Federation of Snape Community and Thornton Watlass CE Primary Schools
Humanities Long Term Plan

Inspire ● Enrich ● Enjoy ● Succeed

History Strands:

Food and Farming ● Settlement ● Society ● Conflict ● Trade, Travel and Exploration ● Culture and Pastimes

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Red Kites (Y3/4/5/6) Cycle A 2025-26	**Ancient Egypt** What impact have ancient Egyptians had on the modern Western world? Series of 11 lessons – will run into Autumn 2 How is our society today similar or different to the Ancient Egyptians? Kings and Queens Settlements and dailylife Comparing and contrasting ancient life to modern day life. The achievements ofthe earliest civilizations An analysis of three major ancient civilisations (Egypt, Greece and Baghdad) and the legacies they have left. E.g. "Greek/Islamic/Egyptian:	**Coastal Erosion** What are coasts and how does erosion affect them? Series of 4/5 lessons In this unit, children will review their knowledge about the seas and oceans that surround the UK, understanding that the UK is made up of a range of islands with an expansive coastline. Children will learn about coasts, how they can vary, and why. They will learn to identify different features of coasts and how they are formed. Children will learn about the physical processes that cause a coastline to change over time. Children will look at case studies of the UK's coastlines. Children will learn about coastal protection strategies.	**My region and the Western United States.** What are the similarities and differences between my region and the Western United states? Series of 12 lessons – this will run Spring 1 and 2 to embed physical geographical knowledge. In this unit, children will recap the key human and physical features of their region in England. Children will discover the different countries and capital cities of North America and then focus on specifically the Western United States. Children will learn the human and physical features of the Western United States including biomes, climate	**As Spring 1**	**Romans** What did the Romans do for us in North Yorkshire? Series of 9/10 lessons over Summer 1 and 2, with the potential to extend to cover. The Roman Empire andits impact on Britain; A local history study. What did the Romansdo for us in North Yorkshire? e.g. Catterick/A1. Explore the common myth that Roman Britain was mono-racial and actually people from all over the Roman empire migrated to Britain from as far as North Africa and the Middle East	**Recap of The United Kingdom –** What are the Key geographical features of the UK? In this unit, children will learn about the key geographical characteristics of the United Kingdom. They will discover the different countries of the United Kingdom and the regions within England. Children will explore the human and physical features of the UK, including the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases to explore the UK and their local region while learning to use a compass, four-figure

	Art, culture, architecture, medicine and mathematics; Olympic Games; Islamic trade; Inventors. Opportunities for comparison and discussions about historical significance.		zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and the Western United States. Include a focus on Sacagawea - A 16 year old, bilingual Native American woman who led American explorers through unknown territory for 8000 miles.			grid references, keys and symbols
Red Kites (Y3/4/5/6) Cycle B 2026-27	**Anglo Saxons and Vikings** Demystifying the Anglo-Saxons and the Vikings: who were they really and how have they influenced our local area? Series of 9 lessons + cross curricular writing opportunities and a trip to Yorvik and DIG York Britain's settlement by Anglo-Saxons, Scots and	**Weather and Climate** How can we record and measure weather phenomena? Series of 5 lessons In this unit, children will review their knowledge of weather and climate differences. Children will learn about the six main climate zones and the weather conditions in each. For instance, they will understand that the UK falls under the temperate climate	**The Tudors** What is the lasting legacy of theTudors? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Discovering the impact that the Tudor dynasty had on society at the time and since.	**As Spring 1**	**Farming and Food** What does farming look like in the 21st Century across the world? A study of an aspect or theme in British historythat extends pupils' chronological knowledge beyond 1066 (Dig for Victory) Compare with farming across the world – North America (Citrus) South America (Coffee).	**The conservation of bees.** How can we make our school environment more bee-friendly? In this unit, children will learn how important bees are for humans and the natural world. Children will learn the dangers facing bees and how they can be conserved. Children will observe bees in their natural habitat and carry out improvement works on

