



# CURRICULUM SPOTLIGHT ON HISTORY & GEOGRAPHY – CLASS 2

High Ercall Primary School

# Long term plans

<b>Class 2</b>	<p><b>Gunpowder Plot</b> Children will increase their awareness of the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy. <b>Key enquiry question: Why did Guy Fawkes want to blow up parliament?</b></p>	<p><b>Titanic</b> Children will learn about the key events that led to the Titanic sinking. They will investigate the differences in social classes on the ship and their different experiences. <b>Key enquiry question: How different were the lives of the rich and poor onboard the Titanic?</b></p>	<p><b>Changes in seaside holidays</b> Children will investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. They will compare and develop a chronological understanding of changes. <b>Key enquiry question: What was going to the seaside like 100 years ago?</b></p>
<b>Substantive concepts</b>	Religion	Social justice	Civilisation
<b>Disciplinary concepts</b>	Historical significance	Handling evidence	Similarities and differences

<b>Class 2</b>	<p><b>Map makers</b> Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p><b>Weather patterns</b> What's the difference between seasonal weather and daily weather? How does the weather change during each season in the United Kingdom? Children will be challenged to consider these questions, as well as how climate conditions vary in inland and coastal areas. Once children have built on their understanding of British weather, they will look to explain differences in seasonal and daily weather in other parts of the world, and children will consider not only how they differ to UK weather, but how the weather in polar and equatorial regions affects human behaviour.</p>	<p><b>What a wonderful World!</b> Children will learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world</p>
<b>Substantive concepts</b>	Scale	Environmental impact	Interdependence
<b>Disciplinary concepts</b>	Map skills	Fieldwork	Similarities and differences

# Substantive concepts – linking topics

## History Key Concepts Map



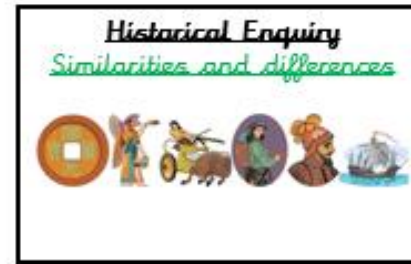
	Archaeology	Social Justice	Conflict	Civilisation	Monarchy	Religion
<b>C1</b>	<ul style="list-style-type: none"> <li>• The Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>• Great Women who changed the world</li> </ul>	<ul style="list-style-type: none"> <li>• WWI &amp; Remembrance</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>• 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>

## Geography concepts map

	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.

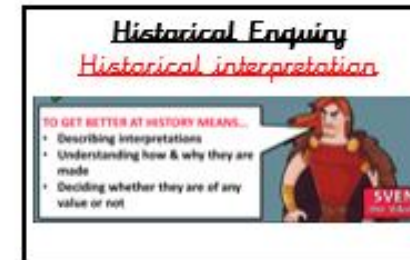
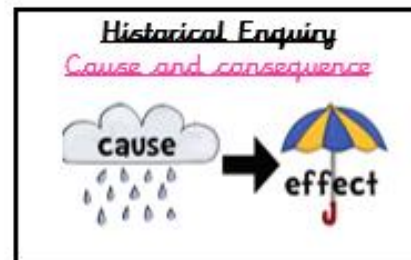
KS1 & KS2:



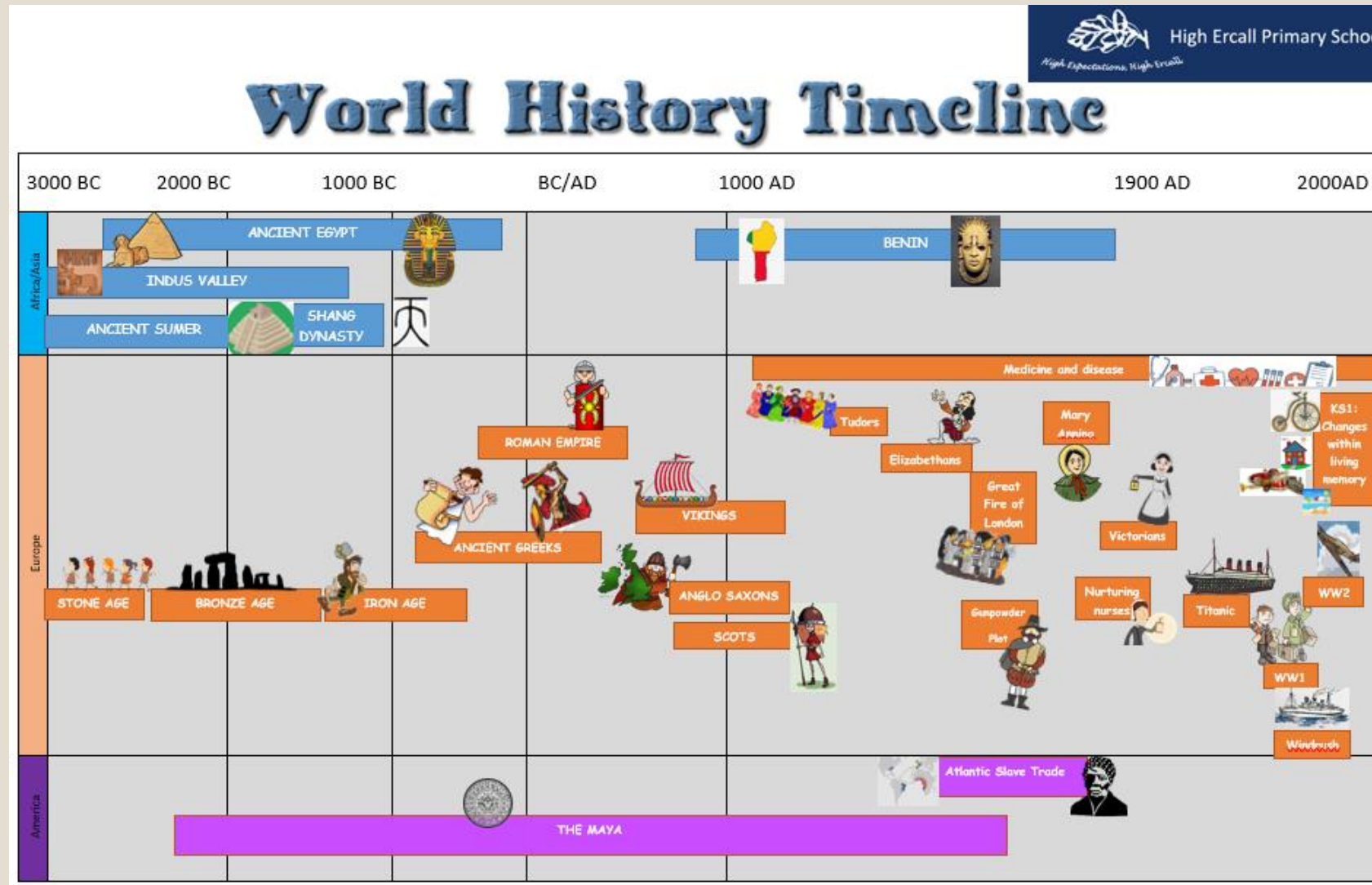
KS2:



UKS2:



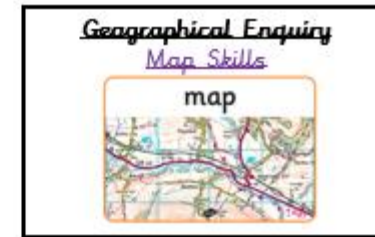
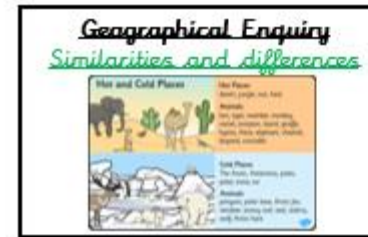
# History – Whole school timeline





