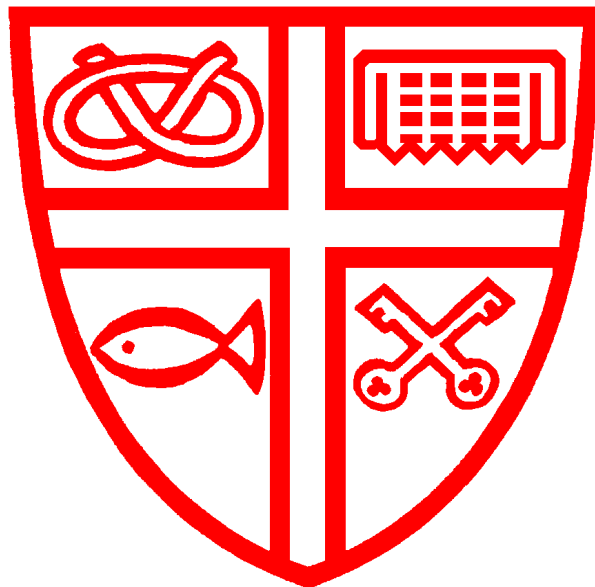


St Peter's CE(VA) Primary School

Love Christ
Love Learning
Love One Another



History &
Geography
April 2020-2023

Vision Statement St Peter's (VA) CE Primary

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

This policy goes hand in hand with the teaching and learning policy.

History and Geography Vision:

St Peter's prides itself on providing a rich and full curriculum, which will inspire the future generation of historians and geographers. To open up learning opportunities that engage and encourage a thirst for knowledge is essential to promote progress and understanding. By the completion of year six we want the children to have the desire to expand their knowledge in these subjects as they continue their learning journey. Within history we aim for all children, including those identified on the SEND register, to understand chronology, be able to discuss, using historical vocabulary, different civilisations confidently through investigating primary and secondary sources. We aim for our children to empathise with how history has evolved by comparing and exploring the cause and consequence of different significant events. Within geography, children will also understand the concepts of both human and physical geography, being able to identify a number of different features such as biomes, weather and natural features and the impact that humans have on the environment. We want them to be confident in locating oceans, continents and countries and to compare and contrast them, by the end of year six.

The core skills for history are; chronology, investigate and interpret the past, identify similarities and differences, the cause and consequence of significant events and people and to use a vast range of historical vocabulary both verbally and in written work. The core skills for Geography are; locating places, place knowledge and understanding, using geographical vocabulary both verbally and in written work and geographical skills in fieldwork, such as map skills, field stretching and questionnaires/surveys.

At St Peter's our foundation subjects are covered through topic. In KS1 the topic units run on a two year rolling programme, which allows all children to cover all the units before progressing into KS2. In Year A, the children will have two history units and one geography. Whereas, in Year B there is a geography unit and a history unit, however, throughout all other units we ensure that there are cross curricular links. In KS2 each class has two history units and one geography unit. For history and geography, we operate a four-year rolling programme, with each year group covering the same topic, to ensure that all areas of the national curriculum are covered and so that the skills can be embedded throughout the history and geography units.

These subjects are taught throughout the school, with each year group working on the same key objectives, which are derived from the NC. These objectives are differentiated through

the year groups through key questions, to show progression and to ensure that all areas of learning are covered throughout the children's school careers. Having the same objectives allows for them to be revisited year on year and them become embedded learning.

Where appropriate topic subjects start with a themed hook, such as an experience day, to engage the children and produce enthusiasm for their learning. The children take part in shared learning with other year groups, which can include event days and shared key stage trips, relevant to the topic being covered. Every topic has a topic learning pathway which details the subjects that the children will be learning, introduces the vocabulary and the key questions covering the topic. This allows children to interact with their learning, see progression with the topic and access key vocabulary, which is the first building block of each topic.

Topic lessons are differentiated through 'paddling, swimming and diving' allowing children to take charge of their learning by selecting their own activities, giving them the opportunity to challenge themselves. During each topic there is a learning display up in the classroom, including key vocabulary, where children proudly display their work. To support the children we will be using vocab mats and to support our SEND and DL learners we will be providing visual word mats and pre-teaching to introduce the topic.

Marking is done in accordance with our policy and bare necessities are identified for the children to correct. Feedback is given to develop subject understanding.

At the end of each unit, assessment is carried out and marked off against the objectives for that unit. The children will complete retrieval styled quizzes a few weeks later to assess whether they have retained the knowledge. This allows the subject leader and class teacher to identify any gaps, which need to be addressed in the future. Each child is given a grade for each subject at the end of the year, which is monitored year on year.

Intent:

At St Peter's we recognise that developed, thorough, focused planning leads to effective teaching and learning. The specific plan for history and geography is as follows,

- Staff have a clear understanding of the wider curriculum and how the curriculum is built at St Peter's. They make pertinent links and connections amongst subjects, as well as devising activities to practise skills and learning.
- Staff will display a timeline in their classroom, that will include that class's previous topics for KS1 and all topics covered across the school for KS2. This will allow it to be used as a teaching resource.
- Staff in KS1 will teach through a two year rolling program (In Year A, one geography topic (Explorers) and two history topics (Music through the Ages and Victorians) and in Year B, one geography topic (Planes, trains and automobiles) and one history topic (The Great Fire)).
- Staff in KS2 will teach through a four year rolling program.
 - Geography - Year A - Earth, Year B - Fire & Ice, Year C - Ebb & Flow, Year D - Air.
 - History - Year A - Stone Age and the Egyptians, Year B - Tudors and the Potteries, Year C - Invaders and Baghdad, Year D - Romans and the Greeks.
- In KS1 the topics will cover other subjects more widely, whereas KS2 topics are designated to that subject.

