



Geography and History Long Term Plan



Geography is the study of people and places. History is the study of people and change over time.

Vision

Vision for Geography

At Oatlands Junior School, we aim to inspire in our pupils a lifelong curiosity about the world and its people. Through high quality learning experiences, all pupils will be equipped with the skills and knowledge to explore the world on their doorstep and beyond.

Vision for History

At Oatlands Junior School we encourage children to be curious about the past and equip pupils with the historical enquiry skills to: ask perceptive questions, think critically, weigh evidence, make connections, contrasts and trends over time and gain historical perspective by placing their growing knowledge into different contexts.

OJS Curriculum Threads

Our curriculum vision is based upon our knowledge of our pupils and community. Our three curriculum threads are:

- Promote Equality and Diversity
- Provoke Curiosity
- Embed Safe Behaviours



These threads are woven through each subject, alongside individual subject pedagogy, to ensure our learners benefit from a purposeful curriculum.

Fundamental British Values

- Democracy
- Rule of Law
- Individual Liberty
- Respect and Tolerance

The Geography and History curriculum is inclusive and promotes respect, tolerance and appreciation of equality and diversity through their pedagogical approaches (see Curriculum Handbook). Children are immersed in interesting and fun topics, that develop lively, enquiring minds and are encouraged to make links through well-connected knowledge and celebrates diversity. Links to Spiritual, Moral, Social and Cultural & FBV are made in Year Group OJS Passports and the wider curriculum offer in Geography and History.

National Curriculum Aims

The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes



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- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Planning and Resources

At OJS, we follow the National Curriculum as a foundation for our Geography and History planning. We then bespoke our planning by using Key Stage History, Oddizzi and Digimap documentations. Geography and History are taught in termly and half termly blocks in each year group. Our close links with Oatlands Infants School and our local secondary schools ensure that our Geography and History curricula are both fluid and progressive.

Wider Offer

In Geography our wider offer within the school day is: Fieldwork trips (Y3 – local area, Y4 – river study, Y5 – woodland, Y6 – local area), residentials (Y4 – 3 day and Y6 – 5 day), topic specific visitors and trips.



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In History our wider offer within the school day is: Y5- Eden Camp, Y6 Ripon Museums Service. We celebrate Geography and History through weekly Achievement Awards, Scarth's Celebrations and Oatlands Points as well as celebrating national events.

Pupil Voice Groups

Through the pupil voice groups, Eco-Committee, School Council and our House Captains, we gather pupil feedback about the Geography and History when monitoring and evaluating our Geography and History curriculum offer.

Links to other documents:

- Curriculum Handbook
- OJS Passport
- Teaching and Learning Policy
- Assessment and Reporting policy
- Key Knowledge Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Stone Age and Iron Age</u>		<u>Local Study - Harrogate</u>		<u>Ancient Egypt</u>	
	Key Learning Objectives <ul style="list-style-type: none"> Know how tools changed during the Stone Age to make hunting more successful. Explain how Skara Brae shows that Stone Age people were beginning to change how they lived. Explain why there are many ideas about how Stonehenge was used. Raise questions when confronted with an artefact in order to understand more about this ancient civilisation. 		Key Learning Objectives <ul style="list-style-type: none"> Locate Harrogate on different maps. Use the 8 points of a compass, know 4-figure grid references and begin to use an Ordnance Survey Map. Describe the land use of the local area. 		Key Learning Objectives <ul style="list-style-type: none"> Know where and when the Egyptians lived through looking at maps and artefacts. Address and sometimes devise historically valid questions about the daily lives of many ancient Egyptian people. 	
	Key Vocabulary		Key Vocabulary		<u>Rainforests</u>	
					Key Learning Objectives <ul style="list-style-type: none"> Locate the world's rainforests. Describe and understand the features of the layers of the rainforest and understand the key aspects of a rainforest climate. Compare life in the city of Rio de Janeiro to life in the amazon rainforest. Explain the effects humans have on the physical and human geography of the rainforest. 	

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- Pre-history
- Century
- Ancient
- Hunter-gatherer
- Settlement

Wider Offer

- Use of replica handling objects.

Curriculum Threads



Pupils will ponder questions considered by archaeologists and historians before them.



