



CURRICULUM SPOTLIGHT ON HISTORY & GEOGRAPHY – CLASS 5

High Ercall Primary School

Long term plans

Class 5	<p>Stone Age to Iron Age Children will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.</p> <p>Key enquiry question: What was life like in the Iron Age and how do we know?</p>	<p>Benin Children learn about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. They will explore western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time.</p> <p>Key enquiry question: Why is Benin a significant civilisation?</p>	<p>Medicine and disease Children will discover how medicine has changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries. Would they have liked to be treated by an Egyptian doctor or would they prefer to have fallen ill during the Tudor period?</p> <p>Key enquiry question: Have we learned from the past when dealing with diseases such as COVID 19?</p>
Substantive concepts	Archaeology Civilisation	Civilisation Religion	Social Justice Civilisation
Disciplinary concepts	Historical interpretation Handling evidence	Cause and consequence Historical significance	Similarities and differences Change and continuity

Class 5	<p>Investigating Coasts Children will investigate what coasts are, how they are formed, how they are protected and why they are constantly changing. They will study the processes of erosion and deposition and how they affect the coast, find out the names of some different coastal formations and find out what disasters can happen on precarious cliff edges.</p>	<p>Trade and economics Children will find out about how goods and services are traded around the world. They will explore the UK's trade links today <u>and in the past</u>, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market.</p>	<p>What is China Like? Children will be immersed in the amazing country of China as they learn about its geography and culture and compare it to the UK.</p>
Substantive concepts	Physical and human processes Environmental impact	Interdependence Environmental impact	Place Cultural diversity
Disciplinary concepts	Fieldwork Research and enquiry	Cause and consequence Research and enquiry	Similarities and differences Map skills

Substantive concepts – linking topics

History Key Concepts Map

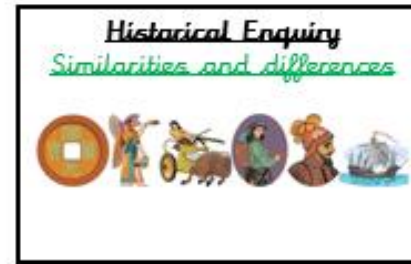


	Archaeology	Social Justice	Conflict	Civilisation	Monarchy	Religion
C1	<ul style="list-style-type: none"> • The Great Fire of London 	<ul style="list-style-type: none"> • Great Women who changed the world 	<ul style="list-style-type: none"> • WWI & Remembrance 	<ul style="list-style-type: none"> • Childhood changes • Changes in toys • Changes in homes 		
C2	<ul style="list-style-type: none"> • Gunpowder Plot 	<ul style="list-style-type: none"> • Titanic 	<ul style="list-style-type: none"> • Nurturing nurses 	<ul style="list-style-type: none"> • Changes in Seaside holidays • Changes in transport 	<ul style="list-style-type: none"> • Kings & Queens 	<ul style="list-style-type: none"> • The Gun Powder Plot
C3	<ul style="list-style-type: none"> • The Maya • The Romans • The Stone Age 	<ul style="list-style-type: none"> • Windrush • The Tudors • The Victorians 		<ul style="list-style-type: none"> • The Maya • The Stone Age • Windrush 	<ul style="list-style-type: none"> • The Victorians • The Tudors 	<ul style="list-style-type: none"> • The Romans
C4	<ul style="list-style-type: none"> • Ancient Egypt • Ancient Greece/Roman empire • Anglo-Saxon, Picts & Scots 	<ul style="list-style-type: none"> • Crime & Punishment 	<ul style="list-style-type: none"> • Ancient Greece/Roman empire • Vikings 	<ul style="list-style-type: none"> • Vikings • Ancient Egypt • Crime & Punishment • Riotous Royalty 	<ul style="list-style-type: none"> • Riotous Royalty 	<ul style="list-style-type: none"> • Anglo-Saxon, Picts & Scots
C5	<ul style="list-style-type: none"> • The Shang Dynasty • Stone Age to Iron Age • Ancient Greece 	<ul style="list-style-type: none"> • WWII • Medicine & disease 	<ul style="list-style-type: none"> • WWII 	<ul style="list-style-type: none"> • Stone Age to Iron Age • Benin • Medicine & disease 		<ul style="list-style-type: none"> • The Shang Dynasty • Ancient Greece • Benin

