

# Oakham Primary School

## History & Geography Policy and Curriculum



**Approved by Governors on:**

**17/03/25**

**Signature of Chair of Governors:**

**Lead Personnel:**

**N Skett**

**Date to be reviewed:**

**17/03/27**

***At Oakham Primary School we adopt an enquiry- based approach, beginning with the children's own life experience before moving into learning about the world we live in and the events that have shaped it. We are committed to providing all children with stimulating learning opportunities to actively engage in History and Geography Learning.***

***This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.***

### **Historical and Geographical Learning & Curriculum Design**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through our structured History and Geography learning journeys, our children learn an effective and progressive range of skills, knowledge, concepts, attitudes and methods of working.

Each History and Geography Unit Plan has a clear rationale to identify the key skills and subject knowledge, core vocabulary and summary of the Key Learning Outcomes of this unit.

All History and Geography units are planned and sequenced to support and facilitate new knowledge and skills are built on what has been taught before. Teachers have identified crucial content that they want our children to remember long term which is needed for their subsequent learning; this is 'Sticky Knowledge'.

Learning is carefully planned with clear and coherent learning sequences that progress towards clearly defined end points. Regular opportunities are used in lessons to check that children are learning the key objectives and vocabulary, along with opportunities for children to revisit and refresh what they have been taught after a period of time has passed. Lessons will begin with a recall of previous key learning and vocabulary to support this embedded in the long term memory. This process of retrieval helps to embed learning and, in this way, new knowledge and skills build on what has been taught before, enabling children to 'remember more'.

Children are challenged to 'Think like a Geographer/Historian' in lessons, guided by slides that facilitate quick recall of previous knowledge, promote enquiry and inquisitiveness and a key question linked to the main learning outcome of the session (Appendix A). Every session also begins with a quick recall of previous learning using 'Retrieval Practice' principles. (Appendix B).

Whole class 'Knowledge Organisers' are used for both History and Geography units – large, interactive displays are used to track learning journeys, provide support with key vocabulary

and opportunities of asking questions and encouraging our learners to explore and research wider aspects of the History and Geography units. (Appendix C)

'Flash-Back' Friday sessions incorporate 'sticky knowledge' from previous History, Science and Geography units to support the development of longer term memory recall and enable children, to 'Know more, Do more, & Remember More'.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, resources, expected outcome and/or support from peers or adults.

### **Assessment**

Formative and summative assessment methods are used to gauge pupils' understanding and inform planning. Weekly Learning Outcomes are tracked using the 'Oakham Tier Two Assessment model' with 'Working Towards Standard, Working at Expected & Greater Depth' grading's.

Curriculum Checkpoints are timetabled throughout the school year and support staff development and understanding of pupils learning journeys throughout the school. Staff share workbooks to highlight and share good practice.

### **History at Oakham**

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships.

History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions.

As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society.

What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and consider their own and alternative points of view.

### **Core Aims:**

The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current

pedagogy. History shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils to make sense of the world in which they live.

### **Intent**

- To support children in gaining a coherent knowledge and understanding of Britain's past, the wider world, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society, major issues and events in the history of our own country and of the world and how these events may have influenced one another in order to understand how these have shaped the world we live in today.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts as events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

