



# CURRICULUM SPOTLIGHT ON HISTORY & GEOGRAPHY – CLASS 1

High Ercall Primary School

# Long term plan for History 2024-2025

Year B (2022 – 2023)	Autumn	Spring	Summer
<b>Class 1</b>	<p><b>Great Fire of London</b></p> <p>Children will learn about the key events of the Great Fire of London, and help them develop an understanding of the ways in which we can find out about the past through discussing primary sources.</p> <p><b>Key enquiry question: How do we know what happened during the Great Fire of London?</b></p>	<p><b>Changes in toys</b></p> <p>Children will explore the history of toys as they think about and discuss their favourite toys and then go on to look at what toys were like in the past and how they are different to toys today.</p> <p><b>Key enquiry question: What sort of toys did our grandparents play with and how do we know?</b></p>	<p><b>Changes in homes</b></p> <p>Children will investigate homes then and now by looking at the features of a variety of different types of homes and exploring a timeline of homes in Britain before taking a closer look at what houses were like in Victorian times.</p> <p><b>Key enquiry question: How can we tell these homes are old?</b></p>
<b>Substantive concepts</b>	Archaeology	Civilisation	Civilisation
<b>Disciplinary concepts</b>	Historical significance	Handling evidence	Similarities and differences

# Long term plan for Geography 2024-2025

Year B (2024 - 2025)	Autumn	Spring	Summer
KS1	Local	National	International
Class 1	<p><b>At the Farm</b></p> <p>Children will find out about arable, livestock and dairy farms and the difference between them. They will learn about the features of a farm and use a map to navigate around a farm, as well as thinking about the differences between life in the country and life in a busy town.</p>	<p><b>Our country</b></p> <p>Children will explore the UK by looking at individual countries, capital cities, human and physical features along with <u>comparing and contrasting</u> the capital cities of London and Brasilia in detail.</p>	<p><b>Seas and coasts</b></p> <p>Children will find out about different human and physical features of our seas and coasts. They will also learn about jobs and resources that are linked to the sea.</p>
Substantive concepts	Place	Physical & human processes	Environmental impact
Disciplinary concepts	Similarities and differences	Map skills	Fieldwork

# Substantive concepts – linking topics

## History Key Concepts Map

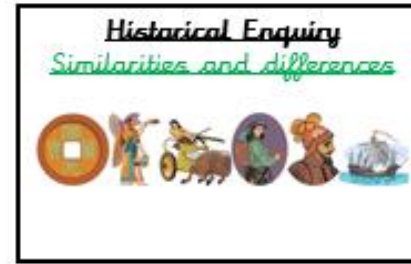


	Archaeology	Social Justice	Conflict	Civilisation	Monarchy	Religion
<b>C1</b>	<ul style="list-style-type: none"> <li>• The Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>• Great Women who changed the world</li> </ul>	<ul style="list-style-type: none"> <li>• WWI &amp; Remembrance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

	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.

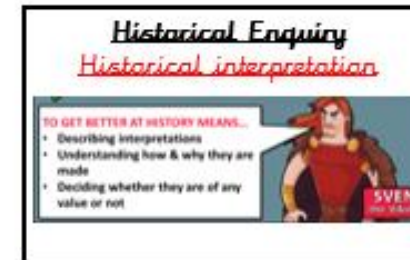
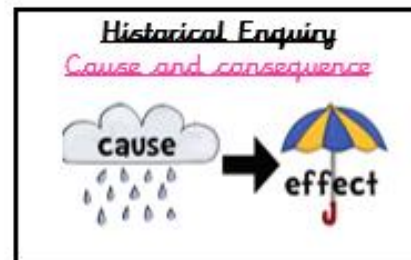
KS1 & KS2:



KS2:

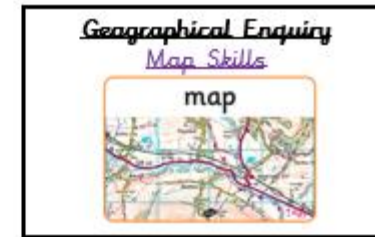
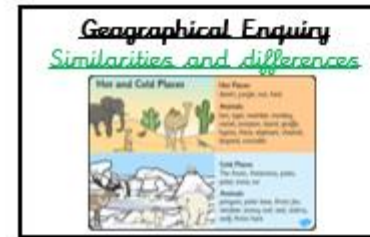


UKS2:



# Disciplinary concepts - Geography

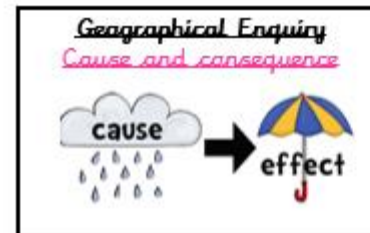
KS1 & KS2:



LKS2:



UKS2:



# Progression document

High Ercall Primary School Progression in History							
Date: May 2022		Subject Lead: GL			Review: May 2023		
<p><b>Curriculum Intent:</b> 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 <b>responsibility</b> 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 <b>fully prepared for KS3.</b></p>							
<p><b>Curriculum Expectations:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>							
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	<ul style="list-style-type: none"> <li>- Pupils understand place through settings, characters and events encountered in books read in class and storytelling</li> </ul>		<ul style="list-style-type: none"> <li>-Pupils can give a brief explanation of some key concepts.</li> <li>- Pupils can exemplify a key concept.</li> </ul>		<ul style="list-style-type: none"> <li>- Pupils can explain some key concepts</li> <li>- Pupils can make links between some topics using key concepts</li> <li>-Pupils can exemplify some key concepts</li> </ul>	-	<ul style="list-style-type: none"> <li>-Pupils have a secure understanding of all key concepts</li> <li>- Pupils can make links between topics using key concepts</li> <li>-Pupils can exemplify all key concepts</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>- Pupils participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Pupils can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are beginning to use simple words and phrases found in the Y1 geography vocabulary list</li> <li>- Pupils can use and are beginning to remember names and places that link to areas studied</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils can remember and use a range of names and words specific to areas of study</li> <li>- Pupils can use words and phrases accurately from the Y1 list and are beginning to use specific words from the Y2 geography vocabulary list.</li> <li>- Pupils are beginning to use a few words related to our key concepts</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>-Pupils are beginning to learn some words related to our geographical concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>-Pupils understand a few words related to our geographical concepts as well as human and physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- Pupils understand some words related to our geographical concepts as well as human and physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils can remember and use a range of names and words from the areas they have studied over the years</li> <li>- Pupils can use a range of words and phrases to indicate locational and direction</li> <li>- Pupils understand a range of words related to our geographical concepts as well as human and physical geography.</li> </ul>
Locational Knowledge	<ul style="list-style-type: none"> <li>- Pupils can draw information from a simple map.</li> <li>-Pupils can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils can name and locate three of the seven continents of the world</li> <li>-Pupils can name and locate two of the five oceans of the world</li> <li>-Pupils can name and locate three of the four countries of the United Kingdom</li> <li>-Pupils can name two of the four capital cities of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils can name and locate the seven continents of the world</li> <li>- Pupils can name and locate the five oceans of the world</li> <li>- Pupils can name and locate the four countries of the United Kingdom</li> <li>- Pupils can name the four capital cities of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map</li> <li>-Pupils can, with increasing accuracy, locate cities of the United Kingdom</li> <li>-Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils can confidently locate countries in Europe, North and South America on a map</li> <li>- Pupils can locate cities of the United Kingdom and are beginning to identify countries</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils can, mostly, locate countries of the world on a map</li> <li>-Pupils can, mostly, locate counties and cities of the United Kingdom</li> <li>-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</li> <li>-Pupils can identify aspects of the physical and human geography that have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils can confidently locate countries of the world on a map</li> <li>-Pupils can confidently locate counties and cities of the United Kingdom</li> <li>-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</li> <li>-Pupils can confidently identify how aspects of the physical and human geography have changed over time</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>-Pupils can explain some similarities and differences between</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils have studied a small area in the U.K and in a non-European country</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils have studied a small area in the U.K and in a non-European country and are</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils have studied a small area in the U.K and in a non-European country</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils have studied a region of the U.K, a region in a European</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils have studied a region of the U.K, a region in a European country and</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils have studied a region of the U.K, a region in a European country and</li> </ul>



HOW WE TEACH  
HISTORY &  
GEOGRAPHY

We present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance, workshops or handling real objects.