# Disciplinary concepts - geography

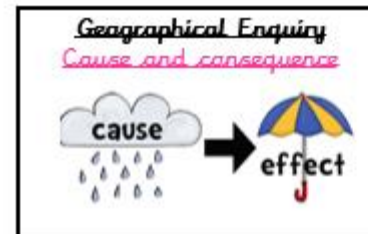
KS1 & KS2:

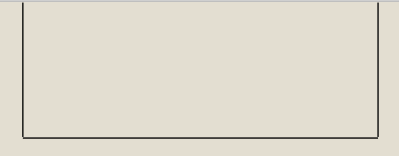


LKS2:



UKS2:





### Where in the world?

Continents Key	
North America	Blue
South America	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 like London, Edinburgh, Glasgow, Belfast, and Dublin, and geographical features like the North Sea, Irish Sea, and Celtic Sea.

### World Continents and Oceans

Map of the world showing the seven continents: North America, South America, Europe, Africa, Asia, Australasia, and Antarctica. The five oceans are also labeled: Arctic Ocean, North Atlantic Ocean, South Atlantic Ocean, Indian Ocean, and Pacific 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, Edinburgh, Glasgow, Belfast, and Dublin are marked.

What might a geographer need?

Illustrations of a map, a globe, an atlas, and a compass, representing tools used by geographers.

# GEOGRAPHY – KS1/KS2 MAPS



# 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	- 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** - 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

We learnt the 'Remember, Remember the 5th November' poem.  
Then we made posters about what we have learned this term.



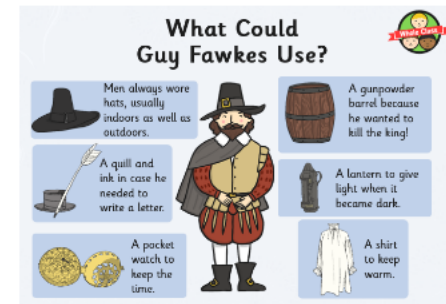
The Houses of Parliament

## GUY FAWKES

- Born 1570 (almost 500 years ago)
- Catholic BUT King James I did not want catholics in England

History - The Gunpowder Plot

Why did Guy Fawkes want to blow up parliament?

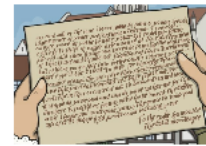


We acted out the 6 parts to the story of the Gunpowder Plot



Now we have bonfire night on 5th November each year

Guy Fawkes was found under the houses of parliament with the gunpowder so he was put in prison then killed.



1605 Robert Catesby and his group of plotters tried to blow up the houses of parliament and kill King James I. They dug a tunnel.

Someone wrote a letter to warn the King about the plan



### English

Our writing focuses this term will be writing to entertain and writing to inform. We will be writing stories, recounts, letters and instructions. Our first book is called 'The Great Googly Moogly'!

### Mathematics

Yr2 will start with a topic on money then move on to multiplication, division and measure this term. Yr1 will be consolidation their understanding of place value to 50, working on addition, subtraction and measure.

### Science

We will be learning about plants, trees and animals this term. Year 1 will also look at seasonal changes, and caring for the planet, while Year 2 focus on living things and their habitats. At home you could talk about where different animals live, in the world, and why.

### PSHE

We will be learning about our bodies and what we can do to look after our bodies.

### Class 2—Pink Flamingos Year 1 and 2

### Computing

The children will learn about creating pictograms on the computer and programming using turtle logo. E-safety will continue to be taught alongside

### ART & DT

In Art we are going to be transforming sticks into people, based on the work of the artist Chris Kenny. DT will be designing and construction their own windmill!

### Music

We will work on finding the pulse, clapping back rhythms and playing simple songs on the gluckenspiel.

### RE

We will be exploring stories from different religions to learn about friendship and belonging.

### History & Geography

History will be all about the Titanic, including some fun role play and in Geography we will be learning about weather patterns. You could recap the UK countries at home and the continents of the world to help with this.

### Helping at home You can support your child by:

- listening to them read (including identifying the sounds they have been learning in phonics and asking them questions. Phonics Bug will also support their learning).
- Regularly using TTRS and Maths shed
- Accessing spellings on EdShed