South American concentrating on their environmental regions, key physical and human characteristics, countries and major cities)	Where would you like to live, Norwich or Athens? (Name and locate counties and major cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns)	I'm lost. Where am I? (Use 8 points of a compass, four and six figure grid references, symbols and key to build knowledge of the UK and the wider world, including OS maps; Geographical Skills: use maps, atlases, globes and digital computer mapping to locate countries and describe features studied)
Year C History	Vikings: Fighters or Farmers? (The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking Raids & Invasions and Danegeld)	Who were the Ancient Greek's? (Ancient Greece: a study of Greek life and achievements and their influence on the western world.)	Why does Norwich have castle? (A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality)

Class 5 (GE) / Class 3 (R) Long Term Plan

<p>Year A Geography</p> <p>Where did the Roman's invade?</p> <p>(Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; Locational Knowledge: locate the world's countries, using maps to focus on Europe, and North and South American concentrating on their environmental regions, key physical and human characteristics, countries and major cities)</p>	<p>What was the extent of the British Empire?</p> <p>(Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within North or South America;</p>	<p>Sea vs Broad Nature vs Man</p> <p>(Location knowledge: geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>(Human and Physical Geography: describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water)</p>
<p>Year A History</p> <p>Where did the Romans invade?</p> <p>(The Roman empire and its impact on Britain: Romanisation of Britain and sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity)</p>	<p>Kings and Queens – What power (A Local history study: Changes in Britain from the Stone Age to the Iron Age)</p>	<p>Off with his head...</p> <p>(A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the changing power of monarchs use case studies such as John, Elizabeth 1- Queen Victoria)</p>
<p>Year B Geography</p> <p>What happened at Pompeii?</p> <p>(Human and Physical Geography: describe and understand key aspects of physical geography including volcanoes and earthquakes;Geographical Skills: use maps, atlases, globes and digital computer mapping to locate countries and describe features studied)</p>	<p>Can the world celebrate New Year together?</p> <p>Location Knowledge: 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, including day and night)</p>	<p>Why wasn't Attleborough bombed in WWII?</p> <p>(Geographical skills and fieldwork: Use 8 points of a compass, four and six figure grid references, symbols and key to build knowledge of the UK and the wider world, including OS maps)</p>
<p>Year B History</p> <p>Who invented central heating?</p> <p>(The Roman empire and its impact on Britain: Romanisation of Britain and sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity)</p>	<p>Were the Greeks the first Olympians?</p> <p>(Ancient Greece: a study of Greek life and achievements and their influence on the western world. The Olympics)</p>	<p>What did it feel like to be a WWII evacuee?</p> <p>(A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066)</p>
<p>Year C Geography</p> <p>Scotland vs Italy</p> <p>(Place knowledge: 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>Where are the rivers and mountains in the UK?</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and physical geography *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Turkey, an exciting place to holiday? (To recognise the main geographic characteristics of Turkey Locational Knowledge: locate the world's countries, using maps to focus on environmental regions, key physical and human characteristics, countries and major cities) [Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere... the Prime/Greenwich Meridian and time zones (including day and night). Geographical skills and fieldwork *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>
<p>Year C History</p> <p>What is Hadrian's wall?</p> <p>(The Roman empire and its impact on Britain: successful invasion by Claudius and conquest, including Hadrian's Wall)</p>	<p>Did Robert Kett commit treason?</p> <p>Local history - Wymondham</p>	<p>Were the Greeks the greatest ever storytellers?</p> <p>(Ancient Greece: a study of Greek life and achievements and their influence on the western world. Myths)</p>

Class 6 (GE) Long Term Plan

<p>Year A Geography</p>	<p>Rock and Roll</p> <p>Mapping the ‘henges’ on a map. Where the different rocks were from. How were they transported. How was the rock identified? Rock cycle.</p>	<p>The slave trade: the human cost vs material wealth (Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country, and a region within North or South America)</p>	<p>It’s always 5 o’clock somewhere. Fact or Fiction?</p> <p>(Location Knowledge: 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, including day and night; Geographical Skills: use maps, atlases, globes and digital computer mapping to locate countries and describe features studied)</p>
<p>Year A History</p>	<p>Stonehenge: What? Why? How?</p> <p>(Changes in Britain from the Stone Age to the Iron Age – technology and travel)</p>	<p>What is special about the church clock?</p> <p>(A Local History study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality)</p>	<p>Baghdad vs Bristol</p> <p>(A non-European society that provides contrasts with British history. Islam civilisation & Slave trade)</p>
<p>Year B Geography</p>	<p>Raging Rivers</p> <p>Human and Physical Geography including weather: describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water) UK and China comparison (Key rivers, their uses, using and interpreting maps, river features) Yangtze River</p>	<p>Norfolk vs Wales: How has the movement of tectonic plates contributed to the Welsh landscape?</p> <p>(Location knowledge: Name and locate counties and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics)</p>	<p>How does a six-figure grid reference help you to find key landmarks in Attleborough?</p> <p>(Geographical skills and fieldwork: Use 8 points of a compass, four and six figure grid references, symbols and key to build knowledge of the UK and the wider world, including OS maps)</p>
<p>Year B History</p>	<p>Did Robert Kett commit treason?</p> <p>What was Robert Kett’s legacy in rural Norfolk?</p> <p>(Study of British History which goes beyond 1066: Robert Kett)</p>	<p>What’s the difference between a king, a priest and an emperor?</p> <p>(Achievements of an Early civilisation: an overview of where and when the first civilisations appeared and a depth study of the Shang Dynasty of Ancient China; A non-European society that provides contrasts with British history. Islam civilisation & Slave trade)</p>	<p>Did people in the Shang period believe in an afterlife?</p> <p>(Achievements of an Early civilisation: Shang Dynasty of Ancient China)</p>
<p>Year C Geography</p>	<p>The Americas</p> <p>(Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country, and a region within North or South America. Locate the countries.</p>	<p>Is there coal in Norfolk?</p> <p>(Human and physical geography: describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water)</p>	<p>Fair Trade?</p> <p>land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water) How do we use natural resources? What is the land used for? What types of natural resources do we use to produce energy? What renewable resources do we use/ do we produce here? Growth and decay of Norfolk trade. How are products such as concrete, glass, wood and steel produced and traded. Where?</p>
<p>Year C History</p>	<p>What’s a Hunter-Gatherer?</p> <p>(Changes in Britain from the Stone Age to the Iron Age – technology and travel: Skara Brae)</p>	<p>What’s special about Lindisfarne?</p> <p>(Britain’s settlement by Anglo Saxons and Scots: Anglo-Saxons, Art & Culture)</p>	<p>Benin...</p> <p>(A non-European society that provides contrasts with British history)</p>