

# Lake Farm Park Academy

## History & Geography Long Term Overview 2022-2023



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Who am I?  All about us	Why do we have festivals and Celebrations?  Seasons/ Festivals and celebrations	Why do we need the Sun? How does it help us?  Space	Spring 2 Growing What healthy foods do our bodies need to help us grow?	Summer 1 Mini beasts Where can you find me?	Summer 2 Under the sea What can we find in our oceans?
<b>Skills coverage</b>	Develop awareness of changes within their own living memory.  Recount events from the past.  Use a range of sources (maps, atlases, globes, photographs) to recognise landmarks and features	Develop awareness of changes within their own living memory.  Recount events from the past.	Ask questions about significant people and events.  Identify seasonal and weather patterns in the UK.	Use everyday language to demonstrate understanding of changes between past and present.  Identify similarities and differences between where we live and other places in the UK.	Use photographs and artefacts to learn about the past.  Identify similarities and differences with the wider world.	Use photographs and artefacts to learn about the past.  Locate the countries of the UK (using world maps, atlases and globes).
<b>Year 1</b>	Superheroes 'Are all Superheroes the same?'	Traditional Tales 'What could I see in a Traditional Tale or Fairy Tale?'	Dinosaurs 'What happened to the Dinosaurs?'	UK Geography 'What makes the UK?'	Food 'Where does my food come from?'	Seaside 'How has the seaside changed?'
<b>Skills coverage</b>	History Ask questions about significant people and events.  Identify similarities and differences with the wider world.	History Develop awareness of changes within their own living memory.  Use photographs and artefacts to learn about the past  Use everyday language to demonstrate understanding of changes between past and present.	History Recount events from the past.  Use everyday language to demonstrate understanding of changes between past and present.  Use photographs and artefacts to learn about the past	Geography Use a range of sources (maps, atlases, globes, photographs) to recognise landmarks and features.  Identify human and physical features in their school.  Identify similarities and differences between where we live and other places in the UK.	Geography Locate the countries of the UK (using world maps, atlases and globes).  Use a range of sources (maps, atlases, globes, photographs) to recognise landmarks and features.  Identify similarities and differences with the wider world.	Geography Identify seasonal and weather patterns in the UK.  Geography Use a range of sources (maps, atlases, globes, photographs) to recognise landmarks and features.  Geography Identify human and

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		Make connections about changes over time to their own life.	Ask questions about significant people and events.	<p>Identify similarities and differences with the wider world.</p> <p>Locate the countries of the UK (using world maps, atlases and globes).</p> <p>Draw basic maps using symbols/ pictures.</p> <p>Use directional language to describe the location of features on a map</p> <p>Identify seasonal and weather patterns in the UK.</p>		<p>physical features of a seaside</p> <p>History Use photographs and artefacts to learn about the past</p> <p>History Use everyday language to demonstrate understanding of changes between past and present</p> <p>History Make connections about changes over time to their own life.</p>
<b>Year 2</b>	The Wonders of the World: Geography based 'What are the wonders of our world?'	Florence Nightingale: History based, Art based 'How have we changed the way we care for people?'	Chocolate: Geography based, Design technology skills 'Where does chocolate come from? How has chocolate come over time?'	Beatrix Potter—'Who is Beatrix Potter and what is she famous for?'- Art and Design focus with History/Geography	London 'How did the Great Fire of London influence London life today?' History based	London: What makes London famous? Geography based