	Place	Scale	Interdependence	Physical and human processes	Environmental impact	Cultural diversity
C1	At the Farm	Our school	Four seasons	Our country	Sea and coasts	Let's go on Safari
C2	Where do I live?	Local area – mapping skills	The World	London – compare to High Ercall	Weather patterns	Let's go to the Jungle
C3	Village Settlers Italy	Village Settlers Land use	Land use Plants of the World	Our European neighbours Extreme Earth – Volcanoes	Plants of the World Extreme Earth – Volcanoes?	Italy Our European neighbours
C4	Scandinavia The United Kingdom	The United Kingdom Scandinavia	Energy and the environment The Water Cycle	Exploring Brazil Exploring Africa	Energy and the environment The Water Cycle	Exploring Brazil Exploring Africa
C5	What is China like? Marvellous maps	Marvellous maps Eastern Europe	Trade and economics The USA	Eastern Europe Investigating coasts	Investigating coasts Trade and economics	What is China like? The USA

Disciplinary
concepts-
teaching
children to
be
historians.

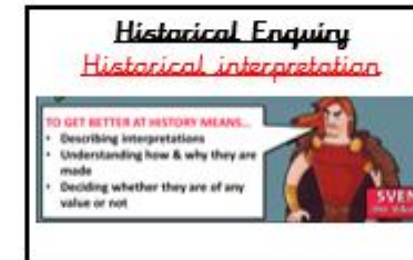
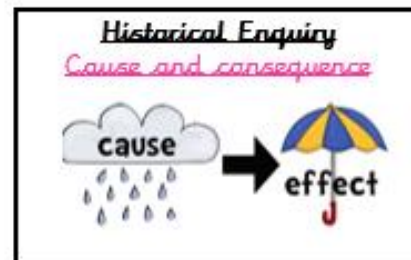
KS1 & KS2:



KS2:



UKS2:



Disciplinary concepts - geography

KS1 & KS2:

Geographical Enquiry
Similarities and differences

Geographical Enquiry
Map Skills

Geographical Enquiry
Fieldwork

LKS2:

Geographical Enquiry
Research and enquiry

UKS2:

Geographical Enquiry
Cause and consequence

Progression document

High Ercall Primary School Progression in History							
Date: May 2022		Subject Lead: GL			Review: May 2023		
<p>Curriculum Intent: The history curriculum at High Ercall Primary School aims to develop the active interest and enthusiasm of all groups of pupils. It provides opportunities for discovery and challenge and for pupils to take greater responsibility for their learning. We want our children to understand the complexity of other people's lives and the process of change; the diversity of societies and relationships between distinct groups; as well as their own identity and the challenges of their time through the teaching of history. The intent of our history curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more ensuring they are fully prepared for KS3.</p>							
<p>Curriculum Expectations:</p> <ul style="list-style-type: none"> To build a history curriculum which develops learning and results in the acquisition of substantive knowledge (knowledge of the past) and disciplinary knowledge (how historians find out about the past and shape their arguments) which enables children to enquire, research and analyse in history. Where possible and relevant, links will be made between history and other curricular areas of study, key events nationally and locally, our individual student needs and prepare our students for KS3. To design a history curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study. To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life. 							
Links with reading and writing	Reading a text, appropriate in age and context			Links to school key drivers	Resilience: Children encouraged to use a variety of sources to research and recognise bias independently		
	Use their historical knowledge to produce an extended piece of writing				Outdoor Learning: We recognise that children learn in a variety of ways, and so where appropriate, children will learn history outside the classroom, with visits to historical sites and museums.		
	Understand and use a range of historical vocabulary in their writing.				Diversity: Through our key concepts for all year groups, children's historical enquiries will use a range of resources to interpret a range of diversity issues within History at least once in each key stage.		
	Use their individual writing targets to inform their historical writing.						
	Class teacher to expect all taught grammatical and feature techniques to be included in all pieces of historical writing.						
	Class teacher to use English marking criteria when marking a long piece of writing in history.						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge	- Pupils can recall some important characters, narratives and figures from the past encountered in books read in class. - Pupils can talk about the lives of people	- Pupils are beginning to understand that they can find historical information in books - Pupils can remember most key events about the areas they have studied	- Pupils can remember key events about the areas they have studied - Pupils can begin to identify how we know about past events - Pupils can begin to identify different representations of	- Pupils remember a range of key facts and information from areas of study in Year 3 - Pupils can identify at least two ways we gather information	- Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study - Pupils are beginning to understand how our	- Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study - Pupils are building their understanding of how our knowledge of history is	- Pupils have a wide-ranging knowledge about historical events, from local history to world history - Pupils have a deep understanding of how our knowledge of history is developed, identifying

