


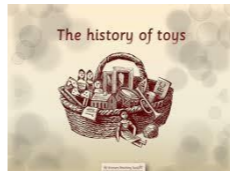












# DARWEN ST JAMES' C OF E PRIMARY ACADEMY HISTORY & GEOGRAPHY LONG TERM PLAN



|        | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2   |
|--------|---|---|---|---|--|--|
| YEAR 1 | <p style="text-align: center;"><b>WHAT IS IT LIKE HERE?</b></p>  <p>1. To locate the school on an aerial photograph. 2. To create a map of the classroom. 3. To locate key features of the playground. 4. To draw a simple map. 5. To investigate how we feel about our playground. 6. To create a design to improve our playground.</p> <p><b>An Independent Writing Outcome:</b><br/>A leaflet about our school</p>  | <p style="text-align: center;"><b>HOW AM I MAKING HISTORY</b></p> <p>1. To develop an understanding of personal chronology. 2. To learn more about my history. 3. To explore how we remember events. 4. To find out what childhood was like for our parents and grandparents. 5. To compare childhood now with childhood in the past. 6. To identify that some things change and some things stay the same.</p>  <p><b>An Independent Writing Outcome:</b><br/>A recount of an event from a grandparent</p>              | <p style="text-align: center;"><b>WEATHER IN THE UK</b></p>  <p>1. To locate the four countries of the UK. 2. To identify seasonal changes in the UK. 3. To identify the four compass directions. 4. To investigate daily weather patterns. 5. To identify daily weather patterns in the UK? 6. To understand how the weather changes with each season.</p> <p><b>An Independent Writing Outcome:</b><br/>A collaborative non-fiction book about seasons and the weather</p>                                 | <p style="text-align: center;"><b>HOW HAVE TOYS CHANGED?</b></p> <p>1. To discuss a favourite toy. 2. To find out what toys our parents and grandparents played with. 3. To investigate what toys were like up to 100 years ago. 4. To compare toys from the past with modern toys. 5. To investigate how teddy bears have changed over time. 6. To know how toys have changed over time.</p>  <p><b>An Independent Writing Outcome:</b><br/>A poster advertising a toy from 100 years ago</p> | <p style="text-align: center;"><b>WOULD I LIVE IN A HOT OR COLD PLACE?</b></p>  <p>1. To name and locate the seven continents. 2. To locate the North and South Poles. 3. To locate the equator on a world map. 4. To compare the UK and Kenya. 5. To investigate local weather conditions. 6. To identify key features of hot and cold places.</p> <p><b>An Independent Writing Outcome:</b><br/>A diary entry as a person who is living in a hot or cold location</p>   | <p style="text-align: center;"><b>HOW HAVE EXPLORERS CHANGED THE WORLD?</b></p> <p>1. To know what an explorer is. 2. To recognise the achievements of different explorers using photographs. 3. To record events on a timeline. 4. To use photographs to find out about the past. 5. To recognise changes and similarities (continuities) over time. 6. To describe the significance of some people and events within history.</p>  <p><b>An Independent Writing Outcome:</b><br/>A postcard written as an explorer detailing their adventures</p> |
| YEAR 2 | <p style="text-align: center;"><b>WONDERS OF THE WORLD</b></p>  <p>1. To identify key geographical characteristics of the UK. 2. To locate some of the world's most amazing places. 3. To know the names of the five oceans and locate them on a map. 4. To understand how to draw human and physical features on a sketch map. 5. To investigate local habitats and find recordings. 6. To understand how to present findings in a bar chart.</p> <p><b>An Independent Writing Outcome:</b><br/>A postcard home from one of the wonders of the world</p> | <p style="text-align: center;"><b>HOW WAS SCHOOL DIFFERENT IN THE PAST?</b></p> <p>1. To find out how schools have changed over time. 2. To investigate what school was like in the past. 3. To investigate what schools were like in the 1900s. 4. To compare a modern classroom with a classroom 100 years ago. 5. To compare three periods of time. 6. To express a personal response to history.</p>  <p><b>An Independent Writing Outcome:</b><br/>A diary entry for a day at school as a child in the 1900s</p> | <p style="text-align: center;"><b>WHAT IS IT LIKE TO LIVE IN SHANGHAI?</b></p>  <p>1. To recognise physical and human features. 2. To draw a sketch map. 3. To name and locate some continents on a world map. 4. To identify physical and human features of a non-European country. 5. To describe what it is like in Shanghai. 6. To compare Shanghai to a small area of the UK.</p> <p><b>An Independent Writing Outcome:</b><br/>A descriptive piece in the setting of Shanghai upon first arriving</p> | <p style="text-align: center;"><b>HOW DID WE LEARN TO FLY?</b></p> <p>1. To find out about the Wright brothers. 2. To develop an understanding of historical significance. 3. To investigate why Bessie Coleman is significant. 4. To develop an understanding of primary sources. 5. To investigate why we remember the Moon landing. 