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<p><b>Skills coverage</b></p>	<p><b>Geography</b></p> <p>Use a range of sources (maps, diagrams, atlases, globes, aerial photographs) to recognise landmarks and features.</p> <p>Locate the world's continents and oceans (using world maps, atlases and globes).</p> <p>Link changes in living memory to changes in national life.</p>	<p><b>History</b></p> <p>Use photographs, artefacts and simple texts to make comparisons from the past to present day.</p> <p>Understand the reasons behind choices people made in the past.</p> <p>Find similarities and differences between periods of time and the modern day.</p> <p>Use questions to deepen their understanding about the events of the past.</p> <p><b>Additional TAF objectives covered.</b></p> <p>Place events in chronological order on a timeline. <i>Use relevant historical vocabulary to ask and answer questions.</i></p> <p>Research given questions to explore events/people of the past.</p> <p>Recognise the reasons why past events happened.</p>	<p><b>Geography</b></p> <p>Locate the world's continents and oceans (using world maps, atlases and globes).</p> <p>Use a range of sources (maps, diagrams, atlases, globes, aerial photographs) to recognise landmarks and features.</p> <p><b>Additional TAF objectives covered.</b></p> <p>Identify similarities and differences of human and physical geography between the UK and the wider world.</p> <p>Apply knowledge of the world to understand climate and weather patterns</p> <p>Place events in chronological order on a timeline.</p>	<p><b>History</b></p> <p>Compare their life to people of the past.</p> <p>Find similarities and differences between the events of the past</p> <p>Use photographs, artefacts and simple texts to make comparisons from the past to present day.</p> <p>I can recount the life of someone famous from Britain who lived in the past and give attention to what they did earlier and what they did later.</p> <p>Place life and events of someone famous in chronological order on a timeline.</p> <p><b>Additional TAF objectives covered.</b></p> <p>I can use word and phrases such as: 'before', 'after', 'past', 'present', 'then', 'now'</p> <p>I can use a range of appropriate words and</p>	<p><b>History</b></p> <p>Compare their life to people of the past.</p> <p>Find similarities and differences between the events of the past.</p> <p>Use photographs and simple text to make comparisons between the present and the past.</p> <p>Place events in chronological order on a timeline.</p>	<p><b>Geography</b></p> <p>Use a range of sources (maps, diagrams, atlases, globes, aerial photographs) to recognise landmarks and features.</p> <p>Identify similarities and differences of human and physical geography between the UK and the wider world.</p> <p>Apply knowledge of the world to understand climate and weather patterns.</p> <p>Identify characteristics of the four countries and capital cities of the UK.</p>
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				phrases to describe the past		
<b>Year 3</b>	Why do people visit the UK?	What is the Stone Age?	Why are the ancient Greeks relevant today?	Is Asia magnificent?	How did the Roman Empire change Britain and Europe?	Why are Rainforests important?

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Skills coverage	Geography	History	History	Geography	History	Geography
	<p>Compare and contrast appropriate sources</p> <p>Identify and categorise human and physical characteristics of countries and cities.</p> <p>Identify the impact that human and physical environments have on each other.</p> <p><i>Locate cities and counties of the UK</i> using globes, atlases and world maps</p> <p>Consolidate the use of 4 compass points.</p> <p>Consolidate the use of 4 compass points.</p> <p>Use 4 figure grid references</p>	<p>Understand the reasons behind choices people made in the past.</p> <p>Find similarities and differences between periods of time and the modern day.</p> <p>Understand that the past can be divided into periods of time.</p> <p>Make appropriate use of key dates and terms.</p> <p>Describe characteristics of past periods and societies</p> <p>Use relevant historical vocabulary to ask and answer questions.</p>	<p>Recognise the reasons why past events happened</p> <p>Find similarities and differences between periods of time and the modern day.</p> <p>Use sources to retrieve and infer findings about the past.</p> <p>Understand that the past can be divided into periods of time.</p> <p>Make appropriate use of key dates and terms.</p> <p>Describe characteristics of past periods and societies</p> <p>Use relevant historical vocabulary to ask and answer questions.</p>	<p>Identify and categorise human and physical characteristics of countries and cities.</p> <p>Identify the impact that human and physical environments have on each other.</p> <p>Identify similarities and differences of regions.</p> <p><i>Locate some countries in the world</i> using globes, atlases and world maps.</p> <p>Consolidate the use of 4 compass points.</p>	<p>Understand the reasons behind choices people made in the past.</p> <p>Recognise the reasons why past events happened</p> <p>Find similarities and differences between periods of time and the modern day.</p> <p>Understand that the past can be divided into periods of time.</p> <p>Make appropriate use of key dates and terms.</p> <p>Describe characteristics of past periods and societies</p> <p>Use relevant historical vocabulary to ask and answer questions.</p> <p>Research given questions to explore events/people of the past</p>	<p>Compare and contrast appropriate sources</p> <p>Identify and categorise human and physical characteristics of countries and cities.</p> <p>Identify the impact that human and physical environments have on each other.</p> <p>Identify similarities and differences of regions.</p> <p><i>Locate some countries in the world</i> using globes, atlases and world maps.</p> <p>Create simple scale drawings and understand the importance of a key.</p>
Year 4	Why were castles essential in the Medieval Era?	Does Monarchy have a future?	Are the effects of volcanic eruptions more dangerous than earthquakes?	How did the Vikings change Britain?	Why does Ancient Egypt continue to fascinate the modern world?	Are pyramids unique to Egypt?

