



CURRICULUM SPOTLIGHT ON HISTORY & GEOGRAPHY – CLASS 4

High Ercall Primary School

Class 4	<p>Ancient Egypt Children will understand and become familiar with the ancient Egyptian civilisation. From mummification to the River Nile, they will find out all about life in ancient Egypt and what we can learn from the evidence the ancient Egyptians left behind.</p> <p>Key enquiry question: How do we know what Ancient Egypt was like over 5000 years ago?</p>	<p>Anglo-Saxons, Picts & Scots Children will learn how the Anglo-Saxons influenced the English language, and they will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain.</p> <p>Key enquiry question: How did people's lives change when Christianity came to Britain and how do we know?</p>	<p>Riotous Royalty Children will learn about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. This unit also teaches who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today.</p> <p>Key enquiry question: How has the role of the monarch changed and what are the reasons for these changes?</p>
Substantive concepts	Archaeology Civilisation	Archaeology Religion	Monarchy Empire
Disciplinary concepts	Handling evidence Historical interpretation	Historical significance Similarities and differences	Change and continuity Cause and consequence

Class 4	<p>The Water Cycle (Investigating Rivers) Children will gain a general understanding of rivers, their uses, features and effect on the environment. They will get the chance to study the water cycle, find out how rivers are formed, explore the journey of a river from source to mouth, investigate why rivers are important and what they are used for, river pollution and its effects. They will compare the River Severn to the River Nile.</p>	<p>Energy and the Environment Children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resources such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</p>	<p>Exploring Africa Children will discover the amazing continent of Africa. Exploring each of the five regions, they will start to get an understanding of just how diverse the continent of Africa is and find out about the human and physical geography of a number of African countries.</p>
Substantive concepts	Environmental impact Interdependence	Environmental impact Interdependence	Physical and human process Cultural diversity
Disciplinary concepts	Cause and consequence Similarities and differences	Fieldwork Cause and consequence	Research and enquiry Map skills

LONG TERM PLANS

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

Progression document

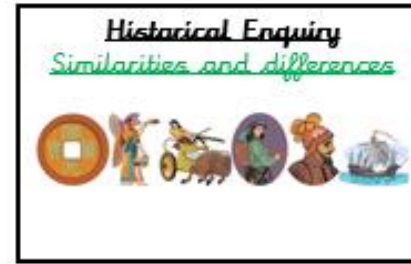
High Ercall Primary School Progression in History							
Date: May 2022		Subject Lead: GL			Review: May 2023		
<p>Curriculum Intent: The history curriculum at High Ercall Primary School aims to develop the active interest and enthusiasm of all groups of pupils. It provides opportunities for discovery 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.						
	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, 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

Disciplinary
concepts-
teaching
children to
be
historians.

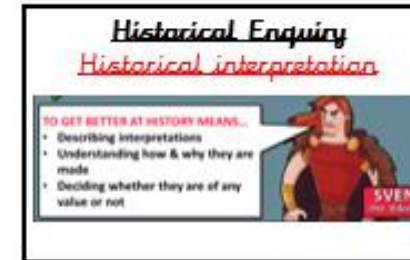
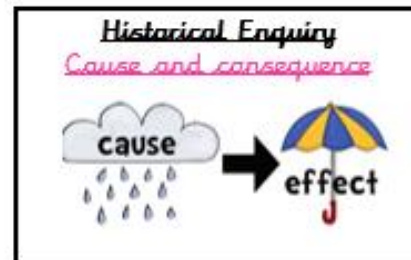
KS1 & KS2:



KS2:

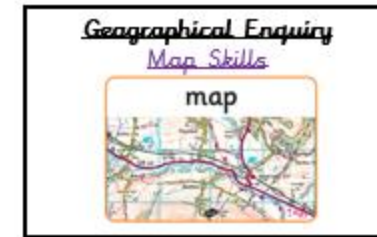
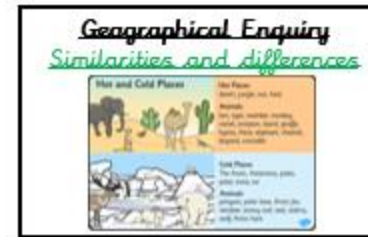


UKS2:



Disciplinary concepts - geography

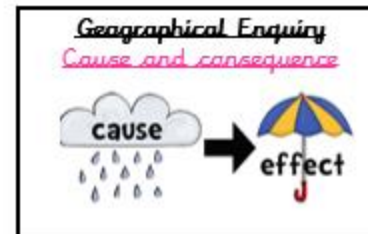
KS1 & KS2:



LKS2:



UKS2:





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.

Friday 6th September 2024

What do I already know about Ancient Egypt?