Whilst handling replica objects pupils will consider what function stone tools preformed.



Pupils will learn about Skara Brae and consider in a time before police forces, how did people keep themselves safe, did they have to?

British Values

Discussion around **Individual Liberty** when looking at the nomadic way of life.

- Land use
- Residential
- Recreational
- Commercial
- Transport

Wider Offer

- Fieldwork walk around local area.

Curriculum Threads



Pupils will safely observe, record and present fieldwork findings through research.



During fieldwork studies, pupils will visit variety of residential, recreation areas understanding patterns and the needs to suit needs of community.

- Select information about mummification and Egyptian gods carefully when learning about these areas.

Key Vocabulary

- Archaeology
- Artefact
- Gods/ goddesses
- Agriculture
- Slave

Wider Offer

- Use of replica handling objects.

Curriculum Threads



Pupils will learn about the culture of Ancient Egypt. They will discover that woman could be Pharos.



- Understand why some rainforest creatures have become endangered.
- Explain the effect humans have on the rainforest and understand how these changes can be reduced.

Key Vocabulary

- Equator
- Longitude
- Latitude
- Deforestation
- Endangered
- Biodiversity

Wider Offer

- Trip to Flamingo Land

Curriculum Threads



Pupils will know and use different map representations; in Year 3 pupils will use the Robinson and Mercator projections. Pupils will also study the Amazon rainforest, learning about the cultural of those who live there.





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			<p>Pupils will know about the mummification process and engage with mummifying their own orange.</p> <p>British Values Study of different belief system and gender equality, which promotes tolerance and respect.</p>	<p>Pupils will listen to the stories of people and places in rainforests by engaging and understanding alternative perspectives.</p> <p>British Values Work on cultural differences and way of life in the city compared with the favelas promotes tolerance and respect.</p> <p>Touches on rule of law through discussion around deforestation and ownership of the rainforest.</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<u>The Ancient Greeks</u>		<u>Modern Europe</u>	<u>The Romans</u>	<u>Mountains, Rivers and Coasts</u>	
	<p>Key Learning Objectives</p> <ul style="list-style-type: none"> Say when the Ancient Greek people lived and order events that children have learned about so far in chronological order. Describe some key facts about the Battle of Marathon and put forward ideas for why the historical accounts vary. Be able to confidently explain how the political system worked and compare this to our own. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Causation Myth Consequence 		<p>Key Learning Objectives</p> <ul style="list-style-type: none"> Understand the human and physical geography of Greece, Italy and one other European Country. Use a variety of maps to research the human and physical geography of Greece, Italy and one other European country. <p>Key Vocabulary</p> <ul style="list-style-type: none"> European Union 	<p>Key Learning Objectives</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain Explain why the evidence we have from the Romans about Boudica might be unreliable. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Empire Emperor Tax Peasants Invasion Motives 	<p>Key Learning Objectives</p> <ul style="list-style-type: none"> Know the structure of the earth and understand the different ways in which mountains are formed. Know the physical and human geography of Mount Everest and the UK three peaks. Describe the features of a river and understand a river's journey from source to sea. Know the physical and human geography of one world river. Understand the impact of river pollution and flooding on humans and the environment. Understand different types of coast. 	

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- Democracy
- Government
- Trade
- Invade

Wider Offer

- Replica handling vases

Curriculum Threads



Pupils will learn about democracy and how the political process is fairer today.



Pupils will be introduced to a variety of evidence and consider their validity (especially during the Battle of Marathon.) Weighing the evidence in sources is an important skill when assessing news reports and social media claims.



Pupils will consider a variety of reasons Athens became so powerful.

Fundamental British Values

- Mediterranean
- Euros
- Trade
- Travel

Wider Offer

- Virtual fieldtrip

Curriculum Threads



Pupils will listen to the stories of people and places in Europe by engaging and understanding alternative perspectives.



Pupils will know and use different map representations; in Year 4 pupils will use the Robinson and Mercator projections. Pupils will also study the modern Greece and Italy, learning about the cultural of those who live there.

Fundamental British Values

Wider Offer

- Replica handling objects

Curriculum Threads



Pupils will consider how and why the Roman Emperors wanted to invade Britain.