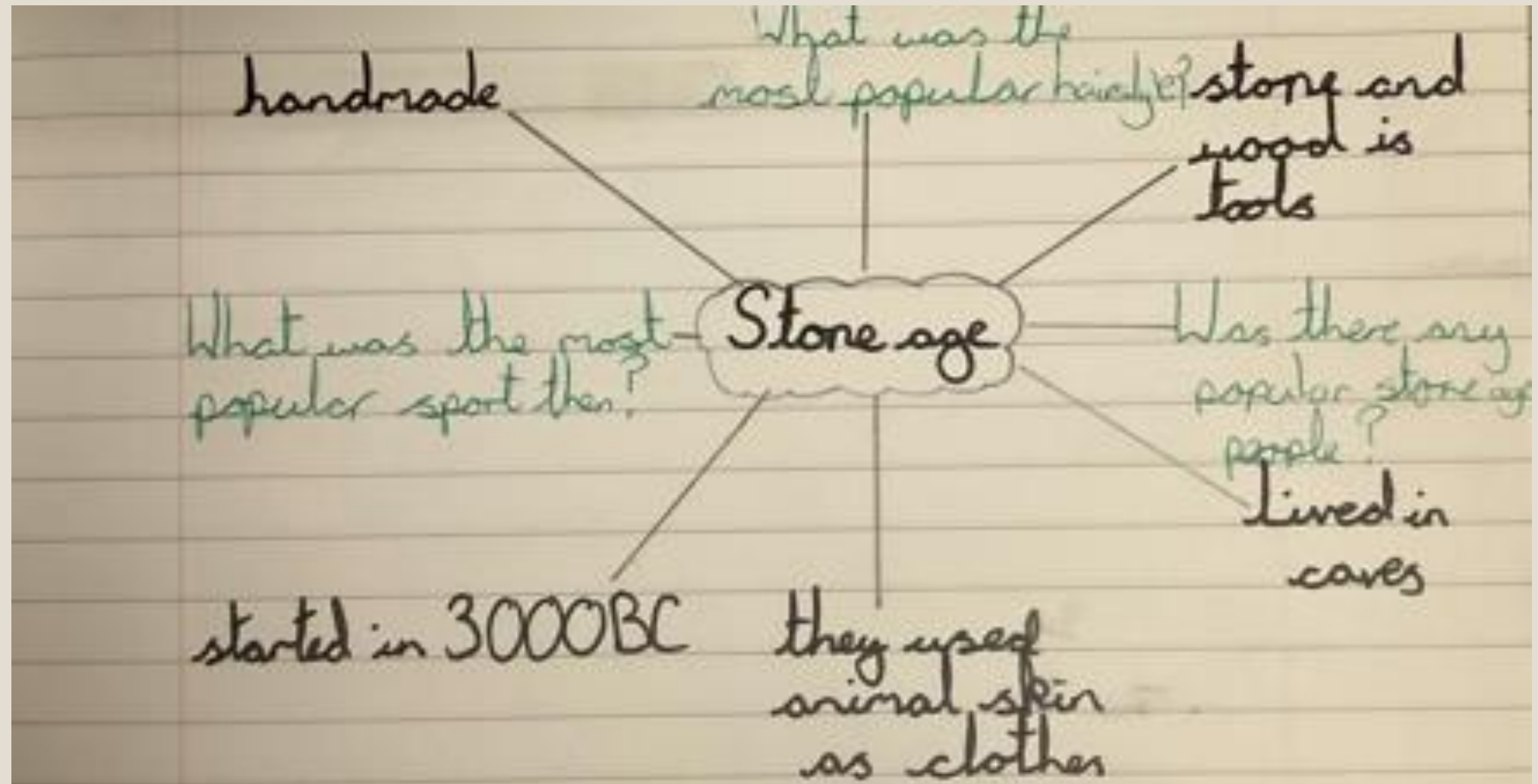
Progression document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key concept knowledge	- Pupils understand place through settings, characters and events encountered in books read in class and storytelling		-Pupils can give a brief explanation of some key concepts. - Pupils can exemplify a key concept.		- Pupils can explain some key concepts - Pupils can make links between some topics using key concepts -Pupils can exemplify some key concepts	-	-Pupils have a secure understanding of all key concepts - Pupils can make links between topics using key concepts -Pupils can exemplify all key concepts
Vocabulary	- Pupils participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Pupils can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	- Pupils are beginning to use simple words and phrases found in the Y1 geography vocabulary list - Pupils can use and are beginning to remember names and places that link to areas studied	- Pupils can remember and use a range of names and words specific to areas of study - Pupils can use words and phrases accurately from the Y1 list and are beginning to use specific words from the Y2 geography vocabulary list. - Pupils are beginning to use a few words related to our key concepts	- Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study - Pupils can use words and phrases accurately from previous years vocabulary lists and are beginning to use more specific words and phrases from the Y3 geography vocabulary list -Pupils are beginning to learn some words related to our geographical concepts.	- Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study - Pupils can use words and phrases accurately from previous years vocabulary lists and are beginning to use more specific words and phrases from the Y4 geography vocabulary list -Pupils understand a few words related to our geographical concepts as well as human and physical geography.	- Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study - Pupils can use words and phrases accurately from previous years vocabulary lists and are beginning to use more specific words and phrases from the Y5 geography vocabulary list - Pupils understand some words related to our geographical concepts as well as human and physical geography.	- Pupils can remember and use a range of names and words from the areas they have studied over the years - Pupils can use a range of words and phrases to indicate locational and direction - Pupils understand a range of words related to our geographical concepts as well as human and physical geography.
