



CURRICULUM SPOTLIGHT ON HISTORY & GEOGRAPHY – CLASS 3

High Ercall Primary School

Long term plans

KS2	UK	European	International
Class 3	<p>Village Settlers</p> <p>Travel back to the time of the early village settlers to discover how the towns and villages in the UK got their names and why certain areas were chosen as settlements.</p> <p>Children will gain a greater understanding of how villages were formed, with a focus on our local village, but also to improve their map knowledge and skills. They will discover how reading maps can tell them what a village is like and will allow them to practise giving directions using their knowledge of different types of roads.</p>	<p>Italy</p> <p>Children will find out about all the different aspects of this amazing, historic country. They will explore the location, features and culture. They will then compare this country with the UK.</p>	<p>Extreme Earth - Volcanoes</p> <p>This topic will teach children where in the world volcanoes are found before looking at how and why volcanoes erupt. Children will explore the positive and negative impact of eruptions on the environment. They will also <u>have the opportunity to</u> explore two volcanic areas in detail (one being Mount Etna in Italy), <u>and</u> investigate the flora and fauna that inhabit these areas.</p>
Substantive concepts	Place Scale	Cultural diversity Place	Environmental impact Physical & human processes
Disciplinary concepts	Map skills Fieldwork	Similarities and differences Research and enquiry	Research and enquiry Similarities and differences

Class 3	<p>Stone Age</p> <p>Children will develop a chronological understanding of key events of the Stone Age period. They will also learn about what life was like and investigate what we know about Skara Brae</p>	<p>The Tudors</p> <p>Children will compare the very different lives of Tudors rich and poor and study the differences in lifestyles and living conditions. They will consider what life would have been like in Tudor times before <u>looking in more detail at</u></p>	<p>The Victorians</p> <p>Children will compare their modern lifestyles to the lifestyles of both poor and rich Victorian children and will find out a wealth of information about different aspects of life for people in Victorian Britain.</p> <p>Local Study: Ironbridge</p>
	<p>Key enquiry question: What can we learn about life in the Stone Age from a study of Skara Brae?</p>	<p>aspects such as housing, food, clothing and family life for both rich Tudors and poor Tudors.</p> <p>Key enquiry question: How were lifestyles different for the rich and poor in Tudor Britain?</p>	<p>Ironbridge</p> <p>Key enquiry question: What were the main changes that took place during Victorian Britain in Telford and Wrekin?</p>
Substantive concepts	Archaeology Civilisation	Social justice Monarchy	Social justice Monarchy
Disciplinary concepts	Handling evidence Historical significance	Similarities and differences Historical significance	Similarities and differences Change & continuity

Substantive concepts – linking topics

History Key Concepts Map

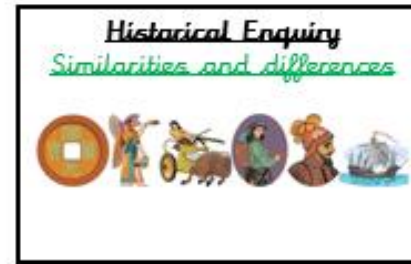


	Archaeology	Social Justice	Conflict	Civilisation	Monarchy	Religion
C1	<ul style="list-style-type: none"> • The Great Fire of London 	<ul style="list-style-type: none"> • Great Women who changed the world 	<ul style="list-style-type: none"> • WWI & Remembrance 	<ul style="list-style-type: none"> • Childhood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

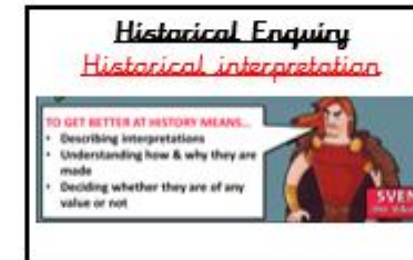
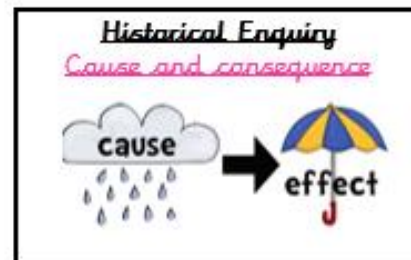
KS1 & KS2:



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

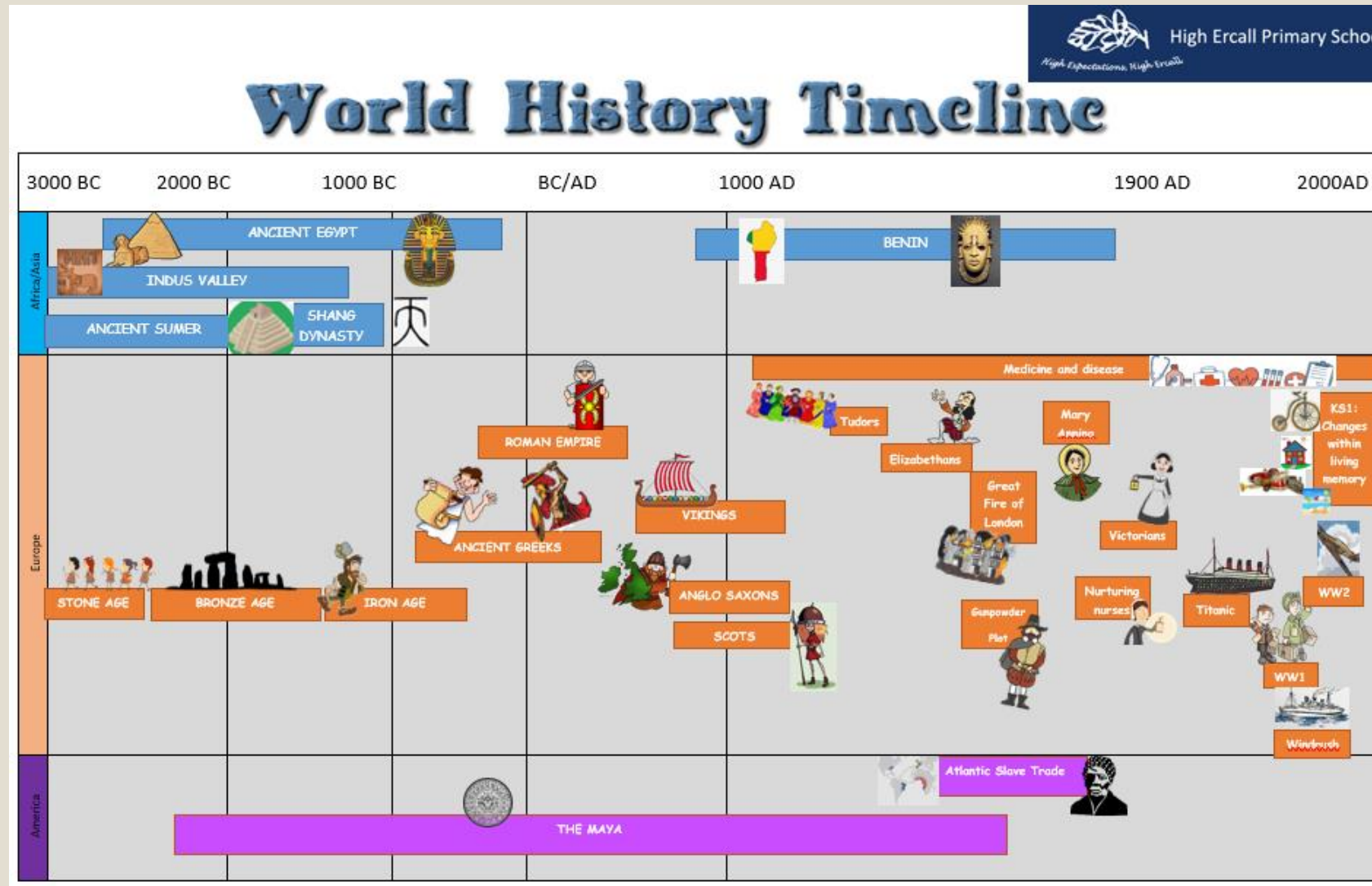
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key concept knowledge	- Pupils understand place through settings, characters and events encountered in books read in class and storytelling		-Pupils can give a brief explanation of some key concepts. - Pupils can exemplify a key concept.		- Pupils can explain 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