6. To place events on a timeline.</p>  <p><b>An Independent Writing Outcome:</b><br/>A PowerPoint slideshow about early aviation</p>                  | <p style="text-align: center;"><b>WHAT IS A MONARCH?</b></p> <p>1. To describe what a monarch is. 2. To explain why coronations take place. 3. To explain how William the Conqueror became King of England. 4. To identify how William the Conqueror built castles while ruling England. 5. To identify features of a castle that would be effective when defending against attacks. 6. To suggest what a monarch was like in the past.</p>  <p><b>An Independent Writing Outcome:</b><br/>A non-chronological report on the monarchy</p> | <p style="text-align: center;"><b>WHAT IS IT LIKE TO LIVE BY THE COAST?</b></p>  <p>1. To locate seas and oceans surrounding the UK. 2. To explain what the coast is. 3. To identify the physical features of the coast. 4. To identify human features on the coast. 5. To investigate how people use the local coast. 6. To present findings on how people use the local coast.</p> <p><b>An Independent Writing Outcome:</b><br/>A leaflet advertising the attractions of a coastal area</p>   |

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|        | AUTUMN 1   | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2   |
|--------|--|--|---|---|--|--|
| YEAR 3 | <p style="text-align: center;"><b>WHO LIVES IN ANTARCTICA?</b></p>  <p>1. To understand the position and significance of lines of latitude. 2. To describe the location and physical features of Antarctica. 3. To describe the human features of Antarctica. 4. To use four-figure grid references to plot Shackleton's route to Antarctica. 5. To plan a simple route on a map using compass points. 6. To plan a simple route on a map using compass points.</p> <p><b>An Independent Writing Outcome:</b><br/>Diary extracts about Shackleton's journey to Antarctica</p>   | <p style="text-align: center;"><b>WHY DO PEOPLE LIVE NEAR VOLCANOS?</b></p>  <p>1. To name and describe the layers of the Earth. 2. To explain how and where mountains are formed. 3. To explain why volcanoes happen and where they occur. 4. To recognise the negative and positive effects of living near a volcano. 5. To explain what earthquakes are and where they occur. 6. To observe and record the location of rocks around the school grounds and discuss findings.</p> <p><b>An Independent Writing Outcome:</b><br/>A double page explanation text about volcanoes</p> | <p style="text-align: center;"><b>WOULD YOU PREFER TO LIVE IN THE STONE AGE, IRON AGE OR BRONZE AGE?</b></p> <p>1. To recognise that prehistory was a long time ago and was the beginning of the history of mankind. 2. To use archaeological evidence to learn about prehistoric houses. 3. To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. 4. To explain how bronze transformed prehistoric life. 5. To understand the importance of trade during the Iron Age. 6. To compare settlements in the Neolithic and Iron Age.</p>  <p><b>An Independent Writing Outcome:</b><br/>An explanation text saying which of the ages studied you would most like to live in</p> | <p style="text-align: center;"><b>HOW HAVE CHILDREN'S LIVES CHANGED?</b></p> <p>1. To identify how children's lives have changed using a range of sources. 2. To understand why children worked in Tudor times and what working conditions were like. 3. To understand the types of jobs Victorian children had and their working conditions. 4. To understand how Lord Shaftesbury changed children's lives. 5. To understand how and why children's leisure time has changed. 6. To understand which diseases children caught and how they were treated.</p>  <p><b>An Independent Writing Outcome:</b><br/>A non-chronological report detailing the changing lives of children and the effect that Lord Shaftesbury had on it</p> | <p style="text-align: center;"><b>ARE ALL SETTLEMENTS THE SAME?</b></p>  <p>1. To describe different types of settlements. 2. To identify the human and physical features in the local area. 3. To discuss why physical and human features are in particular locations. 4. To describe how land use in the local area has changed. 5. To identify land use in New Delhi. 6. To compare land use in two different locations.</p> <p><b>An Independent Writing Outcome:</b><br/>A comparative report about land use in the local area and New Delhi</p> | <p style="text-align: center;"><b>WHAT DID THE ANCIENT EGYPTIANS BELIEVE?</b></p> <p>1. To know when and where the ancient Egyptians lived. 2. To explain the importance of the Egyptian gods and goddesses. 3. To evaluate the challenges of building an Egyptian pyramid. 4. To explain how and why the Egyptians mummified people. 5. To make inferences about Egyptian beliefs using primary sources. 6. To evaluate significant ancient Egyptian beliefs.</p>  <p><b>An Independent Writing Outcome:</b><br/>A letter from Howard Carter explaining to Lord Carnarvon detailing what he knew about the ancient Egyptian from his discoveries</p> |