- Through our Rock Stars scheme there is a planned home project, which is geography related.
- Staff will follow the set structure in the geography topic, where we have three units throughout the year. In the Autumn term, they will cover vocabulary, locating features/places, explaining how the feature works/is formed and any science objectives. In the Spring term, they will carry out fieldwork for Earth and Ebb and Flow and carry out research for a case study for Fire & Ice and Air. In the Summer term, they will carry out fieldwork for Air and carry out research for a case study for Earth, Fire and Ice and Ebb and Flow.
- Staff will follow the set structure in the history topics. For example, for Year A, in the Autumn Term they will learn about the Stone Age, in the Spring term, they will learn about the Egyptians and then in the Summer term, they will compare the two topics which they have learnt about that year.
- Staff will use the topic overviews to become familiar with the topic and the key knowledge, which needs to be taught by the end of the unit. It will include the key questions that will set the focus for each lesson and the integral technical vocabulary that needs to be used and learnt by both staff and children.
- Staff in KS2 will plan their topics together, using the progression map, to ensure progression is clear throughout the key stage and that the expectations of their year group is clear.
- The objectives are the same for each year group and throughout the year, which embeds the crucial skills. Progression is ensured by using the progression map that is linked to the objectives.
- Within each topic a hook, or wow activity, will be planned for the children to engage them in the topic.
- Staff will complete a weekly overview, which will outline an appropriate structure of the lessons to the topic.
- Staff will prepare a success criteria for each lesson. It will include the objective (with the structure Obj: Subject: Objective. Key question and a griffin based objective), what is expected and the three differentiated activities, Paddling, Swimming and Diving.
- For each history topic, a pre-teach activity is planned to support SEND children before the topic starts. Staff will also provide visual resources to support children who need it.
- Subject knowledge is strong across all topics and common misconceptions are understood and planning takes this into account.

Related Policies / Documents

- Long term plans
- Curriculum planning file
- Class yearly objectives
- Topic overviews
- Progression Maps
- Weekly Overview sheet
- Success Criteria sheets
- Timeline
- History and Geography Audit

Implementation:

For history and geography there have been clear objectives that will be repeated topic on topic, year on year. Each topic has its own key questions that form the basis of the lessons that are taught, through the use of a clear success criteria with differentiated activities to support the abilities of all children.

At St Peter's we recognise that each staff member brings different styles and skills to the table, which we celebrate. However, to ensure that there is a consistent approach across all subjects and all year groups, teaching needs to follow the following ethos as the foundation for their practise (see Teaching and Learning Policy for more detail).

History:

- Staff will follow the set structure in the history topics. For example, for Year A, in the Autumn Term they will learn about the Stone Age, in the Spring term, they will learn about the Egyptians and then in the Summer term, they will compare the two topic's which they have learnt about that year.
- At the beginning of each topic, staff will use the timeline in their classroom to show the current topic in relation to previously learnt topics.
- Each history topic will start with a vocabulary lesson, where the children will explore the vocab for that topic.
- Each history topic will end by completing the key questions piece of work.
- Through the use of the topic overview, the key questions are set for the topic and linked to the objectives. These key questions form the basis of a singular lesson, or series of lessons. Staff must ensure that all these key questions and objectives are covered during the topic.

Geography:

- Staff will follow the set structure in the geography topic, where we have three units throughout the year. In the Autumn term, they will cover vocabulary, locating features/places, explaining how the feature works/is formed and any science objectives. In the Spring term, they will carry out fieldwork for Earth and Ebb and Flow and carry out research for a case study for Fire & Ice and Air. In the Summer term, they will carry out fieldwork for Air and carry out research for a case study for Earth, Fire and Ice and Ebb and Flow.
- Each geography topic will start with a vocabulary lesson, where the children will explore the vocab for that topic.
- Each geography topic will end by completing the key questions piece of work.
- Through the use of the topic overview, the key questions are set for the topic and linked to the objectives. These key questions form the basis of a singular lesson, or series of lessons. Staff must ensure that all these key questions and objectives are covered during the topic.

Structure of Individual lesson:

- Individual lessons:
 - First 10 minutes of the lesson will be re-capping what was learnt in the previous lesson.

- Introduce the key question that the children will be focusing on that lesson, or for the next few lessons and refer to the griffin objective to explain how they can work like that particular griffin.
- Staff will then carry out an exposition, that should not exceed fifteen minutes. (Split or class expositions can be used, depending on what is appropriate for the lesson.)
- Go through the success criteria that includes the differentiated activities (paddling, swimming and diving). Staff must ensure that children are directed to the appropriate activity.
- Children are then to complete the appropriate activity, while staff provide teaching points to move on children's learning. Staff will check for misconceptions and will address them.
- Staff will then carry out a plenary activity at the end of the lesson, ensuring to refer to the key question.
- Children then need to self-assess at the end of the lesson against their learning objectives.

Related Policies / Documents

- Subject policies
- Learning environment / resources policy
- Assessment for Learning Expectations
- Class yearly objectives
- Topic overviews
- Progression Maps
- Weekly Overview sheet
- Success Criteria sheets
- Timeline
- Curriculum Progression Map - Key Knowledge

Impact:

- Staff constantly review lessons and practise ensuring effective teaching and learning is happening, or understanding what changes need to be made to future teaching.
- Staff will consistently follow the feedback policy including frequency, codes, language.
- Staff will ensure that teaching points are related to the subject of the lesson, not English or Maths based. These will encourage the children to make their work better through the feedback questions or actions.
- Skills ladders are filled in after the history, or geography topic.
- Staff will analyse skills ladders to see where objectives need to be revisited to secure them and will plan lessons in future topics to address this.
- Subject leader will analyse skills ladders to ensure coverage of skills and identify any gaps.
- Subject leader will record report grades to track children's progress year on year.
- At the end of each topic, children will complete a key question piece where they will answer all the key questions of the topic completely unaided.
- Children are given timely oral feedback throughout the lesson to ensure that misconceptions are addressed and to push learning on.
- Children know how well they have done through positive marking and feedback.

Related Policies / Documents

- Assessment Policy
- Feedback and marking strategies

Professional Responsibilities:

- Staff model positive attitudes to learning.
- Parental support is encouraged to help support children at home and give parents a clear idea of what is expected of the children this is done through half termly data sharing, termly parents evening, open door policy and yearly written reports.
- Staff hold accountability for pupil outcomes and complete data analysis termly.
- Staff attend and provide continuing professional development, support and keep up to date with developments in education.
- Subject leader will attend relevant CPD opportunities and cluster meetings.

Monitoring of History and Geography:

The role of the History and Geography co-ordinators are:

- To co-ordinate the teaching of History and Geography throughout the school
- To be involved in the induction of new staff
- To keep up to date with training
- To monitor the use of the policy and scheme of work
- To ensure continuity and progression of the teaching and learning of History and Geography across the key stages and the school
- To meet with the History and Geography-link Governor to report on History and Geography teaching and to discuss new initiatives with other staff and Headteacher.
- To make changes to the policy and scheme of work if necessary.
- To order and maintain resources
- To make staff aware of changes/thinking in History and Geography
- To support staff who are less confident with History and Geography
- To make staff aware of History and Geography courses on offer and encourage them to attend
- To provide where necessary, staff training and development
- To show by example good History and Geography practice.



Assessment for Learning Expectations:

- Topic overview to be completed by the subject leader and then used for planning by the class teacher.
- Key question approach on topic overviews and obvious in lessons.
- Weekly overview sheets to be filled in by the class teacher to sequence the lessons from the topic overview.
- Each unit should start with a vocabulary lesson to introduce the children to the vocabulary for the unit.
- Learning Pathways should be used at the beginning of each unit. It should include key questions, skills, knowledge to be learnt and how the unit is building on the previous key stage and what it is building onto.
- Success criteria to include the objective and differentiated tasks and expectations of the work, which will be displayed on the board.
- All objectives for each unit to be covered in each topic to ensure coverage by the end of the year.
- The objective should follow this structure: Subject: Objective - Key Question.
- The objective should also have a griffin objective and both the teacher and pupil me should be assessed against.
- Children to be taught/have knowledge of key vocabulary.
- High expectations of presentation and knowledge to be shown throughout the children's work.
- GD children should be choosing the diving activities and all children should be choosing the appropriate task.
- Use Bloom terminology in feedback and marking to move the children's learning on. These should be used through teaching points.
- Evaluation at the end of each topic to be completed in the form of children taking a quiz.
- Timeline to be up in classroom.
- Use of vocabulary mats.
- Display to be up in the classroom.



St Peter's CE (VA) Primary School

Long term Plan - History

	Year A			Year B			Year C			Year D		
KS1	Music through the ages		Victorians	Great Fire			Music through the ages		Victorians	Great Fire		
KS2	Stone Age	Egyptians	Stone Age and Egyptians comparison	Tudors	Potteries	Tudors and Potteries comparison	Invaders	Baghdad	Invaders and Baghdad comparison	Romans	Greeks	Romans and Greeks comparison



St Peter's CE (VA) Primary School

Long term Plan - Geography

	Year A	Year B	Year C	Year D
KS1	Explorers	Planes, Trains and Automobiles	Explorers	Planes, Trains and Automobiles
KS2	Earth	Fire & Ice	Ebb & Flow	Air

	KS1	KS2
Year A	Explorers	Earth
Year B	Planes, trains and automobiles	Fire & Ice
Year C	Explorers	Ebb & Flow
Year D	Planes, trains and automobiles	Air



St Peter's CE (VA) Primary School

Long Term Plan Key Stage 1 - Year A 2020-21

	Autumn Term		Spring Term				Summer Term
Wk1	Get to know class	Wk1	Victorians (History focus)			Wk1	Sunflowers (Art focus)
Wk2	Explorers (Geography focus)	Wk2				Wk2	
Wk3		Wk3				Wk3	
Wk4		Wk4				Wk4	
Wk5		Wk5				Wk5	
Wk6		Wk6				Wk6	
Wk7		Music Through the Ages (History focus)	Wk7	Sports Camp (Science focus)			Wk7
Wk8	Wk8		Wk8				
Wk9	Wk9		Wk9				
Wk10	Wk10		Wk10				
Wk11	Wk11		Wk11				
Wk12	Wk12		Wk12	Mish Mash Week			
Wk13	Christmas			<div>Discrete Subjects</div> <div>PEPHSEMusic</div>			
Wk14							
Wk15							



St Peter's CE (VA) Primary School

Long Term Plan Key Stage 1 - Year B 2021-22

	Autumn Term		Spring Term				Summer Term
Wk1	Get to know class	Wk1	Planes, trains and automobiles (Geography focus)			Wk1	Enchanted Wood Revisited (Science focus)
Wk2	Enchanted Wood (Science focus)	Wk2				Wk2	
Wk3		Wk3				Wk3	
Wk4		Wk4				Wk4	
Wk5		Wk5				Wk5	
Wk6		Wk6				Wk6	
Wk7		Festivals of Light (RE focus)	Wk7	Claws, paws and whiskers (Science focus)			Wk7
Wk8	Wk8		Wk8				
Wk9	Wk9		Wk9				
Wk10	Wk10		Wk10				
Wk11	Wk11		Wk11	Mish Mash Week			
Wk12	Wk12		Wk12				
Wk13	Christmas						
Wk14							
Wk15							
			Discrete Subjects				
			PE	PHSE	Music		



St Peter's CE (VA) Primary School

Long Term Plan Key Stage 2 - Year A 2020-21

	Autumn Term		Spring Term				Summer Term
Wk1	Get to know class	Wk1	History - Egyptians			Wk1	DT (link to science)
Wk2	History - Stone Age	Wk2				Wk2	Geography - Earth
Wk3		Wk3				Wk3	
Wk4		Wk4				Wk4	
Wk5		Wk5	Art - Landscape (2D)		Wk5	Science - Plants	
Wk6	Science - Electricity	Wk6		Wk6			
Wk7		Wk7	Geography - Earth		Wk7	History	
Wk8		Wk8		Wk8			
Wk9	DT (link to science)	Wk9			Wk9	Science - Space	
Wk10		Wk10	Science - Humans		Wk10		
Wk11	Geography - Earth	Wk11			Wk11	Art - Landscape (3D)	
Wk12		Wk12			Wk12	Mish Mash Week	
Wk13							
Wk14	Art - Landscape (drawing / painting)		Discrete Subjects				
Wk15	Christmas		PE	PHSE	Music		



St Peter's CE (VA) Primary School

Long Term Plan Key Stage 2 - Year B 2021-22

	Autumn Term		Spring Term		Summer Term
Wk1	Get to know class	Wk1	History - Potteries	Wk1	History
Wk2	History - Tudors	Wk2		Wk2	
Wk3		Wk3		Wk3	Science - Forces
Wk4		Wk4		Wk4	
Wk5		Wk5	Art - Humans (2D)	Wk5	Art - Humans (3D)
Wk6	Science - Animals	Wk6		Wk6	
Wk7		Wk7	Science - Materials	Wk7	Geography- Fire & Ice
Wk8		Wk8		Wk8	
Wk9	DT (link to science)	Wk9		Wk9	Science - Sound
Wk10		Wk10	Geography- Fire & Ice	Wk10	
Wk11	Geography - Fire & Ice	Wk11		Wk11	DT (link to science)
Wk12		Wk12		Wk12	Mish Mash Week
Wk13					
Wk14	Art - Humans (drawing / painting)				
Wk15	Christmas				

Discrete Subjects

PE	PHSE	Music
RE	Computing	MfL



St Peter's CE (VA) Primary School

Long Term Plan Key Stage 2 - Year C 2022-23

	Autumn Term		Spring Term		Summer Term
Wk1	Get to know class	Wk1	History - Baghdad	Wk1	DT (link to science)
Wk2	History - Invaders	Wk2		Wk2	Geography - Water
Wk3		Wk3		Wk3	
Wk4		Wk4		Wk4	
Wk5		Wk5	Art - Pattern (2D)	Wk5	Science - Plants
Wk6	Science - Electricity	Wk6		Wk6	
Wk7		Wk7	Geography - Water	Wk7	History
Wk8		Wk8		Wk8	
Wk9	DT (link to science)	Wk9		Wk9	Science - Space
Wk10		Wk10	Science - Humans	Wk10	
Wk11	Geography - Water	Wk11		Wk11	Art - Pattern (3D)
Wk12		Wk12		Wk12	Mish Mash Week
Wk13					
Wk14	Art - Pattern (drawing / painting)				
Wk15	Christmas				

Discrete Subjects

PE	PHSE	Music
RE	Computing	MfL



St Peter's CE (VA) Primary School

Long Term Plan Key Stage 2 - Year D - 2023-24

	Autumn Term		Spring Term		Summer Term
Wk1	Get to know class	Wk1	History - Romans	Wk1	History
Wk2	History - Greeks	Wk2		Wk2	
Wk3		Wk3		Wk3	Science - Forces
Wk4		Wk4		Wk4	
Wk5		Wk5	Art - Animals (2D)	Wk5	Art - Animals (3D)
Wk6	Science - Animals	Wk6		Wk6	
Wk7		Wk7	Science - Materials	Wk7	Geography - Air
Wk8		Wk8		Wk8	
Wk9	DT (link to science)	Wk9		Wk9	Science - Sound
Wk10		Wk10	Geography - Air	Wk10	
Wk11	Geography - Air	Wk11		Wk11	DT (link to science)
Wk12		Wk12		Wk12	Mish Mash Week
Wk13					
Wk14	Art - Animals (drawing / painting)				
Wk15	Christmas				

Discrete Subjects

PE	PHSE	Music
RE	Computing	MfL



St Peter's CE (VA) Primary School

Long Term Plan - History

KS1 Year A Overview	
Topic	Music through the Ages and Victorians
Autumn Term 2 (7 weeks)	<p><u>Music through the Ages</u></p> <p>What do these historical words mean?</p> <p><u>(Obj - I can use a wide range of historical words in my work.)</u></p> <ul style="list-style-type: none">- Using the tiered vocab, children need to correctly identify the meaning of those words. <p>How has music changed over the years?</p> <p><u>(Obj - I understand the concepts of continuity and change over time, I can use words and phrases to show time, I can place people and events on a timeline.)</u></p> <ul style="list-style-type: none">- Explore the different genres of music and how these have changed over time, starting with Jazz (1800s) to R 'n' B (1980s). <p>How have music players changed?</p> <p><u>(Obj - I can ask and answer historical questions, I can place people and events on a timeline, I can describe significant people or events in history and why they were important)</u></p> <ul style="list-style-type: none">- Explore the different music players across time, such as the phonograph, gramophone, cassette tapes, CDs, disk players and the iPod. They will also focus the inventors and determine how important they are. <p>Who is Bob Geldof?</p> <p><u>(Obj - I can describe significant people or events in history and why they were important)</u></p> <ul style="list-style-type: none">- Explore the impact of Bob Geldof and what he did through the medium of music. Children will discuss how important he was and the impact that he had.

<p>Spring Term 1 (6 weeks)</p>	<p><u>Victorians</u></p> <p>What do these historical words mean? <u>(Obj - I can use a wide range of historical words in my work.)</u> - Using the tiered vocab, children need to correctly identify the meaning of those words.</p> <p>Who was Queen Victorian? <u>(Obj - I can describe significant people or events in history and why they were important, I understand the concepts of continuity and change over time.)</u> - Explore the life of Queen Victoria and who she was, creating a fact file. They will investigate how she changed Britain and how Britain is different now compared to then.</p> <p>What was Caverswall like in the Victorian era? <u>(Obj - I understand when the period of history I am studying was, I can use sources from the past to show I know about key events, I understand the different ways the past is represented, I can identify similarities and differences between periods in history.)</u> - Examine photos of Caverswall (1837-1901) and compare the photos from then to now. They will explore what is the same and what is different.</p> <p>What was life like for a Victorian child? (work conditions) <u>(Obj - I can ask and answer historical questions, I understand the different ways the past is represented.)</u> - Investigate the life of a Victorian child and discuss that Victorian children will have worked. Examine photos of the types of jobs that Victorian children will have done.</p> <p>What was a Victorian school like? <u>(Obj - I can ask and answer historical questions, I understand the different ways the past is represented, I can identify similarities and differences between periods in history.)</u> - Discuss photos of a Victorian school and explain what can be seen in the photo, identifying the similarities and differences between a Victorian classroom and a modern day classroom.</p> <p>What toys did Victorian children have?</p>
--	--

	<p><u>(Obj - I can ask and answer historical questions, I can identify similarities and differences between periods in history.)</u></p> <ul style="list-style-type: none"> - Identifying the toys that the Victorian children will have played with and discussing how these toys are different from the toys they play with today.
--	---

KS1 Year B Overview	
Topic	<u>Great Fire of London</u>
Summer Term	<p>What do these historical words mean?</p> <p><u>(Obj - I can use a wide range of historical words in my work.)</u></p> <ul style="list-style-type: none"> - Using the tiered vocab, children need to correctly identify the meaning of those words. <p>When and where did the fire start?</p> <p><u>(Obj - I understand when the period of history I am studying was, I can place people and events on a timeline, I can use sources from the past to show I know about key events, I can use words and phrases to show time.)</u></p> <ul style="list-style-type: none"> - Find out when the Great Fire of London happened and where it occurred. Children will look at key figures of the time (Charles II, Samuel Pepys and Thomas Farynor). <p>Why did the fire spread?</p> <p><u>(Obj - I can ask and answer historical questions, I can use sources from the past to show I know about key events, I can place people and events on a timeline, I can suggest causes and consequences of some of the main events and changes in history.)</u></p> <ul style="list-style-type: none"> - Explore the events of the Great Fire of London. Children will also look at the impact that the fire had on the people of London and the reason why the fire spread so easily.

	<p>Why did the fire stop? <u>(Obj - I can ask and answer historical questions.)</u></p> <ul style="list-style-type: none"> - Explore the role of the fire fighters and the use of leather buckets, metal hooks and water squirts along with the impact of the wind. <p>How do we know what happened during the fire? <u>(Obj - I can describe significant people or events in history and why they were important, I understand the different ways the past is represented)</u></p> <ul style="list-style-type: none"> - Research the role of Samuel Pepys, his diary and how he is an eyewitness account. They will discuss what an eyewitness is.
--	---

KS2 Four Year Overview				
Year	A	B	C	D
Topic	Stone Age and Egyptians	Tudors and Potteries	Invaders and Baghdad	Romans and Greeks
Autumn Term (4 weeks)	<p><u>Stone Age</u> What is the key vocabulary associated with the Stone Age? <u>(Obj - I can use a wide range of historical words in my work.)</u></p> <ul style="list-style-type: none"> - Using the tiered vocab, children need to correctly identify the meaning of those words. <p>When was the Stone Age? What else was going on in</p>	<p><u>Tudors</u> What is the key vocabulary associated with the Tudors? <u>(Obj - I can use a wide range of historical words in my work.)</u></p> <ul style="list-style-type: none"> - Using the tiered vocab, children need to correctly identify the meaning of those words. <p>When was the Tudor time? What else was going on in the wider world?</p>	<p><u>Invaders</u> What is the key vocabulary associated with the Invaders? <u>(Obj - I can use a wide range of historical words in my work.)</u></p> <ul style="list-style-type: none"> - Using the tiered vocab, children need to correctly identify the meaning of those words. <p>When were the Vikings and Anglo-Saxons? What else</p>	<p><u>Romans</u> What is the key vocabulary associated with the Invaders? <u>(Obj - I can use a wide range of historical words in my work.)</u></p> <ul style="list-style-type: none"> - Using the tiered vocab, children need to correctly identify the meaning of those words. <p>When were the Romans in Britain? What else was going</p>

	<p>the wider world? <u>(Obj - I understand when the period of history I am studying was, I can place people and events on a timeline, I can use words and phrases to show time.)</u> - Place the key events of the Stone Age on a timeline, such as people making cave paintings, farming starts and begins to spread, tools are used for hunting and crafting, metal starts to be used, the first pottery is made and used and people domesticate certain animals - horses. We will be referring to previously taught history topics. Make links to what was happening in the wider world - Egyptians, Jesus being born. How do we know about the past? (Obj - I understand the different ways the past is represented, I can use sources from the past to show I know about key events.) - Source work, looking at artefacts from the time and explaining what they tell us about the past. They need to refer to the wheel, the flint</p>	<p><u>(Obj - I understand when the period of history I am studying was, I can place people and events on a timeline, I can use words and phrases to show time.)</u> - Place the key events of the Tudors on a timeline, such as The Battle of Bosworth, Henry VII reigns over England, the dissolution of the monasteries, King Henry VIII forms the Church of England, The Bible is printed in English for the first time, the Spanish Armada is defeated, Queen Elizabeth becomes Queen of England, Mary, Queen of Scots is born and William Shakespeare begins his playwrighting career. We will be referring to previously taught history topics. Make links to what was happening in the wider world - Voyages of European explorers - Christopher Columbus How do we know about the past? (Obj - I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p>	<p>was going on in the wider world? <u>(Obj - I understand when the period of history I am studying was, I can place people and events on a timeline, I can use words and phrases to show time.)</u> - Place the key events of the Vikings and Anglo-Saxons on a timeline, such as Saxons from Germany land in Britain and settle in Kent, the Seven Kingdoms are created, Augustine arrives in England to be a missionary. the attack on Lindisfarne, the Vikings settling in England, the different rulers of the time, the Vikings rule the North of Scotland, King Harold is defeated. We will be referring to previously taught history topics. Make links to what was happening in the wider world - what was going on in the rest of the world. We will refer to Jesus' birth and the surrounded ages (Romans in Britain). How do we know about the past? (Obj - I understand the</p>	<p>on in the wider world? <u>(Obj - I understand when the period of history I am studying was, I can place people and events on a timeline, I can use words and phrases to show time.)</u> - Place the key events of the Romans in Britain on a timeline, such as Julius Caesar's invasion attempts, Claudius' successful invasion, Boudicca's rebellion, the building of Hadrian's wall, referring to previously taught history topics. Make links to what was happening in the wider world - what was going on in the rest of the Roman Empire. We will also refer to Jesus' birth and the surrounded ages (Iron age) How do we know about the past? (Obj - I understand the different ways the past is represented, I can use sources from the past to show I know about key events.) - Source work, looking at artefacts from the time and explaining what they tell us about the past. For example, looking at how life in Britain changed and what the Romans</p>
--	--	--	--	--