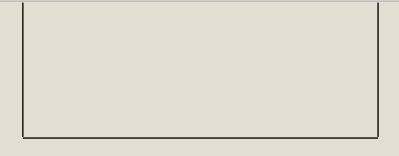


HOW WE TEACH HISTORY & GEOGRAPHY

- 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	Blue
South America	Green
Europe	Red
Asia	Orange
Africa	Yellow
Australasia	Purple
Antarctica	Light Green

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 continents (North America, South America, Europe, Asia, Africa, Australasia, Antarctica) and oceans (Arctic Ocean, North Atlantic Ocean, South Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean).

The United Kingdom

Map of the United Kingdom showing Northern Ireland, Scotland, Wales, and England, with their respective flags and names. Major cities like London, Edinburgh, Glasgow, Belfast, and Dublin are marked.

What might a geographer need?

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

GEOGRAPHY – KS1/KS2 MAPS

Tudors

king henry VIII

king henry had a
brick wall around his bed.

king henry had 6 wives

Did Rich tudors go to school?

Tudors
1485

Did girls go to school?

to
1603

How did henry die?

Class mind map

<p>wear animal skin different language den carve bones to make spears every country</p>		<p>BC / AD timeline</p>
<p>mammoths Stone Henge hunting cave men cave writing big rocks dark caves sand and water to write</p>	<p>different shapes and sizes, heights from different periods of the Stone Age animal skin and dung fire pit in the middle</p>	
<p>ate mammoths, bugs, small animals dung houses flint and steel</p>	<p><u>What can we learn about life in the Stone Age from a study of Skara Brae?</u></p>	<p>Skara Brae farming island off Scotland - Orkney islands 7 houses and community centre stone beds fire in the middle stone drawers circle shape connected by tunnels</p>
<p>hunter-gatherers - collect berries carefully - grinding wheat to make flour to make bread - used spears, axes and arrows made from flint and wood - farming with tools made from antlers - eggs, pig, deer, woolly mammoths, goat, cows</p>	<p>cave art plans or instructions or tell a story flint, berries, mud, charcoal fingers or sticks, animal hair brushes animals, hunters, handprints</p>	

Class mind map

Maps

find your way
north, south, east, west
roads, streets, routes
post boxes and post office
symbols
Sch - school
phone for phone box
Knife and fork = restaurant
parks
shops
fields
car park

Farms

cows and sheep
wheat, carrots,
potatoes, corn,
barley, cabbages
make food

Pasture - pigs, cows, sheep, chickens and horses, tractors - flat land and mountains for different animals
Arable - wheat, oats, barley, potatoes - flat lands

High Erroll

sketch map - hand drawn
different types of roads
tennis courts
village hall
church
pub
school
car park