### **Implementation**

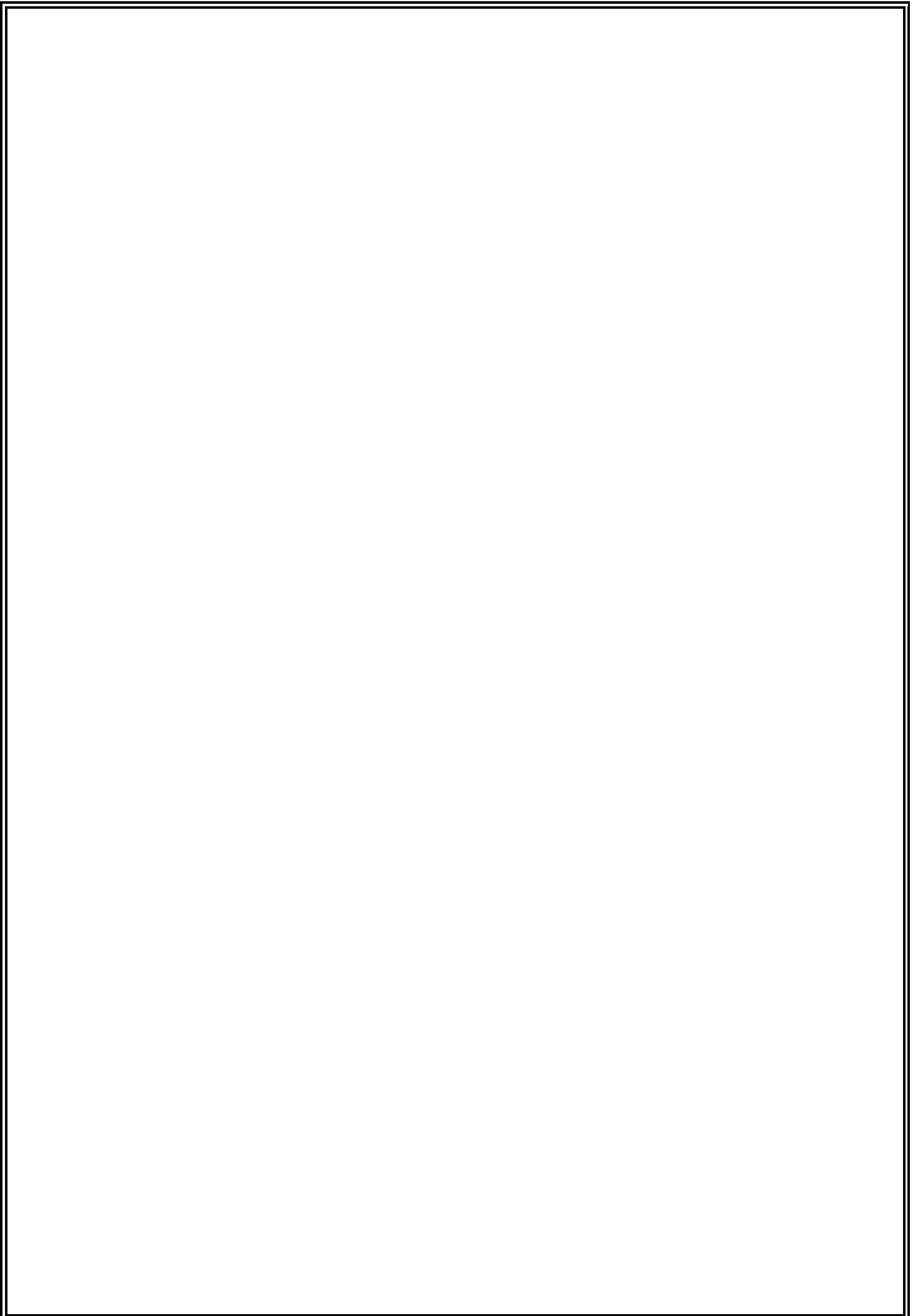
- History at Oakham is taught in weekly lessons across half termly blocks. History is taught in Autumn 1, Spring 1 & Summer 1 so that children achieve depth in their learning. By the end of year 6, children have a chronological understanding of British history from the Stone Age to the present day.
- We have designed a carefully planned, progressive curriculum that ensures coverage of a wide range of historical periods and topics; aligned with the National Curriculum. Our curriculum is balanced, covering both British and world history, and takes into consideration the local context.
- All learning starts by revisiting prior knowledge and staff model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.
- History 'Knowledge Organisers' are collaboratively created as the unit progresses; children are encouraged to add questions for wider exploration around the key themes and use the organisers during independent learning.
- We employ a variety of teaching and learning strategies to actively engage pupils in their historical learning. These strategies include interactive discussions, role-playing, visits to historical sites, and the use of primary and secondary sources. We also incorporate the use of ICT to enhance pupils' historical research skills.
- We promote an inclusive approach by ensuring that our history curriculum represents a diverse range of cultures, viewpoints, and experiences. We aim to challenge

stereotypes and provide a balanced representation of historical events, figures, and perspectives.