They worshipped cats

What did they use to defend themselves?

It is in Asia/Africa

Did they ride camels?

The largest pyramid is called Geysher

Ancient Egypt

How did they get water

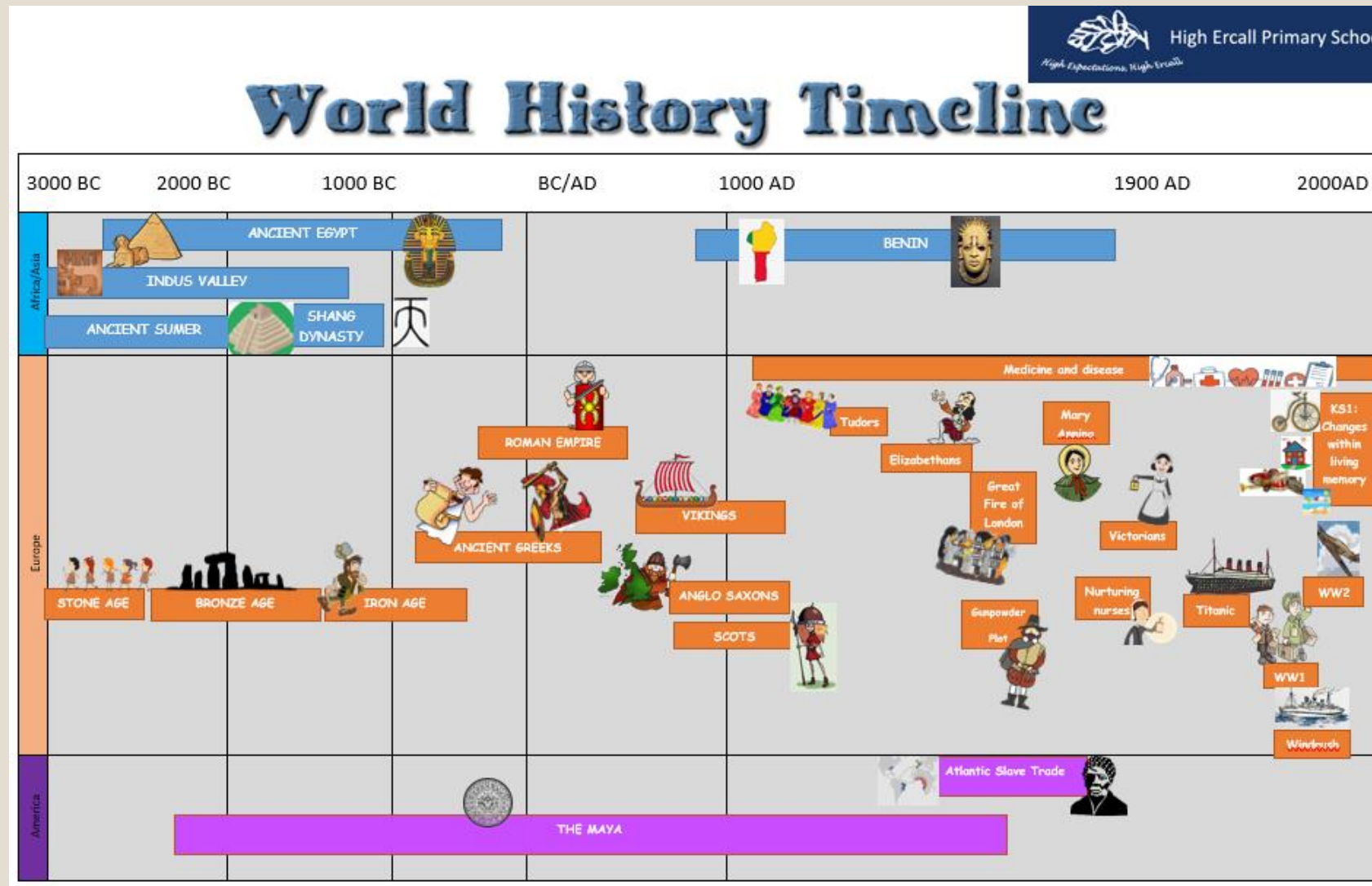
Who were the ancient Egyptians?

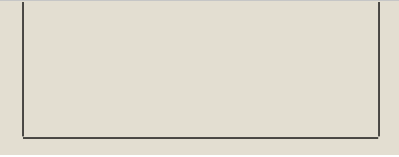
When they die, they are wrapped in bandages

Where did they live?

How long did it take to build a pyramid?