| YEAR 4 | <p style="text-align: center;"><b>WHY ARE RAINFORESTS IMPORTANT TO US?</b></p>  <p>1. To describe and give examples of a biome and find the location and some features of the Amazon rainforest. 2. To describe the characteristics of each layer of a tropical rainforest. 3. To understand the lives of indigenous peoples living in the Amazon rainforest. 4. To describe why tropical rainforests are important and understand the threats to the Amazon. 5. To understand how local woodland is used using a variety of data collection methods. 6. To analyse and present findings on how local woodland is used.</p> <p><b>An Independent Writing Outcome:</b><br/>A letter persuading a tree felling company to reduce the destruction of rainforests</p> | <p style="text-align: center;"><b>WHY DID THE ROMANS SETTLE IN BRITAIN?</b></p> <p>1. To understand why the Romans invaded Britain. 2. To create a visual interpretation of Boudicca. 3. To understand how Roman soldiers were equipped for war. 4. To understand Roman army battle formations. 5. To make inferences about life in Roman times. 6. To identify the Roman legacy in Britain.</p>  <p><b>An Independent Writing Outcome:</b><br/>A postcard as a Roman soldier to someone at home in Italy saying what Britain is like</p>   | <p style="text-align: center;"><b>WHERE DOES OUR FOOD COME FROM?</b></p>  <p>1. To explain the impact of food choices on the environment. 2. To understand the importance of trading responsibly. 3. To describe the journey of a cocoa bean. 4. To map and calculate the distance food has travelled. 5. To design and use data collection methods to find where our food comes from. 6. To discuss the advantages and disadvantages of buying both locally and imported food.</p> <p><b>An Independent Writing Outcome:</b><br/>A balanced argument discussing the pros and cons of resourcing food from the local area and afar</p>   | <p style="text-align: center;"><b>WHAT DID THE GREEKS EVER DO FOR US?</b></p> <p>1. To understand where and when the ancient Greeks lived. 2. To understand the importance of the Greek gods. 3. To identify similarities and differences between Athens and Sparta. 4. To understand how Athenian democracy worked. 5. To understand the importance of the ancient Greek philosophers. 6. To identify and explain the achievements of the ancient Greeks.</p>  <p><b>An Independent Writing Outcome:</b><br/>An information book about the ancient Greeks</p>   | <p style="text-align: center;"><b>WHAT ARE RIVERS AND HOW ARE THEY USED?</b></p>  <p>1. To describe how the water cycle works. 2. To recognise the features and courses of a river. 3. To name and locate some of the world's longest rivers. 4. To describe how rivers are used. 5. To identify and locate human and physical features on a map. 6. To collect data on the features of a local river.</p> <p><b>An Independent Writing Outcome:</b><br/>An explanation about the water cycle</p>   | <p style="text-align: center;"><b>HOW HARD WAS IT TO INVADE AND SETTLE IN BRITAIN?</b></p> <p>1. To understand why the Anglo-Saxons invaded Britain. 2. To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times. 3. To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. 4. To understand how Anglo-Saxons converted to Christianity. 5. To create an interpretation of Alfred the Great. 6. To understand how Anglo-Saxon rule ended.</p>  <p><b>An Independent Writing Outcome:</b><br/>A newspaper report about the invasion of Britain by the Anglo-Saxons</p>                   |

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|--------|---|---|---|---|--|---|
| YEAR 5 | <p><b>WHAT WAS LIFE LIKE IN TUDOR ENGLAND?</b></p> <p>1. To use different types of evidence to interpret the character of Henry VIII. 2. To understand why Henry VIII had many wives. 3. To make deductions about Anne Boleyn using a range of sources. 4. To extract evidence from primary sources about the Royal Progresses of Elizabeth I. 5. To reconstruct a Royal Progress using a range of primary sources. 6. To make deductions about the people in Tudor England using inventories. 7. To create a realistic inventory for a person living in Tudor times.</p>  <p><b>An Independent Writing Outcome:</b><br/>A written debate about Henry's changes to the church in England</p> | <p><b>WHAT IS LIFE LIKE IN THE ALPS?</b></p>  <p>1. To locate the Alps on a map. 2. To locate the key physical and human characteristics of the Alps. 3. To describe the physical and human features of an Alpine region. 4. To investigate what there is to do in the local area using data collection. 5. To understand similarities and differences between the local area and an Alpine area. 6. To understand the human and physical geography of the Alps.</p> <p><b>An Independent Writing Outcome:</b><br/>A tourist information leaflet about the Alps</p>  | <p><b>WHAT DOES THE CENSUS TELL US ABOUT OUR LOCAL AREA?