- The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception to have an 'Understanding of the World; people and communities and the world and technology' by the end of the academic year.
- An Oakham History timeline is used throughout Key Stage 1&2, enabling pupils to develop an understanding of chronology and be able to place current historical units in context to previous learning.

### **Impact**

- Emphasis is to be placed on analytical thinking and questioning helping pupils gain a coherent knowledge and understanding of Britain's past and apply this in a range of contexts.
- We aim to inspire pupil's curiosity to know more about the past, equipping pupils to ask perceptive questions and think critically as historians. Enabling them to gain a sense of their own identity, challenge views and show respect in a historical background.
- As pupils develop historical skills in a range of contexts, so too they develop the ability to be independent learners, using the key historical knowledge and skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past.
- Our historians will develop a respect for diversity, appreciating the experiences and cultures of others. They demonstrate an understanding of how historical events have shaped society, leading to a more open-minded and tolerant approach to different viewpoints and backgrounds.
- Where appropriate, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History and embrace historical learning beyond the classroom.



## History & Geography Units Years 1-6

Year Group	Autumn 1 (History)	Autumn 2 (Geography)	Spring 1 (History)	Spring 2 (Geography)	Summer 1 (History)	Summer 2 (Geography)
1	We Are Historians	We are Geographers	The Great Fire of London	Our local area	Children in WW2 VE day	Our Wider World
2	Communication through time	Weather Watchers	Visionary Victorians	Oakham through the ages	Historical figures (Link back to Queen Victoria / James Watt local focus)	Let's Visit Australia  Comparative study
3	Stone age to Iron age	United Kingdom	Ancient Egypt	<b>Rivers</b> with a focus on the River Nile	Our Local Area	Our Local Area (Sandwell/Black Country)
4	Ancient Greeks	European Geography  With comparative study	Romans	Rivers, Coasts and Mountains	Crime and Punishment Through the Ages	Settlements
5	Anglo-Saxons	North America	Mayans	Our Planet in Danger	WW2- focus on the local impact	Extreme Earth (G)
6	Vikings	Amazon Rainforest	Post War Britain	Natural resources	Medicine and Disease	

## History - Oakham Progression Grid

Key Stage 1		Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Great Fire of London & Children in WW2	Communication through Time, Visionary Victorians & Historical Figures	Stone Age to Iron Age & Ancient Egypt	Ancient Greeks, Romans, Tudors, Crime and Punishment	Anglo Saxons, Mayans & World War 2	Vikings, Medicine and Disease & Post War Britain
Chronology and Language					
sequence events or objects in chronological order	sequence artefacts closer together in time	place the time studied on a time line	place events from period studied on a time line	know and sequence key events of time studied	place current study on time line in relation to other studies
use words such as old, new, past, now, before and after	sequence events sequence photos etc from different periods of their life	sequence events or artefacts	use terms related to the period and begin to date events	use relevant terms and periods labels	use relevant dates and terms (POs)
	describe memories of key events in lives	use dates related to the passing of time	understand more complex terms e.g. BC/AD	relate current studies to previous studies	sequence up to ten events on a time line
	use common words and phrases relating to the passing of time – yesterday, tomorrow, in the future, in the past, present, ancient times.	start to use vocabulary relating to the passing of time including BC, AD, century, modern and ancient	use vocabulary relating to the passing of time including BC, AD, century, modern and ancient, decade	make comparisons between different times in history	use vocabulary relating to the passing of time including BC, AD, century, modern and ancient, decade, specific dates
		Increasingly place historical terms in context.	Increasingly place historical terms in context.	use vocabulary relating to the passing of time including BC, AD, century, modern and ancient, decade, specific dates	Increasingly place historical terms in context.
				Increasingly place historical terms in context.	

