**History and Geography Long Term Plan**

Predominantly History units Predominantly Geography units Links to prior learning *Sticky Vocabulary*

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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn | Chronology Map Skills | Chronology Map Skills | Chronology Map Skills | Chronology Map Skills |
| Was life better in the Iron Age, Bronze Age or Stone Age?  (Rocks Y3 Science) | How did the Roman invasion impact Britain? (local study)  (Y3 Iron Age, Bronze Age and Stone Age – homes  Y3 Egyptians – food & entertainment) | How do humans impact the rainforest?  (Y3 Egyptians Y4 Greeks) | Why was the Battle of Hastings a turning point in British History including local study?  (Y5 Anglo Saxons) |
| *chronology, pre-history, BC, artefact, Nomadic* |
| Why is Jane’s house only worth £1? (erosion)(Y2 UK) |
| *precipitation, erosion, meander, unstable, desert* | *Empire, Emperor, rebellion, settlement, invasion* | *Endangered, deforestation, biomes, sustainability, habitat* | *Saxons, strategic, cavalry, Bayeux tapestry, Normans* |
| Spring | How and why is our environment changing?  (Erosion Y3) | Why is the Earth angry?  (Y3 Mountains Y2 Weather) | How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain?  (Y3 Egyptians, Y4 Greeks, Y5 Rainforests) | What is similar/different between the Ancient Maya and the Vikings?   (Y5 Anglo Saxons & Vikings) |
| *human feature, physical feature, county, region, urban, rural* | *City state, glyph, monument, aqueduct, astrology* |
| *life expectancy, sanitation, epidemic, diagnosis, vaccination* |
| Why is fair trade fair?  (Y5 Rainforests) |
| Who was more advanced – Bronze Age people or Ancient Egyptians and how do we know? (Y3 Iron Age, Bronze Age and Stone Age) | How is climate change affecting the  world?  (Y3 Local environment, Y4 Angry Earth, Y5 Rainforests) |
| *Pharoah, primary source, River Nile, irrigation, mummification* | *equator, magma, crust, tectonic plate, continent* | *global warming, sustainability, renewable, culture, greenhouse gas* | *Commodities, Silk Road, export, import, ethical* |
| Summer | Would you rather live in a mountain environment or East Anglia?  (Y2 Compare & contrast UK to another country) | Would you rather have been an Athenian or a Spartan?  (Y4 Romans Y3 Egyptians) | What did the Vikings and Anglo-Saxons want in Britain and how do we know what was important to them?  (Y3 Egyptians Y4 Romans & Greeks) | How was The Battle of Britain a significant turning point in WW2?  (Y6 Battle of Hastings, Y5 Climate Change Y2 UK) |
| *democracy, mythology, civilisation, government, polytheism* |
| *Invade, settlement, conquer, treaty, monastery* |
| *summit, valley, environment, continent, altitude* | How does the Alps compare with how I live? (local study)  (Y3 Mountains & local study)  *contours, range, peak, valley* |
| *Axis powers, Allies powers, refugee, invasion, The Holocaust* |