</b></p> <p>1. To use the census to make inferences about people from the past. 2. To use the census to investigate how the lives of people in the past changed. 3. To use primary sources to find out about the working conditions of children in factories. 4. To use primary sources to find out about the working conditions of children in factories. 5. To reconstruct the lives of people in a household using the census. 6. To compare census returns and identify continuities and changes in a household.</p>  <p><b>An Independent Writing Outcome:</b><br/>A job advert for a child labourer in the Victorian times</p> | <p><b>WOULD YOU LIKE TO LIVE IN THE DESERT?</b></p>  <p>1. To summarise the characteristics of a desert biome. 2. To locate and explore features of deserts. 3. To describe the physical features of a desert environment. 4. To explain the different ways humans can use deserts. 5. To describe some of the threats facing deserts. 6. To explore the similarities and differences between two physical environments.</p> <p><b>An Independent Writing Outcome:</b><br/>A discussion text saying if they would like to live in the desert and why</p>                                 | <p><b>WHAT WAS THE IMPACT OF WWII ON THE PEOPLE OF BRITAIN?</b></p> <p>1. To understand the causes of World War II. 2. To understand how the Battle of Britain was won. 3. To make inferences about the Blitz using images. 4. To understand the emotions and experiences of children during the evacuation. 5. To evaluate the accuracy and reliability of sources. 6. To identify the impact of WWII on women's lives. 7. To explain why migrants come to Britain.</p>  <p><b>An Independent Writing Outcome:</b><br/>A letter from an evacuee to their parents</p>   | <p><b>WHY DO OCEANS MATTER?</b></p>  <p>1. To explain the importance of our oceans. 2. To locate and describe the significance of the Great Barrier Reef. 3. To explain the impact humans have on coral reefs and oceans. 4. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. 5. To collect data on the types of litter polluting a marine environment. 6. To present, analyse and evaluate data collected.</p> <p><b>An Independent Writing Outcome:</b><br/>Persuasive poster about saving the oceans</p> |
| YEAR 6 | <p><b>WHERE DOES OUR ENERGY COME FROM?</b></p>  <p>1. To know why energy sources are important. 2. To understand the benefits and drawbacks of different energy sources. 3. To understand how energy is generated in the United States. 4. To know how energy sources are distributed in an area. 5. To explain reasons for choosing an energy source. 6. To collect and present data on where to position a solar panel on the school grounds.</p> <p><b>An Independent Writing Outcome:</b><br/>An information leaflet about renewable energy sources</p>  | <p><b>WERE THE VIKINGS RAIDERS, TRADERS OR SOMETHING ELSE?</b></p> <p>1. To explain when and why the Vikings came to Britain. 2. To evaluate Viking stereotypes using sources. 3. To investigate the importance of Viking trading routes. 4. To compare different versions of Viking sagas and create a saga. 5. To evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources and case studies. 6. To evaluate achievements of the Vikings.</p>  <p><b>An Independent Writing Outcome:</b><br/>A debate about whether Vikings are raiders, traders or something else</p> | <p><b>CAN I CARRY OUT AN INDEPENDENT FIELDWORK ENQUIRY?</b></p>  <p>1. To develop an enquiry question. 2. To determine the most effective data collection methods for fieldwork. 3. To plan a route for a fieldwork trip. 4. To collect the data to answer the enquiry question. 5. To determine an answer to the enquiry question. 6. To present my findings.</p> <p><b>An Independent Writing Outcome:</b><br/>A PowerPoint slideshow based upon their independent fieldwork enquiry</p>   | <p><b>HOW DID THE MAYAN CIVILISATION COMPARE TO THE ANGLO-SAXONS?</b></p> <p>1. To recognise when and where the ancient Maya lived. 2. To evaluate the challenges of settling in the rainforest. 3. To compare and contrast Anglo-Saxon and Maya houses. 4. To explain the importance of Maya gods and goddesses. 5. To design a map of a Maya city. 6. To evaluate the reasons for the decline of the Maya cities.</p>  <p><b>An Independent Writing Outcome:</b><br/>A comparative piece of writing showing similarities and differences between Maya and Anglo-Saxon lifestyles</p> | <p><b>WHY DOES POPULATION CHANGE?</b></p>  <p>1. To understand the change and distribution of the global population. 2. To define birth and death rates and describe why they change. 3. To recognise the push and pull factors influencing migration. 4. To begin to understand the impact climate change can have on the global population. 5. To collect data showing how population impacts the amount of traffic and litter in an area. 6. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</p> <p><b>An Independent Writing Outcome:</b><br/>A written report based upon their fieldwork process</p> |   |

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