### Knowledge and Understanding & Historical Enquiry

begin to describe similarities and differences in artefacts	find out about people and events in other times	find out about everyday lives of people in time studied compare with our life today	use evidence to reconstruct life in time studied	study different aspects of life of different people – differences between men and women	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
drama – why people did things in the past	collections of artefacts – confidently describe similarities and differences	identify reasons for and results of people’s actions understand why people may have had to do something	identify key features and events	examine causes and results of great events and the impact on people	compare beliefs and behaviour with another period studied
use a range of sources to find out characteristic features of the past (linked to seaside)	drama – develop empathy and understanding (hot seating, sp. and listening)		look for links and effects in time studied	compare life in early and late times studied	write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
			offer a reasonable explanation for some events	compare an aspect of life with the same aspect in another period	know key dates, characters and events of time studied

### Interpretations of History

begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past	identify and give reasons for different ways in which the past is represented	look at the evidence available begin to evaluate the usefulness of different sources	compare accounts of events from different sources. Fact or fiction	link sources and work out how conclusions were arrived at
	able to identify different ways to represent the past	distinguish between different sources and evaluate their usefulness	use of text books and historical knowledge	offer some reasons for different versions of events	consider ways of checking the accuracy of interpretations – fact or fiction and opinion
		look at representations of the period – museum, cartoons, etc.			be aware that different evidence will lead to different conclusions
					confident use of the library etc. for research

### Sources of Evidence

sort artefacts “then” and “now”	use a source – why, what, who, how, where to ask questions and find answers	use a range of sources to find out about a period	use evidence to build up a picture of a past event	begin to identify primary and secondary sources	recognise primary and secondary sources
use as wide a range of sources as possible	sequence a collection of artefacts – use timelines	observe small details – artefacts, pictures	choose relevant material to present a picture of one aspect of life in time past	use evidence to build up a picture of life in time studied	use a range of sources to find out about an aspect of time past
speaking and listening (links to literacy)	discuss the effectiveness of sources	select and record information relevant to the study	ask a variety of questions	select relevant sections of information	Suggest omissions and the means of finding out
to ask and answer questions related to different sources and objects		begin to use the library, e-learning for research	use the library, e-learning for research	confident use of library, e-learning, research	bring knowledge gathering from several sources together in a fluent account
		ask and answer questions			

### Communication of Knowledge

as before with increasing detail	class display/ museum	communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	Select data and organise it into a data file to answer historical questions	fit events into a display sorted by theme time	select aspect of study to make a display
time lines (3D with objects/ sequential pictures)	annotated photographs ICT		know the period in which the study is set	use appropriate terms, matching dates to people and events	use a variety of ways to communicate knowledge and understanding including extended writing
Drawing, drama/role playwriting (reports, labelling, simple recount) ICT			display findings in a variety of ways work independently and in groups	record and communicate knowledge in different forms· work independently and in groups showing initiative	plan and carry out individual investigations

## EYFS History & Geography Links

<b>History</b>	<p>Black history month Rainbow fish celebrating individuality Harvest festival celebration. Christmas and how this is celebrated now and in the past.</p>	<p>Toy story, comparing old and new toys. Children to bring in their favourite toy and compare with older family members toys. Traditional tales, children introduced to traditional stories. Traditional nursery rhymes. Introduce children to traditional rhymes and language and objects from the past e.g. well in Jack and Jill</p>	<p>Local area, comparing area now and in the past. Space, looking at key events in history. Queens Platinum Jubilee, History of the Queen through her lifetime</p>
	<p>KS1 NC Link -events beyond living memory that are significant nationally or globally (History)</p>	<p>KS1 NC Link -learning to appreciate rhymes (English)</p>	<p>KS1 NC Link -changes within living memory (History)</p>
<b>Geography</b>	<p>Percy the park keeper, looking at different animals habitats. Looking at seasons and changes within the environment. Looking at manmade and natural features. Diwali, comparing celebrations in different parts of the world.</p>	<p>Chinese New Year, looking at geographical features in China and looking at countries on the map (comparing size etc.) Looking at the weather, using a weather chart to describe the weather and seasons each day. Linking people who help us to natural disasters eg: floods.</p>	<p>B69, local area, observing the world around us. Recording what we see. Going on a local walk. Look at and visit some local landmark. Space topic. Comparing space and life in space to life on Earth. Handa's surprise, looking at different countries and where fruit grows around the world/ why. Looking at changing seasons/ focus on summer.</p>
	<p>KS1 NC Link identify and name a variety of common animals (Science)</p>	<p>KS1 NC Link - - identify seasonal and daily weather patterns (Geography)</p>	<p>KS1 NC Link Pupils should develop knowledge about the world, the United Kingdom and their locality (Geography)</p>

**Geography** is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

**History** is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

## **Geography at Oakham**

Geography is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment.

