



St Nicolas C of E Academy Long Term Plan - Geography/History

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
EYFS	Know how I have changed from the past Know where my home and school is in Nuneaton	Know how toys have changed from the past Explore Diwali & Bonfire Night	Know some jobs in farms have changed and some have stayed the same Use a map to shows a place from above Explore Chinese New Year and how/where it is celebrated.	Know how shops have changed from the past To name and sequence the days of the week.	People live in different countries (e.g. India, Spain, Scotland, etc.) · Burkina Fasso is a hot place. Antarctica is a cold place.
Year 1	My School School Today / In the Past	The Gunpowder Plot	Exploring The UK	Two Queens, One Country	Our World
Year 2	Nuneaton, My Town Local Area Today / In the Past	Exploring India	Transport Through Time	At The Seaside	The Great Fire of London
Year 3	United Kingdom Uncovered	From Stone Age to Iron Age	Exploring Spain	Farming across the UK	Life in Ancient Greece
Year 4	Life in Roman Britain	Volcanoes & Earthquakes	The Age of Anglo-Saxons & Scots	Viking Raiders, Traders and Settlers	Rivers: From Source to Sea
Year 5	Mountains of the World	The Wars of the Roses	Discovering Rainforests	Life in Victorian Britain	The Changing Coastline
Year 6	Life in Ancient Egypt	World War II: Britain at War	Fair Trade	The Benin Dynasty	Our Changing World



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History		Geography	
Knowledge Concepts: (Substantive Knowledge)	Historical Skills: (Disciplinary Knowledge)	Knowledge Concepts: (Substantive Knowledge)	Geographical Skills: (Disciplinary Knowledge)
• Movement of People • Society • Trade • Power & Leadership • Achievements & Legacy • Significant People	❖ Comparing historical similarities and differences ❖ Explaining changes over time ❖ Explaining historical significance ❖ Investigating sources of historical evidence ❖ Making decisions based on evidence	• Locations • Places • Physical Features & Processes • Human Features & Processes • Environmental & Sustainable Citizenship	❖ Using maps and globes ❖ Investigating sources of geographical evidence ❖ Comparing geographical similarities and differences ❖ Gathering information from fieldwork ❖ Evaluating decisions based on evidence