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Skills coverage						
Skills coverage	<p><u>History:</u> Understand how one event can impact on following events within a period of time. Identify and classify the social, cultural and religious aspects of a period of time. Begin to understand which sources are more reliable and why.</p> <p><u>Geography:</u> Compare, contrast and analyse appropriate sources, e.g. maps, atlases, globes, OS maps, maps they have created, sketches, diagrams, graphs, photographs, aerial photographs Analyse the impact that human and physical environments have on each other. Locate cities and counties of the UK and some countries in the world using globes, atlases, OS maps and digital maps.</p> <p><u>Local history:</u> <u>Ruislip Woods, near Lido.</u> <a href="http://www.ruislipwoodstrust.org.uk/index.html">http://www.ruislipwoodstrust.org.uk/index.html</a></p>	<p><u>History:</u> Use relevant historical vocabulary to ask and answer questions. Pose questions to direct research about events/people of the past. Show understanding of chronology within periods of time studied such as early events and what led to the end of a time period.</p> <p>Describe characteristics of past periods and societies drawing on prior learning to reach conclusions.</p> <p><u>Geography:</u> Compare and contrast different regions.</p> <p><u>Local history:</u> <u>Ruislip Woods, near Lido.</u> <a href="http://www.ruislipwoodstrust.org.uk/index.html">http://www.ruislipwoodstrust.org.uk/index.html</a></p>	<p><u>History:</u> Use relevant historical vocabulary to ask and answer questions. Pose questions to direct research about events/people of the past.</p> <p><u>Geography:</u> Collect, analyse and present data from the local area (including observations and measures). Research human and physical characteristics of countries and cities. Analyse the impact that human and physical environments have on each other.</p> <p>Locate cities and counties of the UK and some countries in the world using globes, atlases, OS maps and digital maps.</p>	<p><u>History:</u> Describe characteristics of past periods and societies drawing on prior learning to reach conclusions. Understand how one event can impact on following events within a period of time. Identify and classify the social, cultural and religious aspects of a period of time. Show understanding of chronology within periods of time studied such as early events and what led to the end of a time period.</p> <p><u>Geography:</u> Compare and contrast different regions. Locate cities and counties of the UK and some countries in the world using globes, atlases, OS maps and digital maps.</p>	<p><u>History:</u> Understand how one event can impact on following events within a period of time. Show understanding of chronology within periods of time studied such as early events and what led to the end of a time period.</p> <p>Describe characteristics of past periods and societies drawing on prior learning to reach conclusions. Use relevant historical vocabulary to ask and answer questions. Pose questions to direct research about events/people of the past.</p> <p><u>Geography:</u> Locate cities and counties of the UK and some countries in the world using globes, atlases, OS maps and digital maps. Research human and physical characteristics of countries and cities. Analyse the impact that human and physical environments have on each other.</p>	<p><u>History:</u> Begin to understand which sources are more reliable and why. Show understanding of chronology within periods of time studied such as early events and what led to the end of a time period. Use sources to make reasoned inferences and explain their findings about the past.</p> <p><u>Geography:</u> Collect, analyse and present data from the local area (including observations and measures). Compare, contrast and analyse appropriate sources, e.g. maps, atlases, globes, OS maps, maps they have created, sketches, diagrams, graphs, photographs, aerial photographs. Research human and physical characteristics of countries and cities. Analyse the impact that human and physical environments have on each other.</p>