It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure.

### **Core Aims**

Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out a range of geographical enquiries are also of considerable value in their development as independent learners.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

### **Intent**

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the appropriate geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To formulate appropriate questions, develop research skills and evaluate material and data to inform opinions.
- To enable children to accurately and efficiently work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

## **Implementation**

- History at Oakham is taught in weekly lessons across half termly blocks. History is taught in Autumn 2, Spring 2 & Summer 2 so that children achieve depth in their learning.
- Strong links to the National Curriculum guidelines ensure all aspects, knowledge and skills of Geography are being taught across all year groups.
- Pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world.
- They find out how people affect the environment and how they are affected by it and carry out geographical enquiry, both inside and outside of the classroom.
- Geography 'Knowledge Organisers' are collaboratively created as the unit progresses; children are encouraged to add questions for wider exploration around the key themes and use the organisers during independent learning.
- Key concepts that run throughout our carefully sequenced curriculum to ensure progression in both subject-specific knowledge and geographical skills; enabling our pupils to build their geographical learning systematically.
- We use a range of formative and summative assessment strategies to monitor pupils' progress and attainment in geography. This includes regular verbal and colour coded feedback, questioning, and end of unit assessment judgements. Through effective assessment, we identify gaps in knowledge and understanding, to inform next steps in learning and guide learning reviews where appropriate.
- Teachers and pupils use a variety of resources including high quality non-fiction books, atlases, maps, and digital materials to support the delivery of rich subject content.
- The geography curriculum initially reflects the local context of our pupils, providing opportunities for them to explore and understand the geography of their immediate environment. We also broaden their horizons by engaging with global issues, exploring diverse cultures, and developing an understanding of the interconnectedness of the world.
- We integrate current affairs and real-life examples into our teaching to make the learning relevant and engaging and, where appropriate, encourage pupils to apply relevant knowledge and skills in their wider curriculum learning.

## **Impact**

- Over the course of their education Oakham Primary, children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.
- Their knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education and beyond.
- Our Geography curriculum promotes high levels of engagement and motivation among our pupils. Through the use of stimulating resources, hands-on activities, and real-life examples, we create a positive learning environment that encourages curiosity and exploration.
- We provide opportunities for pupils to develop their own lines of enquiry and take ownership of their learning, enhancing their overall educational experience.
- By exploring different cultures, societies, and environments, we promote cross-cultural understanding and nurture our pupils to become responsible global citizens. We encourage them to value diversity and appreciate the similarities and differences between people and places.

**Geography - Oakham Progression Grid**

Key Stage 1		Key Stage 2			
Year 1 Ourselves and the local area, Great Britain	Year 2 Weather, Oakham past and present, Comparative Study	Year 3 UK and local study	Year 4 European Geography with a comparative study, Rivers, Mountains and Coasts	Year 5 North America, Blue Planet, Extreme Earth	Year 6 The Amazon Rainforest, Natural Resources
<b>Locational Knowledge</b>					
Know about where they live: their home, school, town and country.	Use world maps, atlases and globes to identify the United Kingdom and it's countries	Use maps to name and locate a range of counties and cities of the UK.	Use globes and maps to locate European countries.	Use globes and maps to locate continents and countries	Use globes and maps to locate countries around the world, where natural resources are supplied
Talk about what they like and don't like about where they live	Devise a simple map of the local area	Compare where they live to a contrasting area, identifying how the places are the same and different.	Identify environmental regions, key physical and human characteristics in European countries and cities.	Know countries and major cities in North America. Identify environmental regions, key physical and human characteristics of North America	Investigate the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)
Name and locate the worlds 7 continents and 5 oceans.	Use simple compass directions	Compare how the land is used in contrasting locations.	Compare climates in different European countries identifying the impact on lifestyle.	Use atlases, globes and digital/computer mapping to locate the countries, mountain ranges, rivers and oceans of North America	
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Construct basic symbols in a simple key	Identify how the local area has changed over time.			
Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics	Use simple fieldwork and observational skills to study the geography of the local area.	Locate key physical features of the UK.		Understand geographical similarities and differences with a region of the UK and compare it to a region in North America.	
	Identify the key human and physical features of the local environment			Investigate the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	