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 Blue

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

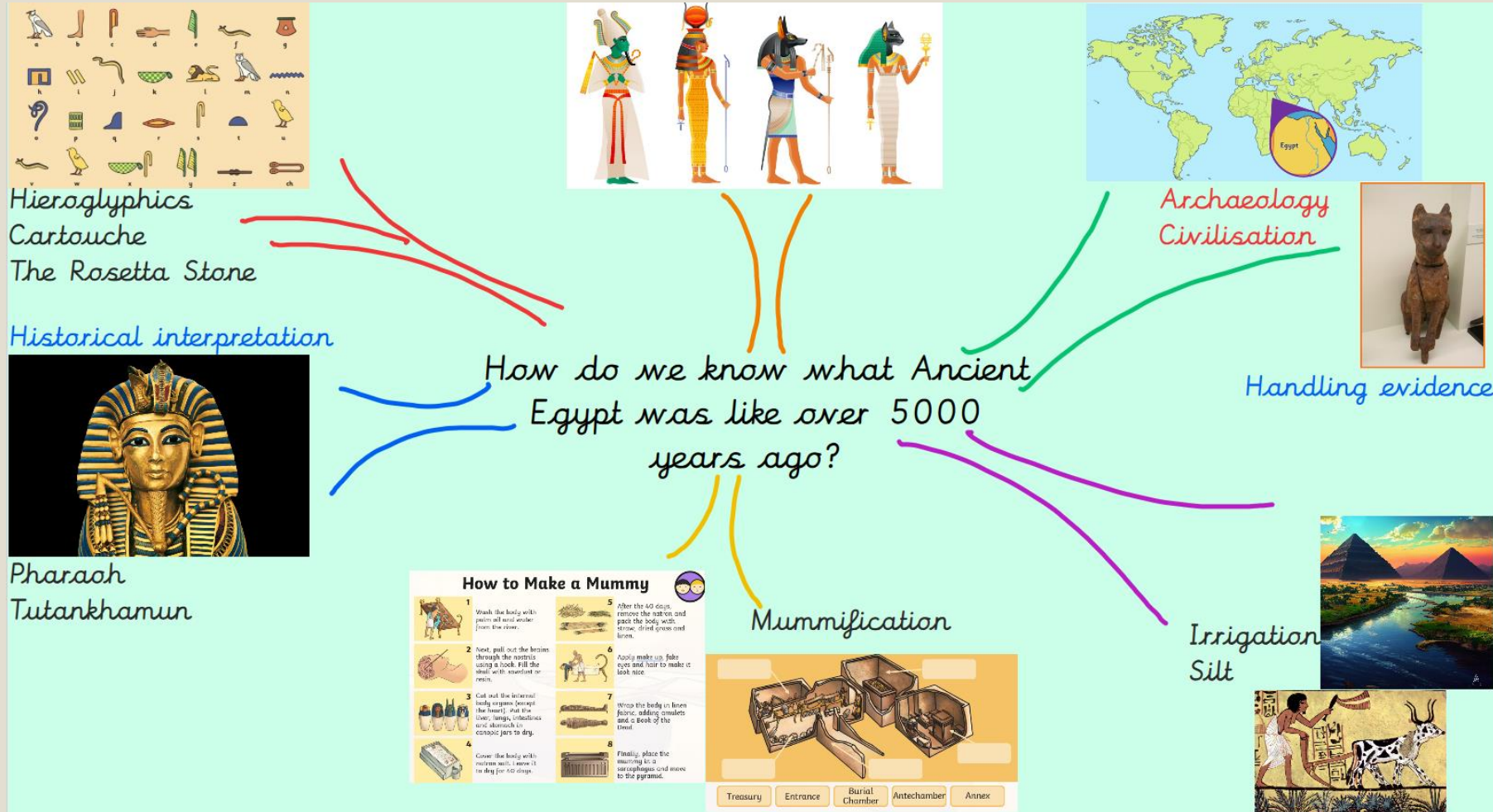
World Continents and Oceans

The United Kingdom

What might a geographer need?