	Vikings; A local history study. Including unpicking the myths of an 'all white,' Anglo-Saxon and Viking Britain and exploring the multicultural makeup of both these groups. An exploration into the local influence these groups have had and why they are historically and locally significant migrants.	zone, while other countries may have different climate zones. To understand weather forecasts, children will learn about the symbols used to display weather conditions. They will also be introduced to various weather instruments such as anemometers, rain gauges, and thermometers, and their uses in measuring wind speed, rainfall, and temperature respectively. Children will be encouraged to make informed choices to decide which weather phenomena they want to observe and measure. They will collect and record weather data from the school grounds using these instruments. Children will make sensible predictions based on weather trends and patterns. They will analyse the collected data and identify weather trends and patterns. Children will evaluate the fieldwork they have carried out.			Farming in Eyam village in the Black death Dig for Victory in WW2 Rural farming now in the local area.	school grounds to help conserve and protect bees
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**

Red Kites (Y3/4/5/6) Cycle C 2027-28	**WW2** How was World War Two experienced by Britain's children? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; A local history study. WW2 Using primary sources made by children who lived in Britain during WWII including children who were not evacuated from major cities, those who were evacuated and also those Jewish children from Eastern Europe who were refugees to England during the war and arrived on the 'kindertransport,' which came into Liverpool Street Station.	**Crime and punishment** How has crime and punishment changed over time in Britain? In this crime and punishment unit, children will build on their knowledge of periods in history that they have studied through KS2. Children will explore using different historical disciplinary concepts, how crime and punishment has changed over time in Britain. They will explore what was seen as a crime over time and the different gruesome punishments that were handed out to criminals. The children will find out about the development of the police force from the Victorian period right through to the new millennium.	**Climate and Biomes** How does the climate influence our world? Six major biomes. Vegetation belts. Climate Zones. Fieldwork on local biome – woodland.	**My region and the South Aegean – a comparison** Will run into Summer 1 by 3 lessons How does my local area compare with the South Aegean region? Map work, regional comparison. Geographic and locational knowledge. Land use, map work and settlement types.	**Shang dynasty** What is the lasting legacy of the Shang dynasty? A non-European societythat provides contrasts with British history; The achievements of the earliest civilizations. Dispel the myth that Western civilisations have always been the most advanced.	**As Summer 1**

Red Kites (Y3/4/5/6) Cycle D 2028/29	**Mayans** What made the Mayans so successful? A non-European societythat provides contrasts with British history; The achievements of the earliest civilizations. Dispel the myth that Western civilisations have always been the most advanced. Who the Maya people were, when and where in the world they lived and the reasons why they were so successful, particularly in the Classic period. The lessons then move on to discovering how we know about the Maya people, their beliefs and the hierarchy system thatwas in place in society and the important inventions that they made, especially in farming. The unit finishes with a comparison between the Ancient Maya Civilisation and Anglo-	**Economic activity of the UK.** How future-proof is the UK? Sustainability, economic sectors, land-use, technology, waste management, pollution issues, human and physical features.	**Ancient Greece** What were the greatest achievements of Ancient Greece? This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. The first lessons focus on the Minoans and how they began to trade in early Greece. The children will also think about and discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them. The next few lessons in the teaching sequence focus on life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. The final few lessons look at the leadership of Ancient Greece under the rule of King Philip ll and then Alexander the Great. Children will conclude their learning with a final response to the main	**As Spring 1**	**Stone Age to Iron Age** How did daily like change in Britain from the Stone Age to the Iron Age? In this unit, children learn about prehistory in Britain, and how we find out about prehistory. They discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age. Children find out about how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks that we can even see and walk today.	**Rivers** What are the features of my local river? In this unit, children will learn about the features of a river at each course and the specific features that can form. Using the River Trent as a case study, children will study the features of rivers in context. Children will then learn to conduct fieldwork at their local river by gathering, recording, analysing and presenting data.

	Saxon Britain, with a focus on the similarities and differences between the Maya City States and the Anglo-Saxon Kingdoms; drawing on the archaeological evidence available to us.		historical enquiry, 'What were the greatest achievements of Ancient Greece?			