

Synergy Schools Federation – Context Plan for Mixed Age Classes

History and Geography unit planning is undertaken on a 3-year rolling plan for Key Stage 1 – which also includes the utilization of this stimulus for the teaching of Reception pupils. For all other subjects, a 2-year rolling programme is taught (which only includes Year 1 and Year 2 pupils). This doesn't include Reception pupils, who are taught separately using EYFS practice and principles. For Key Stage 2, a 4 year rolling plan is in place for all subjects.

3 Year EYFS/Key Stage 1 Rolling Programme for History and Geography

	Year X (2022/23)	Year Y (2023/24)	Year Z (2024/25)
Autumn Term	<p>Castles, Kings and Queens Visit to Bolton Castle The fortress in Pickhill; Bolton Castle over the years; Defence strategies</p>	<p>Famous People in the Past Nurse Visitor Florence Nightingale and Mary Seacole – focus on the impact of war. A comparison of hospitals in the past and modern day.</p>	<p>Family in the Past Focus on Sir Tom Moore. The impact of war on families and individuals.</p>
	<p>United Kingdom Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use 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 shop.</p>		<p>Mugumareno Village, Zambia Locate Zambia and Mugumareno on a map and find out about its key physical and human features. Find out about how people live in Zambia and how this contrasts to our own lives.</p>
Spring Term	<p>Toys and Games Visit to Beamish Museum Comparison between daily lives in the past and present; rich and poor; boys and girls; how children's lives have changed.</p>	<p>Great Fire of London Fire Station visit Everyday life in the past in London and how life has changed today. How fire stations have changed from the past to the present.</p>	<p>Local Study Leeming Railway Visit; walks around the local area Focus on the railway; purpose of buildings in the local area; how have they changed? How people travelled; How have jobs changed in the area?</p>
		<p>Hot and Cold Places Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify countries, continents and oceans. Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Our Village To locate the local area on an aerial image in relation to other places around it. To use an aerial image to describe the key physical and human features of the area. To describe the distinctive human and physical features of the local area. To use fieldwork to observe and record a range of data on the human and physical features in our village.</p>
	<p>Holidays in the Past Visit to a local holiday destination Consider travel, transport routes and destinations; holiday entertainment – how has it changed?</p>	<p>World Explorers Visit to James Cook Museum Study Capt Cook and Christopher Columbus; Impact of discovery; travel and transport changes</p>	<p>Space Discovery Study the life of Tim Peake; Impact of discovery; Travel and transport changes</p>

Summer Term	<p>Weather and Seasons</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Continents and Oceans</p> <p>Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the continents and oceans.</p>	

	Year A (2022/23)	Year B (2023/24)	Year C (2024/25)	Year D (2025/26)
Autumn Term	<p>Modern Wars</p> <p>Visit to Eden Camp WW2 evacuees; Refugees from more recent wars; Afghanistan, Syria, Ukraine</p>	<p>Stone Age to Iron Age</p> <p>Know that by the bronze age people belonged to tribes and hill forts were built for protection against other tribes. Know that the Celtic tribes were ruled by kings and queens; Know about hierarchy in society; the growth of trade during the Bronze and Iron Age.</p>	<p>Ancient Greece Know about the reasons for the wars between Athens and Sparta Know that the Ancient Greeks weren't a single country ruled by a single country; the reasons why there were city states and the different rulers in the city states; know about Greek democracy. Hierarchy in society; homes, food, farming, jobs, buildings, communication; leisure time, religion. Know that Ancient Greeks also traded by sea and the impact of trade on Ancient Greece.</p>	<p>Ancient Egypt</p> <p>Know that Ancient Egypt was a monarchy: it was ruled by a powerful pharaoh. There were several dynasties who ruled Ancient Egypt (people from the same family); hierarchy in society; homes, food, farming, jobs, buildings, communication; leisure time religion; Know about the importance of the River Nile as a trade route.</p>
			<p>Volcanoes and Earthquakes</p> <p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Climate Zones</p> <p>Describe and understand key aspects of: physical geography, including: climate zones. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p>

Spring Term	<p>Industrial Revolution</p> <p>Visit to Darlington Railway Museum Know about hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion. Know about goods, trade routes and transport in the Skipton area before and after the Industrial Revolution and the technology which escalated the pace of change.</p>	<p>Roman Britain</p> <p>Visit to Hadrian’s Wall and a Roman Fort Know that the Romans conquered Britain in AD 43. Know why the Roman army was successful. Know that Rome was a large empire, ruled by one powerful leader and the Roman empire expanded because they invaded other countries and took over. Know about hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion</p>	<p>European Region</p> <p>Locate Europe and its key human and physical characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify and locate Europe’s major cities. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts; human geography, including land use and economic activity. Understand geographical similarities and differences.</p>	<p>Ancient Maya</p> <p>Know the reasons why the Spanish conquistadors came to Mesoamerica; Know about hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time, religion; Know what goods they traded, who they traded with and how they traded; the impact of trade on the Ancient Maya.</p>
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4 Year Key Stage 2 Rolling Programme for History and Geography

Spring Term	<p>United Kingdom</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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Know the reasons why the Romans invaded and settled in Britain evidence of trade from the extent of the Roman Empire found in Britain.</p>	<p>Modern Day Trade</p> <p>Visit to Parliament EU and world trade; Impact on the world; How has Brexit impacted on trade in Britain?; similarities to Ancient Greece – democracy, city states, allegiances.</p>	<p>North America – The Rockies</p> <p>Locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions and key physical and human characteristics. Identify the position and significance of latitude and longitude. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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>
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Summer Term	<p>Local Study Walks around the local area Understand how the village has changed over time; how is national history reflected in the locality; how have historical events impacted on today?</p>	<p>Rivers Describe and understand key aspects of physical geography, including rivers and the water cycle. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. 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>Rainforests Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. 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>South America – The Amazon Locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify the position and significance of latitude, longitude and the Equator. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.</p>
	<p>Local Area and Region Locate the region and local area in relation to other places in the UK. Use an aerial image to describe the key physical and human features of the region and local area Understand local, regional, national and international links to the local area. Consider how a region can meet the needs of its population and gather evidence through urban fieldwork. Communicate geographical information about the region, using maps and writing at length.</p>	<p>Anglo Saxons and Vikings Know about the reasons each had for invading England. Know that Anglo Saxon tribes often fought each other. Know about hierarchy on society; know that the Anglo Saxon Britain was not one kingdom but several. Know what happened to the kingdoms after the Vikings invaded, including Danelaw. Know about hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion. Know the reasons why Angles, Saxons and Jutes came to Britain and settled. See evidence found in archeological sites of Anglo Saxon trade with other countries.</p>	<p>Mountains Describe and understand key aspects of physical geography, including mountains. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Name and locate key topographical features of the UK (including mountains).</p>	<p>Rio and South East Brazil Locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify the position and significance of the Equator and P/GMT.</p>