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	<a href="https://ruisliplido.com/history/">https://ruisliplido.com/history/</a>					<p>Compare and contrast different regions.</p> <p>Locate cities and counties of the UK and some countries in the world using globes, atlases, OS maps and digital maps.</p>
<b>Year 5</b>	Why was the space race historically important and how does it still influence us today?	What impacts the people of Africa today?  Focus on Geography	What part did the Tudors play in the reformation of Britain?	How did the Elizabethans shape the World we live in today?	What were the triumphs and tragedies of the Industrial revolution?	How do maps reveal history, the present and the future of our world?
<b>Skills coverage</b>	<p>H - Space Race + politics of USA and Soviet Union - Understand that events within periods of time can have an impact on decisions made later.</p> <p>H - Space race + females in Space - Consider the legacy of social, cultural and religious aspects of a period of time.</p> <p>H - Space Race - Analyse the reliability of a range of sources. Select appropriate sources from a range of available information and justify their choices.</p> <p>H - Use relevant historical vocabulary to ask and</p>	<p>G - Collect data from the local area and explain and present findings (including observations and measures).</p> <p>G - Compare findings to a different location in the world.</p> <p>G - Compare, contrast, analyse and evaluate appropriate sources E.G maps, atlases, globes, digital computer mapping, OS maps, maps they have created, sketches, diagrams, graphs, photographs, aerial photographs.</p> <p>G - Analyse the impact that human and physical environments have on</p>	<p>H - Understand that events within periods of time can have an impact on decisions made later.</p> <p>H - Consider the legacy of social, cultural and religious aspects of a period of time.</p> <p>H - Analyse the reliability of a range of sources.</p> <p>H - Select appropriate sources from a range of available information and justify their choices.</p> <p>H - Use relevant historical vocabulary to ask and answer questions.</p> <p>H - Use research to</p>	<p>H - Understand that events within periods of time can have an impact on decisions made later.</p> <p>H - Consider the legacy of social, cultural and religious aspects of a period of time.</p> <p>H - Analyse the reliability of a range of sources.</p> <p>H - Select appropriate sources from a range of available information and justify their choices.</p> <p>H - Show awareness of the impact of chronology on events and decisions made</p>	<p>G - Compare, contrast, analyse and evaluate appropriate sources, e.g. maps, atlases, globes, digital computer mapping, OS maps, maps they have created, sketches, diagrams, graphs, photographs, aerial photographs.</p> <p>G - Compare human and physical characteristics of countries and cities.</p> <p>G - Analyse the impact that human and physical environments have on each other and understand how some of these aspects have changed over time.</p> <p>G - Compare different</p>	<p>G - Collect data from the local area and explain and present findings (including observations and measures).</p> <p>G - Compare, contrast, analyse and evaluate appropriate sources, e.g. maps, atlases, globes, digital computer mapping, OS maps, maps they have created, sketches, diagrams, graphs, photographs, aerial photographs.</p> <p>G - Compare human and physical characteristics of countries and cities. Analyse the impact that human and physical environments have on each other and</p>