### Place Knowledge

Talk about things that are the same and different around school	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in contrasting non-European country.	Compare where they live to another location within the UK in order to identify similarities and differences.	Compare where they live to a region in Europe, in order to understand geographical similarities and differences.	Study and compare world locations, in order to identify and understand geographical similarities and differences	Understand geographical similarities and differences through studying the human and physical geography of the rainforest
	Identify similarities and differences between their own area and a contrasting locality	Know the names and locations of some rivers and mountains in the UK			

### Human and Physical Geography

Talks about things they see on the way to school.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and North and South poles.	Describe and understand key aspects of rivers, mountains and coast.	Describe and understand the key aspects of the water cycle.	Describe and explain the processes that cause natural disasters	Describe and understand key aspects of climate zones, biomes and vegetation belts
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Compare the weather in different locations	Consider how the land in the local area was used in the past.	Consider where and why different groups of people settled in the past.		Identify the climate, plants, habitats, animals and how people live in the Amazon Rainforest
	Compare and contrast where they live to another location (within travelling distance)				Identify trade items around the world based on a few chosen items e.g, chocolate, bananas

### Geographical skills and fieldwork

Use aerial photographs and plan perspectives to recognise landmarks and basic features.	Use world maps, atlases and globes to identify the United Kingdom and its countries	Use maps and digital/computer mapping to locate counties and cities in the UK.	Undertake weather surveys.	Collect comparative information from different countries/cities (e.g. population, weather)	Use eight points of the compass to give directions
Devise a simple plan	Devise a simple map of the local area	Use Ordnance Survey maps to find out information about the UK.	Use atlases and globes to develop knowledge of countries in Europe.	Use atlases, globes and digital / computer mapping to develop knowledge of the wider world	Accurately use six figure grid references to give directions

Devise a simple map and use and construct basic symbols in a key	Use simple compass directions	Use the four points of the compass.	Turn in relation to the eight points of the compass.	Use eight points of the compass in map work	Use symbols and keys in independent map work
Use directional language (near and far, left and right) to describe location of features.	Construct basic symbols in a simple key	Identify specific features from given four figure grid references.	Accurately use four figure grid references to give directions.	Identify specific features from given six figure grid references	Analyse evidence and draw conclusions
Use basic symbols to represent objects	Use simple fieldwork and observational study to understand the geography of the local area	Understand and identify symbols and keys in simple maps in a local context.	Understand symbols and keys on OS maps.	Understand and use a range of symbols and keys	
Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Identify the key human and physical features of the local environment	Use fieldwork techniques to observe, measure and record human and physical features in the local area.	Present weather information using graphs and digital technologies.	Select methods for collecting, presenting and analysing statistical data	
Use world maps, atlases and globes to identify the UK and its countries as well as continents and oceans.		Present information about the local area using sketch maps, plans and graphs.			
<b>Attitudes</b>					
Likes to talk about where they live and what they like and don't like	Is interested to find out more about where they live	Is interested to know more about how life in the UK differs from their own.	Independently asks questions to compare lifestyle in the UK to other European countries of their choice.	Is interested in what goes on in the world and independently follows lines of enquiry to investigate	Discusses what goes on in the world and independently follows lines of enquiry to investigate
<b>Key Vocabulary</b>					
Capital cities, England Scotland, Wales, Northern Island, Pacific Ocean, Atlantic Ocean, Indian Ocean, Sothern Ocean, Arctic Ocean, Sea, ocean, hill, city, town, village, house, shop. North, East South, West, near and far, left and right,	Beach, cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season and weather, factory, farm, office, port, harbour, similarities, differences, human, physical, hot, cold, Equator, North/South Poles,	Country, county, city, physical feature, human feature, manmade, natural, mountain, peak/summit, elevation, above sea level, river, source, mouth, estuary, tributary, coast, bay, headland, beach, arch, cliff, sea cave, land use, industrial, residential, farming. North, south, east, west,	Country, region, comparison, similarity, difference, weather, precipitation, temperature, hot, sunny, cloudy, partially cloudy, humid North, south, east, west, north-east, south-east, south-west, north-west. Water cycle, evaporation, precipitation, condensation.	Link words to theme Latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Prime/Greenwich Meridian, time zone, settlement, land use, trade links Tsunami – tectonic plates; Climate – temperature	Link words to theme settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary  Natural resources, renewable, non-renewable, solar, turbine, nuclear, erosion, deforestation, habitat, pollution, Steel, ore, production, import, export,