GEOGRAPHY – KS1/KS2 MAPS

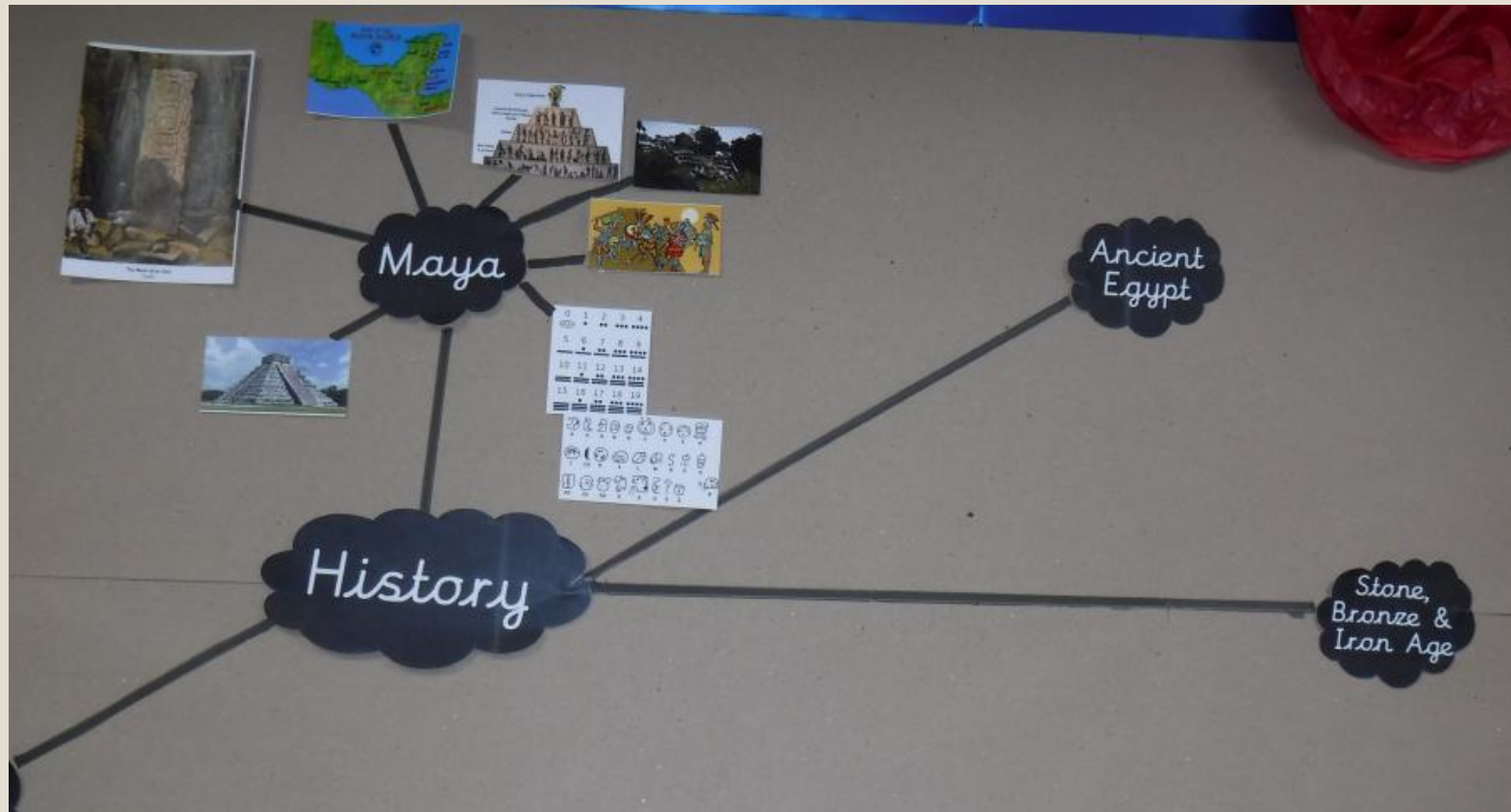
Class mind map



Curriculum map – retrieval practise



Curriculum map – retrieval practise



English

We will be focusing on writing to inform this term. Daily guided reading sessions will focus on reading comprehension.

Spring 1—Anglo-Saxon Boy
Spring 2—Wonder

Mathematics

This term we will be focusing on Multiplication and Division. Following this, we will be focusing on Fractions including decimals. The children will look at a range of problem solving skills for calculation.

Science

In Spring 1, Year 4 will be learning about Sound and Year 5 will be learning about properties of materials. In Spring 2, Year 4 will be learning about electricity and Year 5 will be learning about human development.

PSHE

We will be focusing on 'It's My Body' looking at health and safety, including sleep, healthy eating, the right to say no and medicines.

RE

Children will focus on aspects of worship across different faiths. They will explore what worship is, what it means to religious believers and how believers worship differently.

Music

In Class 4 we will be learning to play the Ukulele with the Telford and Wrekin service!

Class 4

Lingham's Lions

History/Geography

In History in Spring 1, we will be learning about the Anglo-Saxons, Picts and Scots. In Geography in Spring 2, we will be learning about energy and the environment.

Computing

The children will learn about databases this half term. In Autumn 2, we will be looking at programming.

Art/DT

In Spring 1, we will be making mono-types in art.

In Spring 2, we will be learning about textiles and making our own coin purses inspired by the Anglo-Saxons.

French

In Class 4, we will be learning how to tell people we feel unwell in French, including role playing doctors. We will also be learning about animals.