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	<p>answer questions.</p> <p>H - Use research to accurately select information and respond to a range of questions.</p>	<p>each other and understand how some of these aspects have changed over time.</p> <p>G - Compare different regions and analyse why changes occur over time.</p> <p>H - Understand that events within periods of time can have an impact on decisions made later.</p> <p>H - Apartheid Compare and contrast between past periods of time and societies.</p> <p>H - Apartheid - Consider the legacy of social, cultural and religious aspects of a period of time.</p> <p>H - Use relevant historical vocabulary to ask and answer questions.</p> <p>H - Use research to accurately select information and respond to a range of questions.</p>	<p>accurately select information and respond to a range of questions.</p> <p><u>Local History:</u></p> <p><u>Manor Farm House:</u> <a href="https://www.hillingdon.gov.uk/manor-farm">https://www.hillingdon.gov.uk/manor-farm</a></p> <p><u>Ruislip Woods, near Lido.</u> <a href="http://www.ruislipwoods.trust.org.uk/index.html">http://www.ruislipwoods.trust.org.uk/index.html</a></p>	<p>by people in the past.</p> <p>H - Use relevant historical vocabulary to ask and answer questions.</p> <p>H - Use research to accurately select information and respond to a range of questions.</p>	<p>regions and analyse why changes occur over time.</p> <p>G - British Empire - Locate cities and counties of the UK and some countries in the world choosing appropriate resources. Use 4 and 6 figure grid references effectively. Draw a variety of maps using OS map symbols (e.g. digital mapping).</p> <p>H - British Empire and Industrial revolution Understand that events within periods of time can have an impact on decisions made later. Consider the legacy of social, cultural and religious aspects of a period of time.</p> <p>H - Show awareness of the impact of chronology on events and decisions made by people in the past.</p> <p>H - Select appropriate sources from a range of available information and justify their choices.</p> <p>H - Use relevant historical vocabulary to ask and</p>	<p>understand how some of these aspects have changed over time.</p> <p>G - Compare different regions and analyse why changes occur over time.</p> <p>G -Locate cities and counties of the UK and some countries in the world choosing appropriate resources.</p> <p>Use 4 and 6 figure grid references effectively. Draw a variety of maps using OS map symbols (e.g. digital mapping).</p>
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					<p>answer questions.</p> <p>H - Use research to accurately select information and respond to a range of questions.</p> <p><u>Local history:</u> <u>Hayes Railway Station</u></p>	
<b>Year 6</b>	<p>How do maps help us explore? Geography: Mapping</p>	<p>MDQ: What impact do the achievements of Baghdad, during the Islamic Golden Age, have on our lives today? History: Early Islamic Civilization - Baghdad</p>	<p>How has crime and punishment changed from Anglo-Saxon times to the present? History: Crime and Punishment</p>	<p>MDQ: What are the advantages and disadvantages of settling near a river? Geography: Rivers Enrichment: Field study</p>	<p>What is the impact of the Industrial Revolution on Modern Britain and the Wider World? History: The Industrial Revolution</p>	<p>Whose War and why? History: WW2</p>
<b>Skills coverage</b>	<p>Select, compare, contrast, analyse and evaluate appropriate sources E.G maps, atlases, globes, digital computer mapping, OS maps, maps they have created, sketches, diagrams, graphs, aerial photographs.</p> <p>Locate cities and counties of the UK and some countries in the world choosing appropriate resources on more detailed maps.</p> <p>Consolidate use of 6 figure</p>	<p>Enquiry Explain the significance of events and the impact they have had on the modern world.</p> <p>Clarify the similarities and differences between cultural, social and religious aspects of a period of time.</p> <p>Sources: Explore different interpretations of the past through the impact of contrasting sources from</p>	<p>Chronology Demonstrate a deep understanding of the chronology of a series of events on a timeline and explain the impact of one event upon another.</p> <p>Making Connections Discern between past periods of time and societies analysing trends.</p>	<p>Human and Physical Geography</p> <p>Collect data from the local area and explain and present findings considering impact and solutions.</p> <p>Assess the impact of human and physical characteristics of countries and cities.</p> <p>Evaluate the impact that human and physical environments have on</p>	<p>Enquiry Explain the significance of events and the impact they have had on the modern world.</p> <p>Clarify the similarities and differences between cultural, social and religious aspects of a period of time.</p> <p>Questioning Use relevant historical vocabulary to ask and answer questions.</p>	<p>Enquiry Explain the significance of events and the impact they have had on the modern world.</p> <p>Clarify the similarities and differences between cultural, social and religious aspects of a period of time.</p> <p>Sources: Explore different interpretations of the past through the impact of contrasting sources</p>

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	<p>grid references.</p> <p>Draw maps of increasing complexity and accuracy.</p> <p>Assess the impact of human and physical characteristics of countries and cities.</p> <p>Evaluate the impact that human and physical environments have on each other and propose solutions.</p>	<p>the same time EG war propaganda.</p> <p>Making Connections</p> <p>Discern between past periods of time and societies analysing trends.</p>		<p>each other and propose solutions.</p>	<p>Pursue historically valid enquiries using questions devised as a stimulus.</p> <p>Mountains:</p> <p>Compare different regions and analyse how the impact of changes over time could affect the future.</p>	<p>from the same time EG war propaganda.</p> <p><u>Local history:</u></p> <p><u>Battle of Britain Bunker</u> <a href="http://battleofbritainbunker.co.uk/">http://battleofbritainbunker.co.uk/</a></p> <p><u>Barra Hall</u> <a href="https://www.wikiwand.com/en/Barra_Hall_Park">https://www.wikiwand.com/en/Barra_Hall_Park</a></p> <p><u>Ruislip Woods</u> <a href="https://voicemap.me/tour/london/the-battle-of-britain-house-a-walk-through-ruislip-woods/sites">https://voicemap.me/tour/london/the-battle-of-britain-house-a-walk-through-ruislip-woods/sites</a></p>
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Local history links/ websites:

[https://kids.kiddle.co/Hayes,\\_Hillingdon](https://kids.kiddle.co/Hayes,_Hillingdon)

<https://www.hfhs.org.uk/hayes>

<https://www.hillingdon.gov.uk/stories>