# Appendix A – ‘Thinking like a Geographer/Historian..’

## Thinking like a geographer



What is the difference between human geographical features and physical geographical features?

## Thinking like a geographer



How may the lives of an Amazonian tribe be different to ours?

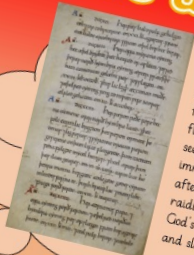
## Thinking like a geographer

Geography Skill  
Devise a symbol map using a key



What do you think a key is on a map?  
What do you think it is used for?

## Thinking like a historian



"Here terrible portents came about over the land of Northumbria, and miserably frightened the people: these were immense flashes of lightning, and fiery dragons were seen flying in the air. A great famine immediately followed these signs, and a little after that in the same year on 8 June the God's church in Lindisfarne island by looting and slaughter."

Do you think the Anglo Saxon Chronicle account of the Viking raid on Lindisfarne would have been a fair representation of what happened? Explain your answer.

## Thinking like a historian

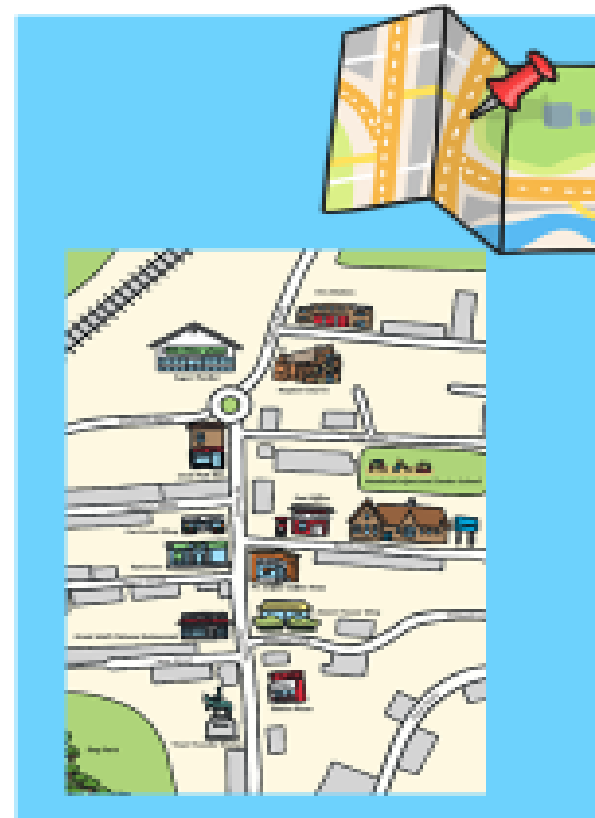


What impact did the Ancient Greeks have on the modern world?

## Appendix B –Retrieval Practice slide to support ‘Sticky Knowledge’

Last week, we explored different types of maps.

1. What is a map?
2. What different types of map are there?
3. Who might use a map?
4. Why do we use them? Have you used a map before?



## Appendix C – Knowledge Organisers





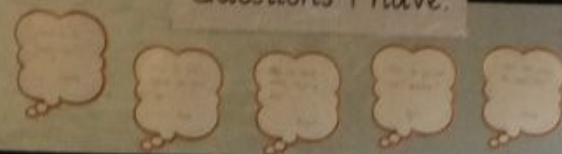
# Knowledge Organiser Topic



What I already know



Questions I have:



Key vocabulary:



Key images:



Key things I have learned:

