



## Topic

### Statement of Intent

#### Intent

At St. Giles our aim is that all pupils access a broad and deep range of history and geography skills by the end of Key Stage 2. We hope to provide our children with the opportunities to become global citizens, deepening their interest and wonder in exploring their own place in the world. We do this by ensuring the skills of chronology, knowledge, interpretation and enquiry are developed across three areas of historical learning each year.

It is our aim that history teaching at St. Giles equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions.

In geography all pupils develop a secure enquiry skill, locational knowledge, place knowledge and an understanding of human and physical aspects of geography. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our curriculum includes half termly topics for all children from Year 3 to Year 6. We aim to offer a high-quality history and geography education that will help pupils gain a coherent knowledge and understanding of Britain's past, present and future as well as that of the wider world.

#### Implementation

At St. Giles we use the voyagers scheme from Rising Stars to support our teaching and learning across history and geography. Each half term children develop skills in either history or geography so that they build on their prior knowledge to answer a key question linked to either curriculum area. Skills are assessed by both the pupil and the teacher against not only the unit assessment but also the skills progression for their year group. Our long term plan can be seen here.

Year Group	Autumn		Spring		Summer	
<b>3 Topic Hist/Geo</b>	Is it better to be a child now than in the past? (Life for children in the past – Tudors, Victorians, Saxon)	Where on Earth are we? (Seas, Oceans, Continents and time zones)	What was new about the stone age? (stone age life in Britain)	Can the Earth shake, rattle and roll? (Earthquakes and volcanoes)	What Happened when the Romans came? (Roman Britain)	Do you like to be beside the seaside? (contrasting localities)
<b>Planned wider opportunities</b>		Space centre (SCIENCE)		Residential trip	Lunt Roman Fort	RNLI visitor?
<b>BOOK links (ENGLISH)</b>			How to wash your woolly mammoth.	Escape from Pompeii	Romulus and Remus	
<b>4/5 Topic (cycle 1) Hist/Geo</b>	Why should we remember the Maya? (Looking at the life of the Mayan's and why they died out)	How is our country changing? (find out about the regions of the U K, discovering how some of these areas have changed over time)	What impact did the Anglo-Saxons have? (explore the Anglo-Saxons and why they came to Britain)	What is it like in the Amazon? (Life there, destruction and conservation of)	Why should we thank the Ancient Greeks? (Social, political and cultural aspects of Ancient Greek life)	Where should we go on holiday? (learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate)
<b>Planned wider opportunities</b>	Cadbury world	Trip: Bedworth Town trail			Greek day	
<b>BOOK links (ENGLISH)</b>			Beowulf	The Explorer	Greek mythology	
<b>4/5 Topic (cycle 2) Hist/Geo</b>	How much did the ancient Egyptians achieve? (Egyptian life, beliefs and inventions)	Can you come on a great American Road trip? (distinguish between continent, country, state and city)	How unpleasant were the Bronze and Iron ages? (Bronze and Iron age)	Is climate cool? (climate zones, read weather and climate maps and biomes)	What was important to our local Victorians? (investigating local area during Victorian era)	How does water go round and round? (rivers, mountains and the water cycle)
<b>Planned wider opportunities</b>						
<b>BOOK links (ENGLISH)</b>						
<b>6 Topic Hist/Geo</b>	How did World War II impact on our local area? (WW2, impact on the local area)		Where does all of our stuff come from? (trade, imports, exports and local economy)		How will our World look like in the future? (consider the past, present and future of their local area)	
<b>Planned wider opportunities</b>	Coventry Cathedral and Herbert Art Gallery visit.		Twycross zoo			
<b>BOOK links (ENGLISH)</b>	Rose Blanche Beyond the Lines Goodnight Mr Tom					

## Impact

Across each year group, teachers evaluate and assess the pupils understanding of the knowledge and skills at the end of each topic. The progressions of skills across the academic year is indicated to show how the opportunities within each topic have been linked to the National Curriculum. Pupils may tick these themselves to show their own understanding of the learning that has taken place.

## Year 3

<b>Chronology:</b> <i>I can place the time studied on a timeline e.g. sequencing events or artefacts using dates relating to the passing of time, lives of significant individuals.</i>
<b>Knowledge:</b> <i>I can compare our life with life in the past e.g. identify reasons for people's actions; understand why people may have had to do something.</i>
<b>Interpretations</b> <i>identify and give reasons for different ways in which the past is represented, distinguish between different sources and evaluate their usefulness e.g. museum, cartoons etc.</i>
<b>Enquiry:</b> <i>use a range of sources to find out about a period observe small details - artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions</i>
<b>Locational knowledge:</b> <i>I can use maps, atlas, globes and digital mapping to locate countries of the UK and Europe.</i> <i>I can look at environmental regions of Europe e.g. climate, land forms and soil etc.</i> <i>I can identify key physical features and human characteristics, countries and major cities of Europe ( rivers, mountains, capitals and landmarks)</i>
<b>Place knowledge:</b> <i>I know the position and significance of the Equator, Tropics of Cancer and Capricorn.</i> <i>I can compare a region of the UK with a volcanic region e.g. similarities and differences.</i>
<b>Human and physical:</b> <i>I can describe and understand key aspects of human and physical geography e.g. volcanoes and earthquakes.</i>
<b>Enquiry:</b> <i>I can take part in a fieldwork project e.g. plan a tour, map/plan of the school, take photographs or undertake an environmental survey.</i>

## Year 4

### **Chronology:**

*I can place events from period studied on a time line including using terms related to the period and begin to date events understand more complex terms e.g. BCE/AD*

### **Knowledge:**

*I can use evidence to reconstruct life in the time studied including identifying key features and events.*

*I can offer a reasonable explanation for some events with a broad understanding of ancient civilisations.*

### **Interpretations**

*I can look at the evidence available and begin to evaluate the usefulness of different sources using text books and historical knowledge.*

### **Enquiry:**

*I can use evidence to build up a picture of a past event choosing a relevant material to present a picture of one aspect of life in the past*

*I can ask a variety of questions using the library, e-learning for research*

### **Locational knowledge:**

*I can understand the difference between the North and Southern hemisphere including using the terms 'climate zones' and 'global warming'.*

### **Place knowledge:**

*I understand the differences of human and physical geographical features through a study of a region in Europe or the Americas.*

### **Human and physical:**

*I can describe and understand key aspects of human and physical geography e.g. biomes*

### **Enquiry:**

*I can take part in a fieldwork project e.g. plan a tour, map/plan of the school, take photographs, present data or undertake an environmental survey and conduct an investigation.*

## Year 5

### **Chronology:**

I can place period studies on a time line in relation to other studies I know and sequence key events using relevant terms and periods

I can make comparisons between different times in history.

### **Knowledge:**

I can study different aspects of life of different people noting differences between men and women and examine causes and results of great events and the impact on people.

I can compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)

### **Interpretations**

I can compare accounts of events from different sources e.g. fact or fiction, offering some reasons for different versions of event.

### **Enquiry:**

I can begin to identify primary and secondary sources using evidence to build up a picture of life in time studied and selecting relevant sections of information confident use of library, e-learning, research

### **Locational knowledge:**

I can use maps, atlas, globes and digital mapping to locate countries of North and South America, including reference to key topographical features (hills, mountains, rivers etc.)

### **Place knowledge:**

I understand the differences of human and physical geographical features through a study of a region in Europe or the Americas.

### **Human and physical:**

I can describe and understand key aspects of human and physical geography e.g. trade links, types of settlement and land use.

### **Enquiry:**

I can take part in a fieldwork project e.g. plan a tour,

Use 4 or 6 grid references when making a map or a plan, take photographs, present data or undertake an environmental survey and conduct an investigation.

## Year 6

### **Chronology:**

*I can place period studies on a time line in relation to other studies I know and sequence key events using relevant terms and periods*

### **Knowledge:**

*I can study different aspects of life of different people noting differences between men and women and examine causes and results of great events and there impact on people.*

### **Interpretations**

*I can compare accounts of events from different sources e.g. fact or fiction, offering some reasons for different versions of event.*

### **Enquiry:**

*I can begin to identify primary and secondary sources using evidence to build up a picture of life in time studied and selecting relevant sections of information confident use of library, e-learning, research*

### **Locational knowledge:**

*I can use maps, atlas, globes and digital mapping to locate countries of North and South America, including reference to key topographical features (hills, mountains, rivers etc.)*

*I can recognise the significance of prime meridian and time zones*

### **Place knowledge:**

*I understand the differences of human and physical geographical features through a study of a region in Europe or the Americas.*

### **Human and physical:**

*I can describe and understand key aspects of human and physical geography e.g. trade links, types of settlement and land use.*

### **Enquiry:**

*I can take part in a fieldwork project e.g. plan a tour, take photographs, present data or undertake an environmental survey and conduct an investigation.*

*I can use eight points of a compass, 4 or 6 grid reference and symbols when mapping or making a plan.*

## **Topic Expectations**

### **Books**

- Progression of skills sheet on the inside front cover
- Every topic to have a title page (which is the key question from rising stars) including the key vocabulary which will be utilised through the topic
- A start of topic assessment e.g. KWL grid, thought shower of knowledge
- All work to be marked as per the school policy
- Children to respond to marking where given
- Presentation from pupils expected to be at the same standard as English and Maths books e.g. dates/Lis underlined with a ruler, diagrams with pencil etc
- End of unit assessment – examples shared by subject lead

### **Planning**

- MTP evident so the sequence is clearly established – this could be detailed enough to teach from or a reference to the rising stars plans which should be then printed and annotated
- Planning should show a clear progression of skills not just knowledge based but enquiry skills too