The end of Year Reception expectation is:

Talk about the lives of the people around them and their roles in society.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

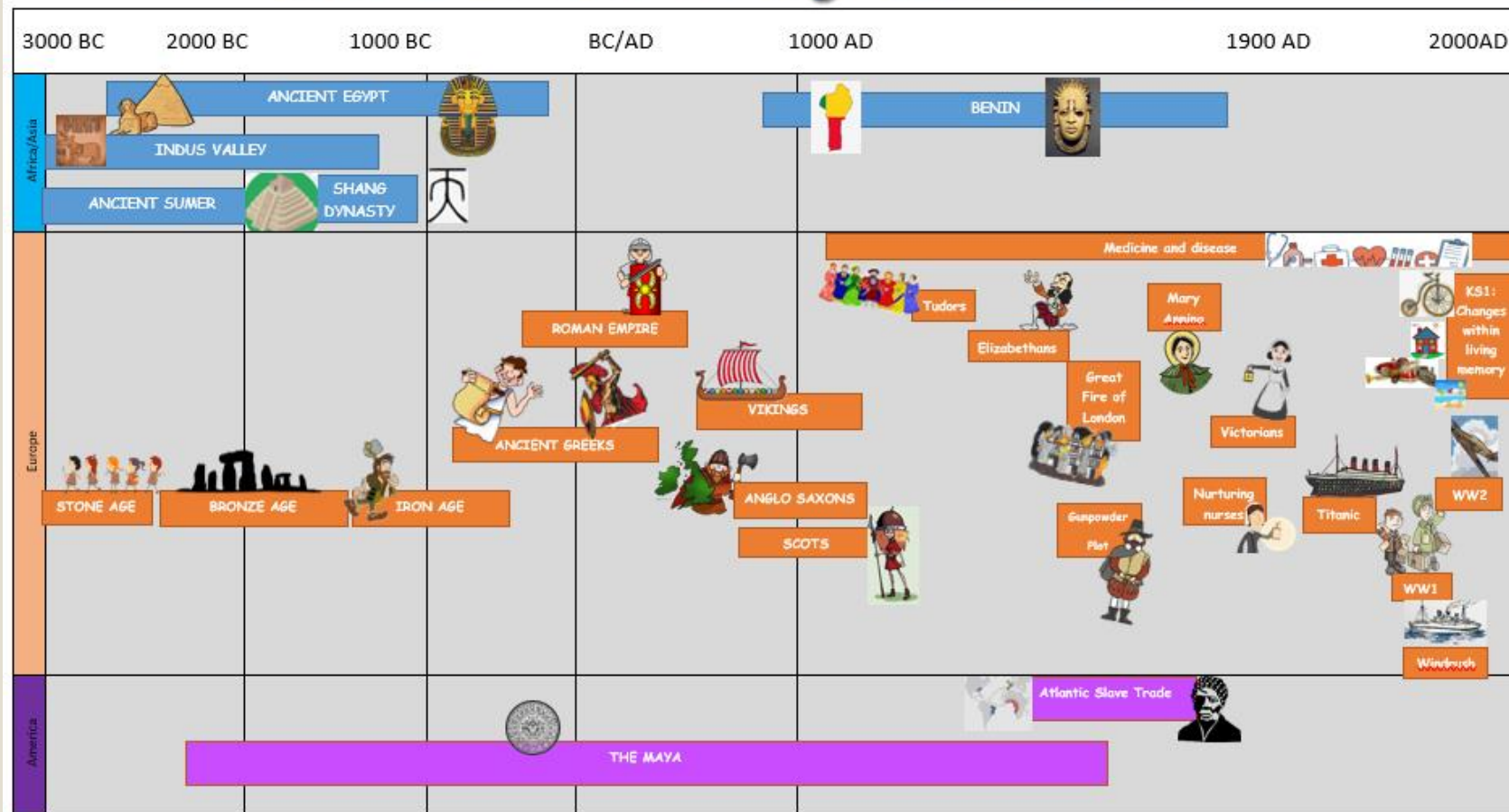
For Geography we use small world play such as farms and cities to understand the concepts and difference of rural and urban places. We learn about simple maps and direction. Again, we use stories, globes, visits and as many real-life opportunities as possible.

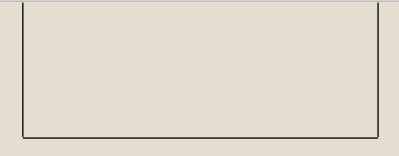
The end of Year Reception expectation is:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

# History - Whole school timeline

## World History Timeline





### Where in the world?



#### What can geographers use to help them?

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



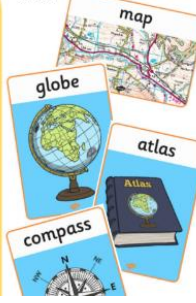
### World Continents and Oceans



#### The United Kingdom



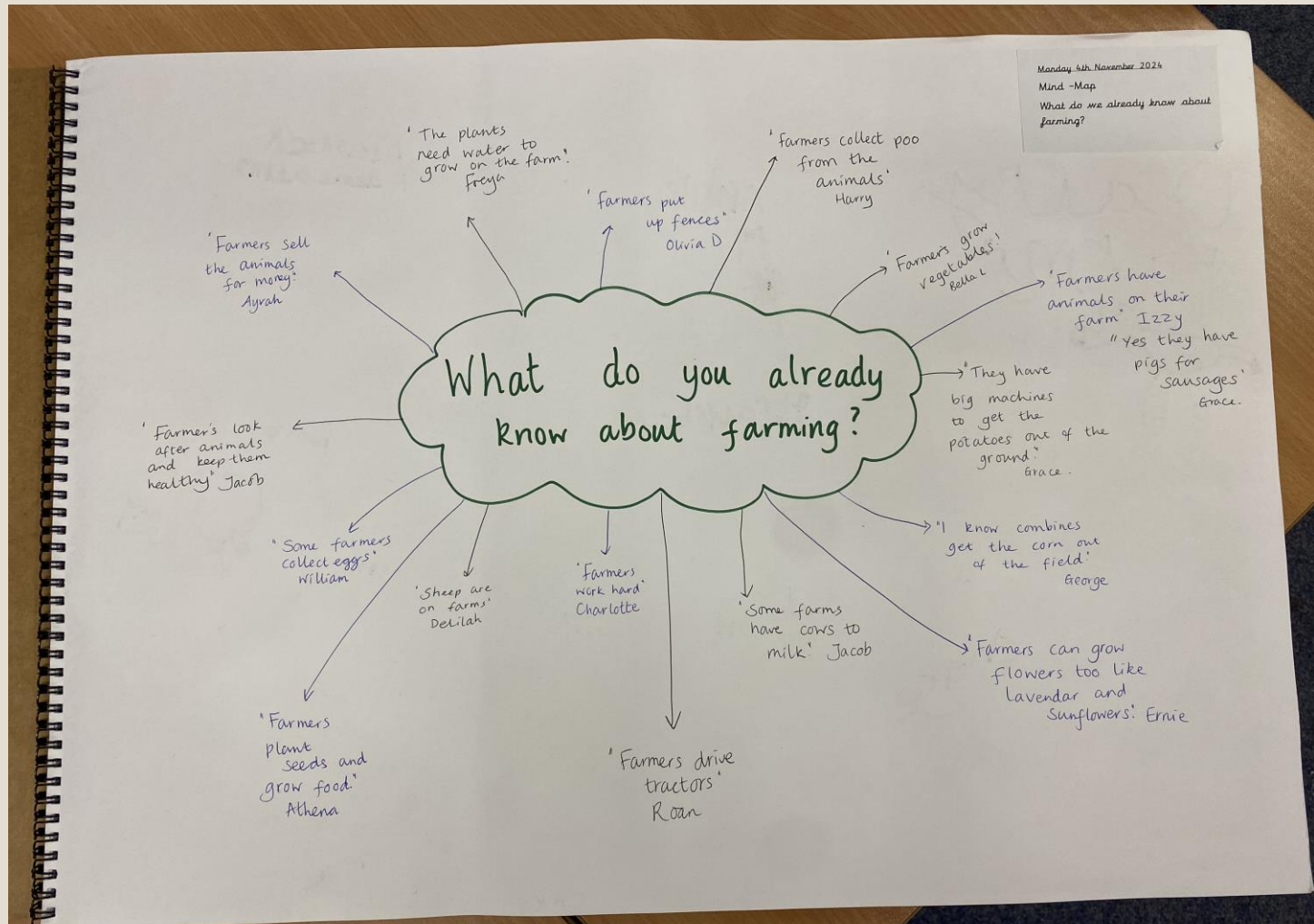
#### What might a geographer need?



# GEOGRAPHY - KS1/KS2 MAPS

- **Active learning** - there is a good balance of whole class, group work and individual learning in geography and History lessons. We also aim to incorporate links to our speaking and listening curriculum with drama and role play, discussions and debates.
- Use of books, artefacts and atlases/maps
- **Recap and retrieval – quizzing**
- Use of mind maps to recap prior knowledge and learning
- **Cross curricular links**
- FLOOR BOOKS – a great way for our younger children (year 1) to record their learning in Geography and History as a group.

# Class mind map- What do we know already?





# Curriculum map - Great Fire of London

What can we remember?

Week 1 what do we know already? London is big, It has lots of houses and shops close together. Fire is hot.

week 2 to understand the words past and present London in the past and London now.



week 6 what happened after the fire-how did they rebuild London?



week 5 How do we know historical evidence. Samuel Peeps Diary.

## The Great Fire of London

1666

week 3 jobs we do now, jobs and life in the 17th C.



week 4 Ordering the events of the fire -timeline

<p>The fire started on Sunday 2<sup>nd</sup> September 1666 in a baker's shop on Pudding Lane.</p> <p><b>Early Sunday Morning</b></p>	<p>A fire for baking had not been put out. The fire soon spread towards other buildings.</p> <p><b>Early Sunday Morning</b></p>	<p>A man called Samuel Peppe started to write about what was happening in his diary.</p> <p><b>Sunday Morning</b></p>	<p>The fire spread easily because many of the buildings were close together and made out of wood.</p> <p><b>Sunday Evening</b></p>	<p>Buildings were pulled down and water was thrown using leather buckets and water squirts. The did not stop the fire and so it continued to spread.</p> <p><b>Monday Morning</b></p>	<p>People had to carry their belongings to safety using boats on the river Thames.</p> <p><b>Monday Morning</b></p>	<p>The fire spread very close to the Tower of London.</p> <p><b>Monday Evening</b></p>	<p>St Paul's Cathedral was destroyed in the fire.</p> <p><b>Tuesday</b></p>	<p>The fire started to burn more slowly as the wind died down.</p> <p><b>Wednesday</b></p>	<p>Because the wind had died down and many houses were pulled down to stop the fire spreading, the fire stopped.</p> <p><b>Thursday</b></p>
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# Curriculum map - Geography- On the Farm

What can we remember?

Week 1 what do we know already?  
We know many animals that might be on a farm.  
We know farmers use tractors.

week 2 We learnt about arable, livestock and Dairy farming..



week 6 what have we learnt?

## On the Farm



Week 3 We visited Farmer Jim's farm.

What type of Farmer is Farmer Jim?

week 5 Practising our mapping skills.  
Can you remember which way is North?



week 4 We have worked on some directional skills and mapping?

### English

Reception children will be drawing and making marks within the classroom environment. They will be encouraged to apply their phonic knowledge into their independent writing with correct letter formation. Year 1 children will be continuing to develop their sentence writing using clear spaces, improved spelling, conjunctions and correct punctuation.

All children will have a daily phonics lesson which will include reading words and sentences, making and a guided reading session linked to what they have learnt.

### Mathematics

Reception children will be singing lots of counting songs, playing number games, counting amounts and concentrating on counting, ordering and manipulating numbers to 10.

Year 1 children will be consolidating their understanding of place value to 20, then moving onto numbers to 50, adding subtracting to 20 and covering length, height, mass and volume.

### Science

We will be learning about plants and animals. We will look at parts of plants and how they grow and different animal classification, similarities and differences.

They will discuss habitats and will also have lots of opportunities to investigate the natural world through day and forest school activities.

### Geography

The children will be learning about the UK. Identifying the countries and their capital cities that make up the UK.

## Class 1 Kangaroos Reception and Year 1

### History

We will be learning about toys from the past. We will be looking at how toys have changed over time.

### RE and PSHE

We will be looking at mindfulness through a variety of activities. The children will learn about religious celebrations.

### Computing

The children will be learning about algorithms and programming toys.

### PE

PE on Tuesday will develop gymnastic skills in the 2nd half we will work on skills using their feet.

### Art and DT

A range of materials will be used to represent a scene. Observational drawing, painting and making skills will be developed. In DT lessons we will be finding out about fabrics and textures to produce clothing.

### Music

In Music we will be learning about rhythms. Continuing rhythms and creating new rhythms, patterns using beats.

### Helping at home

You can support your child by reading with them at least 5 times a week; helping them identify the sounds they have been learning in phonics and playing games which help them count, order, recognise numbers, addition and subtraction.