Locational Knowledge	- Pupils can draw information from a simple map. -Pupils can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -	-Pupils can name and locate three of the seven continents of the world -Pupils can name and locate two of the five oceans of the world -Pupils can name and locate three of the four countries of the United Kingdom -Pupils can name two of the four capital cities of the United Kingdom	- Pupils can name and locate the seven continents of the world - Pupils can name and locate the five oceans of the world - Pupils can name and locate the four countries of the United Kingdom - Pupils can name the four capital cities of the United Kingdom	-Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map -Pupils can, with increasing accuracy, locate cities of the United Kingdom -Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian	- Pupils can confidently locate countries in Europe, North and South America on a map - Pupils can locate cities of the United Kingdom and are beginning to identify countries - Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones -Pupils can identify aspects of the physical and human geography that have changed over time	-Pupils can, mostly, locate countries of the world on a map -Pupils can, mostly, locate counties and cities of the United Kingdom -Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones -Pupils can identify aspects of the physical and human geography that have changed over time	-Pupils can confidently locate countries of the world on a map -Pupils can confidently locate counties and cities of the United Kingdom -Pupils can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones -Pupils can confidently identify how aspects of the physical and human geography have changed over time
Place Knowledge	-Pupils can explain some similarities and differences between	-Pupils have studied a small area in the U.K and in a non-European country	-Pupils have studied a small area in the U.K and in a non-European country and are	-Pupils have studied a small area in the U.K and in a non-European country	- Pupils have studied a region of the U.K, a region in a European	-Pupils have studied a region of the U.K, a region in a European country and	-Pupils have studied a region of the U.K, a region in a European country and

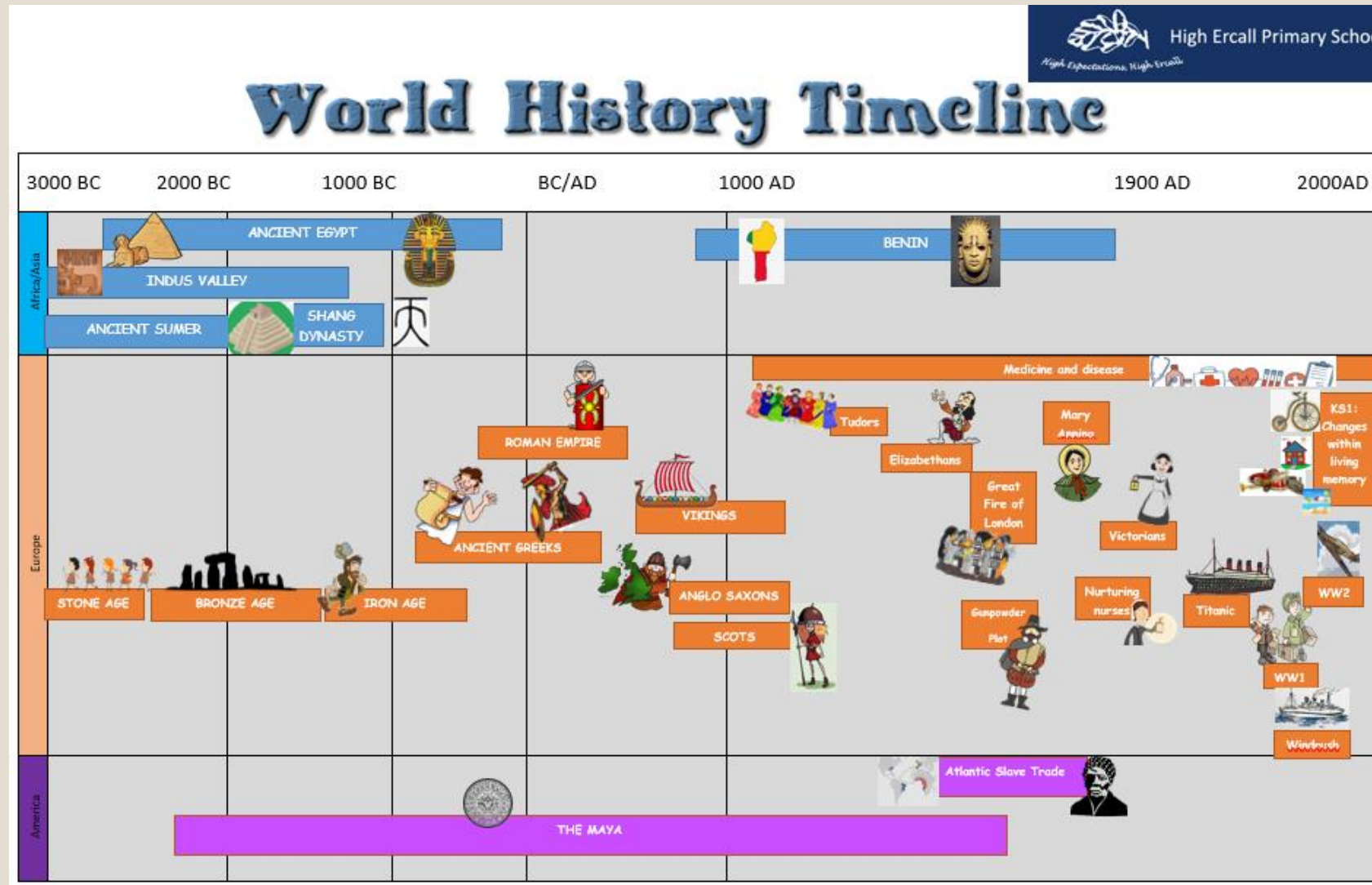


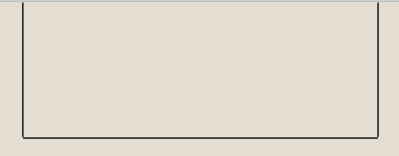
HOW WE TEACH HISTORY & GEOGRAPHY

- Active learning
- Use of books, artefacts and atlases/maps
- Recap and retrieval – quizzing
- Use of mind maps to recap prior knowledge and learning
- **Cross curricular links** Children learn how to cook cuisine from a range of cultures in DT linking to their topic in geography, understanding the history of the world can help make sense of it today and the use of ICT when researching and presenting information and highlighting links with PSHE and British Values
- A wide variety of teaching approaches are used in geography lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work and individual learning in geography lessons. We also aim to incorporate links to our speaking and listening curriculum with presentations by teachers, visitors and children; drama and role play; discussions and debates and themed days or weeks to inspire all learners.



History – Whole school timeline





Where in the world?

Continents Key	
North America	Green
South America	Light Green
Europe	Red
Asia	Orange
Africa	Yellow
Australasia	Purple
Antarctica	Light Blue

What can geographers use to help them?

- Map, atlas, globe or Google Earth.
- Compass, GPS.
- Weather reports, rain gauge, wind vane, thermometer.

Map of the United Kingdom and Ireland showing major cities and regions: Northern Ireland, Scotland, Northern Ireland, Ireland, Wales, and England. Major cities include London, Manchester, Liverpool, Birmingham, Glasgow, Edinburgh, Belfast, and Cardiff. Surrounding waters include the North Atlantic Ocean, North Sea, Irish Sea, and Celtic Sea.

World Continents and Oceans

Map of the world showing continents and oceans. Continents are color-coded: North America (green), South America (light green), Europe (red), Asia (orange), Africa (yellow), Australasia (purple), and Antarctica (light blue). Oceans are labeled: Arctic Ocean, North Atlantic Ocean, South Atlantic Ocean, Indian Ocean, Pacific Ocean, and Southern Ocean.

The United Kingdom

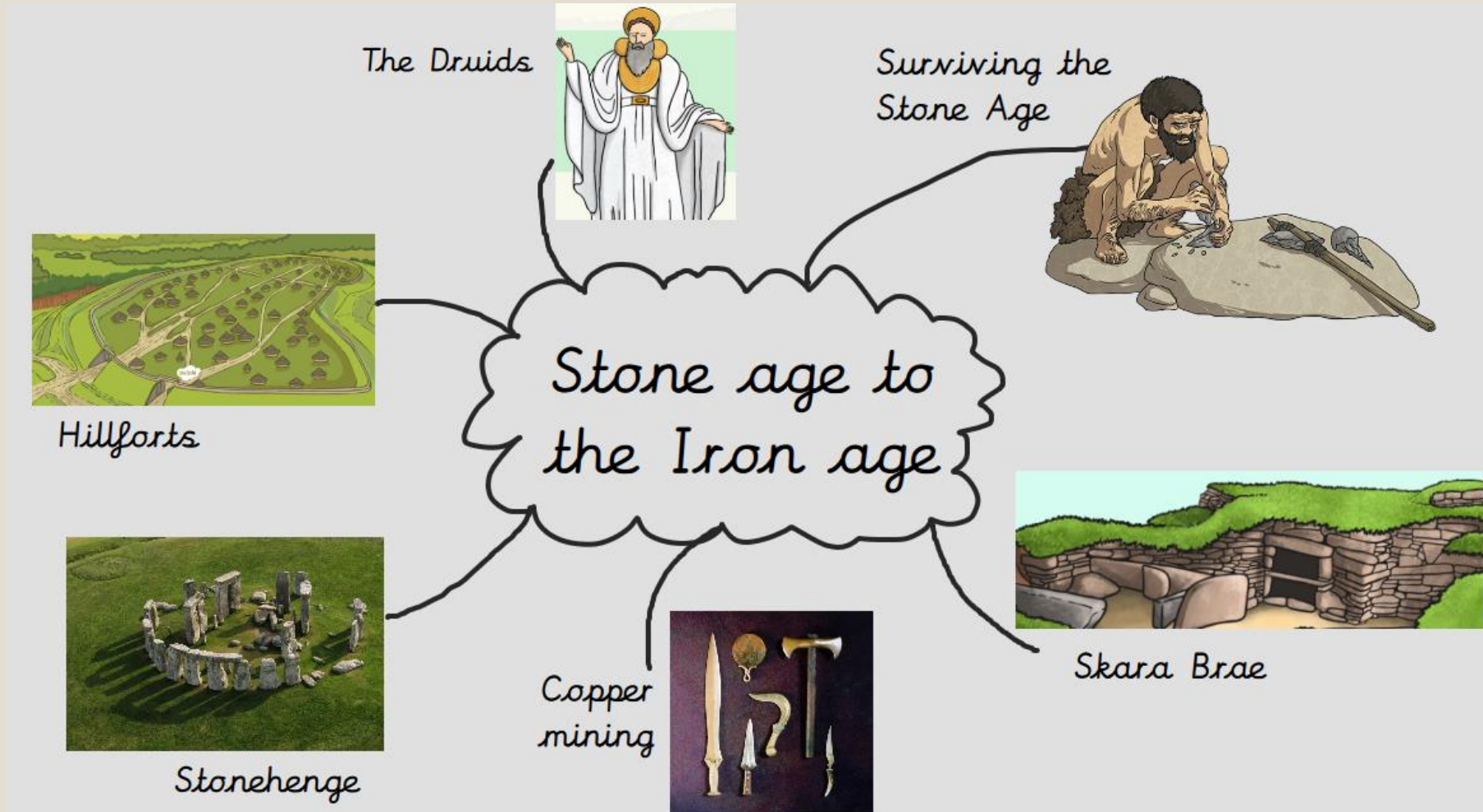
Map of the United Kingdom showing the four constituent countries: Northern Ireland (red flag), Scotland (white saltire on blue field), Wales (red dragon on white and green), and England (white saltire on red field). Major cities like London, Manchester, Liverpool, Glasgow, and Edinburgh are marked. Surrounding waters include the North Sea and Irish Sea.

What might a geographer need?

Illustrations of geographical tools: a map, a globe, an atlas, and a compass.

GEOGRAPHY – KS1/KS2 MAPS

Class mind map



Human activities and global threats

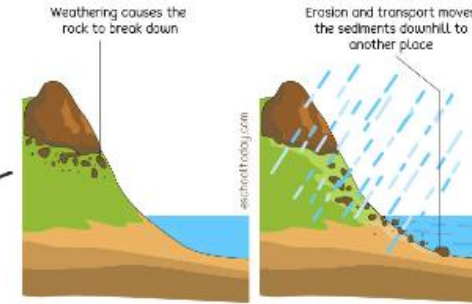


Protecting the Coastlines



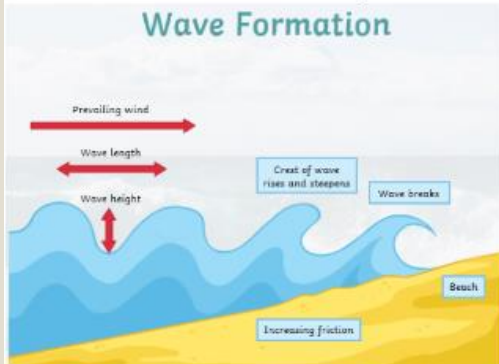
Hard vs soft engineering

Weathering and erosion



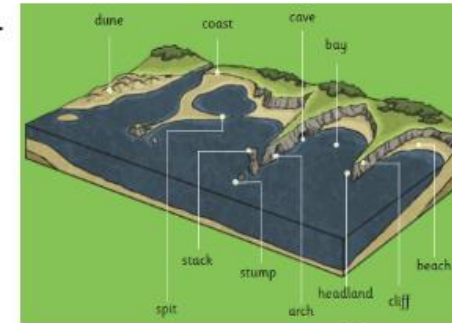
Investigating Coasts

Wave Formation



Constructive and Destructive waves

Features of coastlines



How are they formed?



Changing coastlines

Curriculum map – retrieval practise



English

We will be focusing on writing to entertain followed by writing to discuss. Daily guided reading sessions will focus on reading comprehension questions.

Spring 1- 'Darwin's Dragons' by Lindsay Galvin

Spring 2- 'Pig Heart Boy' by Malorie Blackman

Mathematics

This term we will be focusing largely on decimals as well as percentages, fractions and converting between units.

This will include being able to add, subtract, multiply and divide decimals accurately within specific decimal places.

Science

In Spring 1, Year 5 will be learning about properties of materials and Year 6 will be learning about light. In Spring 2, Year 5 will be learning about human development and Year 6 will be learning about the circulatory system.

Class 5

Ford's Foxes

PSHE

We will be focusing on learning basic first aid from St John's Ambulance.

RE

We will be learning about the concept of commitment in both religious and non-religious ceremonies and daily life.

History/Geography

In History in Spring 1, we will be learning about Benin. In Geography in Spring 2, we will be learning about trade and economics.

Art/DT

In Spring 1, we will be making felt phone cases in DT with stitching.

In Spring 2, we will be looking at painting and mixed media with land and city ~~scapes~~ ~~scapes~~.

Music

This term Class 5 will be focusing on Jazz and improvisation - using the gluckenspiel- as well as inspirational women working in music.

Computing

The children will learn about data and information through spreadsheets this half term, followed by programming in Spring 2.

French

In Class 5, we will be learning how to describe our homes and the items in them as well as how to improve our grammar in French when writing these descriptions.