Walk round the village

sch - church - tennis courts
- pub - shop and PO, park
and village hall - school

symbols and a key

PO = post office
☎ = phone ☰ = church
Sch = school 🏠 = building

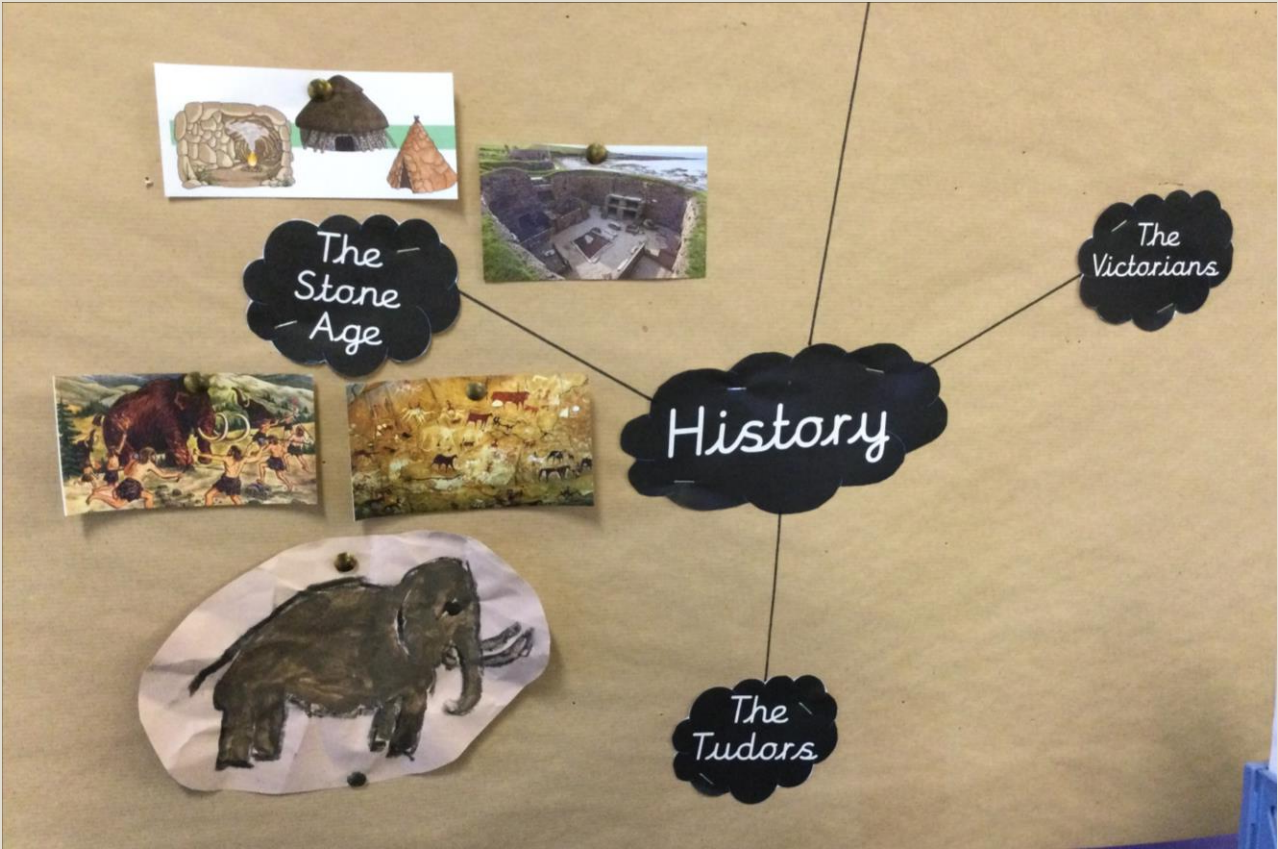
urban

city - not much green space
lots of roads and houses
leisure - cinemas, bowling
very populated

rural

lots of green space
villages
parks
not as populated

Curriculum map – retrieval practise



English

We will be focusing on writing to inform, writing to entertain and writing to persuade.

Daily guided reading sessions will focus on reading comprehension and the language features of fiction, non-fiction texts and poetry.

Our class reader for the first half term is 'The Iron Man' by Ted Hughes and 'Tato the Ninja Cat' by Dermot O'Leary.

Mathematics

This term we will be learning about multiplication and division and fractions. Year 3 will learn about mass and capacity while year 4 learn about decimals.

Class 3

Mrs Preston - Owl Class



Science

Across the term, year 3 will learn about fossils, soils and light. Year 4 will learn about sound, electricity and energy.

Art & DT

In DT we are learning how to make pencil cases
In Art our theme is sculpture and structure.

French

In C3 we will be learning about dates and carnival. We will also be talking about ourselves and learning about Easter in France.

History & Geography

This term, Class 3 will be learning about The Tudors in History.
In Geography we will learn about our European neighbours.

Music

In C3 we will be learning to sing and play the glockenspiel.

PSHE

This term we will be learning about first aid and calling for help in emergency situations.

RE

In RE the children will learn about Good Friday.

Computing

The children will create stop frame animation and learn how to program on Scratch.

PE

In PE, a coach will be coming in to teach the