	<p>and stone tools and the settlements of the time (Skara Brae, Cheddar Gorge)</p> <p>What was it like to live in the Stone Age and Bronze Age?</p> <p>(Obj - I can ask and answer historical questions, I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <p>- Using the progression map, explore the areas of life and research what it would have been like for people living in the Stone Age.</p> <p>What significant events that happened during this period in history?</p> <p>(Obj - I can describe <u>significant people or events in history and why they were important</u>, I can suggest <u>causes and consequences of some of the main events and changes in history</u>.)</p> <p>- Explore the key events that happened during this time (Stonehenge, Disappearance of the Doggerland and the woolly mammoth becoming extinct.)</p> <p>What similarities and differences? (Differentiated</p>	<p>- Source work, looking at artefacts from the time and explaining what they tell us about the past. For example, looking at how religion changed during this time, theatre and the role of women.</p> <p>What was it like to live in the Tudor time?</p> <p>(Obj - I can ask and answer historical questions, I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <p>- Using the progression map, explore the areas of life and research what it would have been like for people living then.</p> <p>What significant events that happened during this period in history?</p> <p>(Obj - I can describe <u>significant people or events in history and why they were important</u>, I can suggest <u>causes and consequences of some of the main events and changes in history</u>.)</p> <p>- Explore the key events that happened during this time, looking at the individuals of Henry VII, Henry VIII,</p>	<p>different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <p>- Source work, looking at artefacts from the time and explaining what they tell us about the past. For example, looking at how life in Britain changed. We have found artefacts from these times. Especially the discovery at Sutton Hoo and the Staffordshire Hoard and the Bayeux Tapestry.</p> <p>What was it like to live in the Anglo-Saxon/ Viking times?</p> <p>(Obj - I can ask and answer historical questions, I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <p>- Using the progression map, explore the areas of life and research what it would have been like for people living then.</p> <p>What significant events that happened during this period in history?</p> <p>(Obj - I can describe <u>significant people or events in history and why they were</u></p>	<p>introduced. We have found many artefacts from when the Romans were in Britain and structures that are still standing, which tell us what life would have been like in the past.</p> <p>What was it like to live in the Roman Britain?</p> <p>(Obj - I can ask and answer historical questions, I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <p>- Using the progression map, explore the areas of life and research what it would have been like for people living then.</p> <p>What significant events that happened during this period in history?</p> <p>(Obj - I can describe <u>significant people or events in history and why they were important</u>, I can suggest <u>causes and consequences of some of the main events and changes in history</u>.)</p> <p>- Explore the key events that happened during this time, looking at the individuals of Julius Caesar, Claudius, Boudicca's rebellion and the</p>
--	--	---	---	--

	<p>question across KS2) (Obj - I understand the concepts of continuity and change over time, I can identify similarities and differences between periods in history.)</p> <p>- Compare the Stone Age with another period of history, LKS2 looking at comparing it with today, or another period of history studied and with UKS2 focusing on one particular aspect in more depth.</p>	<p>Elizabeth I, Mary Queen of Scots, Mary I, Spanish Armada and the Reformation of the Church.</p> <p>What similarities and differences? (Differentiated question across KS2) (Obj - I understand the concepts of continuity and change over time, I can identify similarities and differences between periods in history.)</p> <p>- Compare the Tudors with another period of history, LKS2 looking at comparing it with today, or another period of history studied and with UKS2 focusing on one particular aspect in more depth.</p>	<p><u>important, I can suggest causes and consequences of some of the main events and changes in history.)</u></p> <p>- Explore the key events that happened during this time, looking at the individuals of Alfred the Great, Harold Hardrada, Harold II and William the Conqueror and the events of the raid on Lindisfarne and the battle of Hastings.</p> <p>What similarities and differences? (Differentiated question across KS2) (Obj - I understand the concepts of continuity and change over time, I can identify similarities and differences between periods in history.)</p> <p>- Compare the Anglo-Saxons and Vikings with each other or with another period of history, LKS2 looking at comparing it with today, or another period of history studied and with UKS2 focusing on one particular aspect in more depth.</p>	<p>building of Hadrian's wall.</p> <p>What similarities and differences? (Differentiated question across KS2) (Obj - I understand the concepts of continuity and change over time, I can identify similarities and differences between periods in history.)</p> <p>- Compare the Romans in Britain with another period of history, LKS2 looking at comparing it with today, or another period of history studied (Vikings/Anglo-Saxons/Baghdad AD900) and with UKS2 focusing on one particular aspect in more depth.</p>
Spring Term	<p><u>Egyptians</u> What is the key vocabulary</p>	<p><u>Potteries</u> What is the key vocabulary</p>	<p><u>Baghdad</u> What is the key vocabulary</p>	<p><u>Greeks</u> What is the key vocabulary</p>

<p>(4 weeks)</p>	<p>associated with the Egyptians? <u>(Obj - I can use a wide range of historical words in my work.)</u> - Using the tiered vocab, children need to correctly identify the meaning of those words. When were the Egyptians around? What else was going on in the wider world? <u>(Obj - I understand when the period of history I am studying was, I can place people and events on a timeline, I can use words and phrases to show time.)</u> - Place the key events of the Egyptians on a timeline, such as the first settlers arriving in the Nile Valley, Hieroglyphs being used to keep records, the first pyramid being built, the Giza pyramids and Great Sphinx being built, the first ploughs being attached to oxen, Valley of the Kings starts and pharaohs are buried with their treasure, the 10 year rule of Tutankhamun and Cleopatra's reign and death. We will be referring to previously taught history</p>	<p>associated with the Potteries? <u>(Obj - I can use a wide range of historical words in my work.)</u> - Using the tiered vocab, children need to correctly identify the meaning of those words. When was the industrial revolution and the pottery industry first established? What else was going on in the wider world? <u>(Obj - I understand when the period of history I am studying was, I can place people and events on a timeline, I can use words and phrases to show time.)</u> - Place the key events of the industrial revolution on a timeline, such as the invention of the spinning jenny, steam engine, passenger steam locomotive, telephone, electric lamp and automobile. We will also place the different acts that were passed during this time. There will be a main focus on the potteries and the work of James Brindley, Josiah Wedgewood and Josiah Spode. Make links to what was</p>	<p>associated with the Baghdad? <u>(Obj - I can use a wide range of historical words in my work.)</u> - Using the tiered vocab, children need to correctly identify the meaning of those words. When was Baghdad in its Golden Age? What else was going on in the wider world? <u>(Obj - I understand when the period of history I am studying was, I can place people and events on a timeline, I can use words and phrases to show time.)</u> - Place the key events of the Baghdad AD900 on a timeline, such as the decision to build a great city in Baghdad, the round city is finished, Baghdad becomes a hub for learning and commerce, the House of Wisdom is built, Algebra is invented, paper spreads into the region from China, the decline of the Abbasid caliphate begins and Baghdad is destroyed by the Mongols. Then they will refer to previously taught history topics. Make links to what was happening in the wider world -</p>	<p>associated with the Greeks? <u>(Obj - I can use a wide range of historical words in my work.)</u> - Using the tiered vocab, children need to correctly identify the meaning of those words. When were the Ancient Greeks? What else was going on in the wider world? <u>(Obj - I understand when the period of history I am studying was, I can place people and events on a timeline, I can use words and phrases to show time.)</u> - Place the key events of the Ancient Greeks on a timeline, such as Greece falling under Roman rule, Alexander the Great taking control of Greece, the Parthenon being built, Hippocrates and Homer, the Olympic games and male citizens being allowed to vote. Then they will refer to previously taught history topics. Make links to what was happening in the wider world - what was going on in the Roman Empire, in Ancient Egypt and in the Iron Age in Britain. We will also refer to Jesus' birth.</p>
-------------------------	---	---	---	---