Pupils will learn about Bangle Lady in a Roman grave. How the Roman empire held lots of people and being black and female didn't make you a slave or poor.

Fundamental British Values

Introduction of **Rule of Law** by the Romans and the legacy this left on Britain.

- Describe and understand the features of the water cycle.

Key Vocabulary

- Topography
- Estuary
- Meander
- Tributary
- Tectonic plates
- Fold, dome and fault block mountains.

Wider Offer

- Local River Fieldwork Study
- Virtual Mount Everest Fieldtrip
- Kingswood Dearne Valley residential

Curriculum Threads




Pupils will listen to the stories of people and places in the Himalayas by engaging and understanding alternative perspectives.



Pupils will know and use different map representations; in Year 4 pupils will use the Robinson, Dymaxion and Mercator projections. Pupils will also study Nepal and

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	Introduction of Democracy by the Ancient Greeks and comparison to modern day democracy in Britain.		Democracy and tolerance and respect by comparing democracy in modern Greece and Italy and tolerance and respect in comparison of Greek and Italian beliefs and values with those in Britain		the Sherpa community, learning about the cultural of those who live there.  During fieldwork studies, pupils understand the aspects needed to carry out a safe investigation within the local area.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Year 5	<u>Anglo Saxons and Vikings</u>		<u>Comparing People and Places</u>		<u>Wartime Harrogate</u>			
	Key Learning Objectives <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Understand the power of story-telling, poetry and riddles during the Anglo-Saxon period. The mystery of the empty ship burial. Examine sources such a place names to understand the impact of the Vikings on the local area. Key Vocabulary <ul style="list-style-type: none"> Dark ages Missionary 		Key Learning Objectives <ul style="list-style-type: none"> Locate Middle East and North America on a world map and explore the landscape. Identify countries within the Middle East and North America. Compare the physical geography 		Key Learning Objectives <ul style="list-style-type: none"> a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Investigate how WW2 changed our local and national way of life, in the short term. Use sources to investigate what life was like in Harrogate during WW2. 		Key Learning Objectives <ul style="list-style-type: none"> To identify the significance of time zones in relation to longitude and latitude Describe the 7 types of biome is and locate them on a world map. Recognise how the environment and people around the world are effected by climate change. Understand what a carbon footprint is and how this can be reduced. Describe ways our school community can reduce the impacts of climate change. 	
	<u>Climate Change</u>							

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- Monarch
- Monastery
- Turning point

Wider Offer

- Replica handling objects
- Visitor to teach pupils about everyday Viking life.

Curriculum Threads



Pupils will learn that Britain has been invaded many times across her histories creating a mixture of peoples, stories, language, and traditions.



Pupils are curious about who was buried in the empty ship at Sutton Ho. They will use the evidence to suggest the religion and status of the deceased.

British Values

Rule of Law – The Danelaw

Respect and Tolerance – Female leaders in the early Viking era

Democracy – Elected leaders. Beginnings of British legal system.

of the Middle East and North America.

- Understand imports and exports from a country in the Middle East and a country in North America.

Key Vocabulary

- Import
- Export
- Supply Chain
- Economy
- Trade route

Wider Offer

- Virtual fieldtrip

Curriculum Threads



Through research, pupils will gain an understanding into the human and physical geography of an area of the Middle East and an area in North America.

Key Vocabulary

- Bias
- Reliable
- Museum
- Oral history

Wider Offer

- Visit to Eden Camp museum.
- Replica handling objects

Curriculum Threads



Pupils will learn about how people kept themselves safe during WW2 and consider what we do today for community safety eg flu vaccines.



Pupils are curious about their local area, looking out for effects of the war that still

Key Vocabulary

- Tropics
- Biome
- Tundra
- Desert
- Rainforest
- Woodland
- Savannah
- Grassland

Wider Offer

- Virtual fieldtrip

Curriculum Threads



Pupils are curious about the environment and are keen to protect it. Pupils will lead in school initiatives to promote being eco-friendly.





Pupils will understand the importance of being a global citizen and take initiative to care for the environment both in school and their wider lives.

British Values

Respect and Tolerance – Respect for planet

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			 <p>Pupils will know and use different map representations; in Year 5 pupils will use the Robinson and Mercator projections as well as various other maps to show the human and physical geography of the area being studied. Pupils will also study the cultural of those who live particular areas.</p> <p>British Values Individual Liberty – Choice of migration</p>	<p>exist today, such as railings cut down.</p>  <p>Pupils will consider different roles played by men, women, and children during WW2.</p> <p>British Values Democracy – Dictatorship in Germany Individual Liberty – Oppression of individuals under Nazi regime</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<u>Islamic Civilisation</u>		<u>Lake District Fieldwork</u>	<u>Crime and Punishment through time</u>	<u>Earth Matters</u>	
	Key Learning Objectives <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900 Know some key facts about Baghdad and give some reasons to explain how it became a major world power. 		Key Learning Objectives <ul style="list-style-type: none"> Locate the Lake District on different maps in relation to Harrogate. Use the 8 points of a compass, know 4- 	Key Learning Objectives <ul style="list-style-type: none"> Changes in an aspect of social history, crime and punishment 	Key Learning Objectives <ul style="list-style-type: none"> Know the structure of the earth and understand the ways tectonic plates move. Describe the features of a volcano and how earthquakes and tsunamis happen. 	

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- Demonstrate an understanding of how the work of the early Islamic doctors impacted on modern medicine.
- Understand the impact of some early Islamic inventions on the wider world.

Key Vocabulary

- Caliph
- Dynasty
- Siege

Wider Offer

- Replica handling objects

Curriculum Threads



Pupils will learn that development doesn't happen at the same pace across the world making Baghdad much more advanced than Viking Britain.



Pupils will use evidence to question what the ancient city of Baghdad looked like and which features made it an unusual city.

figure and 6-figure grid references and use an Ordnance Survey Map confidently.

- Describe the land use of the local area and how this may have changed over time.

Key Vocabulary

- Trade
- Derelict
- Economy
- Urban
- Rural
- Congestion

Wider Offer

- Virtual fieldtrip
- FSC Castle Head residential

Curriculum Threads



Pupils will safely observe, record and present

- Recognise how views of crime and punishment have been influenced and shaped by successive occupation (Romans, Anglo-Saxons, Vikings, Normans)
- Compare and contrast aspects of Crime and Punishment eg Viking Weregild and modern prison or compensation.

Key Vocabulary

- Court
- Diversity
- Execution
- Millennium
- Migration
- Revolt

Wider Offer

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Curriculum Threads



- Describe the causes and impacts of case studies of volcanoes, earthquakes and tsunamis.
- Describe how communities prepare for an earthquake, volcano or tsunami.

Key Vocabulary

- Magnitude
- Landslide
- Aftershock
- Magma
- Dormant
- Fault
- Tsunami, earthquake, volcano

Wider Offer

- Virtual fieldtrip

Curriculum Threads






Pupils will listen to the stories of people and places in the Himalayas by engaging and understanding alternative perspectives.



Pupils will know and use different map representations; in Year 4 pupils will use

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	<p>Fundamental British Values Respect and Tolerance through the study of a contrasting civilization.</p> <p>Rule of Law through exploring the expansion of the Islamic Empire.</p>	<p>fieldwork findings through research.</p>  <p>During fieldwork studies, pupils will visit variety of residential, recreation areas understanding patterns and the needs to suit needs of community.</p> <p>Fundamental British Values Respect and Tolerance through exploration of another location in the North of England.</p>	<p>Pupils are curious about what laws exist today and the origins of these. Pupils natural sense of justice in aroused when learning about laws against religion or excluding women.</p>  <p>Pupils will discover that progress goes backwards and forwards, for example where the Vikings had women lawmakers, but the Victorians didn't.</p>  <p>Pupils will understand the importance of knowing the laws of a land to keep themselves and others safe. They will also appreciate that laws change and are shaped by the society that makes them.</p> <p>Fundamental British Values</p>	<p>the Robinson, Dymaxion and Mercator projections.</p> <p>Fundamental British Values Individual Liberty Through the discussion of where an individual would decide to live and why.</p>
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			<p>Rule of Law through discussions about changes and continuation in law through the time periods.</p> <p>Democracy through changes and continuation in ideas about democracy (e.g. Vikings, introduction to democratic decisions) through the time periods.</p>
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