	<p>topics. Make links to what was happening in the wider world - Stone Age, Roman Empire and the Greeks.</p> <p>How do we know about the past?</p> <p>(Obj - I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <ul style="list-style-type: none"> - Source work, looking at artefacts from the time and explaining what they tell us about the past. For example, looking at their Gods, hieroglyphs, farming and the Great Pyramids of Giza. <p>What was it like to live as an Egyptian?</p> <p>(Obj - I can ask and answer historical questions, I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <ul style="list-style-type: none"> - Using the progression map, explore the areas of life and research what it would have been like for people living then. <p>What significant events that happened during this period in history?</p>	<p>happening in the wider world - The French Revolution</p> <p>How do we know about the past?</p> <p>(Obj - I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <ul style="list-style-type: none"> - Source work, looking at artefacts from the time and explaining what they tell us about the past. For example, this is a more recent period of history and there are more sources that we can look at to tell us about this time. <p>What was it like to live in the industrial revolution?</p> <p>(Obj - I can ask and answer historical questions, I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <ul style="list-style-type: none"> - Using the progression map, explore the areas of life and research what it would have been like for people living then. <p>What significant events that happened during this period in history?</p> <p><u>(Obj - I can describe</u></p>	<p>Anglo-Saxons and Vikings and the Great Fire of London.</p> <p>How do we know about the past?</p> <p>(Obj - I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <ul style="list-style-type: none"> - Source work, looking at artefacts from the time and explaining what they tell us about the past. For example, looking at how life was quite advanced for the time and why it is referred to as the Golden Age. <p>What was it like to live in Baghdad?</p> <p>(Obj - I can ask and answer historical questions, I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <ul style="list-style-type: none"> - Using the progression map, explore the areas of life and research what it would have been like for people living then. <p>What significant events that happened during this period in history?</p> <p><u>(Obj - I can describe significant people or events in</u></p>	<p>How do we know about the past?</p> <p>(Obj - I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <ul style="list-style-type: none"> - Source work, looking at artefacts from the time and explaining what they tell us about the past. For example, looking at how life in Britain changed and what the Romans introduced. We have found many artefacts from when the Romans were in Britain and structures that are still standing, which tell us what life would have been like in the past. <p>What was it like to live in the Ancient Greece?</p> <p>(Obj - I can ask and answer historical questions, I understand the different ways the past is represented, I can use sources from the past to show I know about key events.)</p> <ul style="list-style-type: none"> - Using the progression map, explore the areas of life and research what it would have been like for people living then. <p>What significant events that happened during this period</p>
--	---	---	---	--

	<p><u>(Obj - I can describe significant people or events in history and why they were important, I can suggest causes and consequences of some of the main events and changes in history.)</u></p> <p>- Explore the key events that happened during this time, looking at the individuals of Tutankhamun and Cleopatra.</p> <p>What similarities and differences? (Differentiated question across KS2)</p> <p>(Obj - I understand the concepts of continuity and change over time, I can identify similarities and differences between periods in history.)</p> <p>- Compare the Egyptians with another period of history, LKS2 looking at comparing it with today, or another period of history studied and with UKS2 focusing on one particular aspect in more depth.</p>	<p><u>significant people or events in history and why they were important, I can suggest causes and consequences of some of the main events and changes in history.)</u></p> <p>- Explore the key events that happened during this time, all the different inventions and the lives of James Brindley, Josiah Wedgewood, Josiah Spode and Sid Kirkham.</p> <p>What similarities and differences? (Differentiated question across KS2)</p> <p>(Obj - I understand the concepts of continuity and change over time, I can identify similarities and differences between periods in history.)</p> <p>- Compare the Tudors with another period of history, LKS2 looking at comparing it with today, or another period of history studied and with UKS2 focusing on one particular aspect in more depth.</p>	<p><u>history and why they were important, I can suggest causes and consequences of some of the main events and changes in history.)</u></p> <p>- Explore the key events that happened during this time, looking at the individuals of Al-Khawarizmi (invention of Algebra) and Genghis Khan and Baghdad being destroyed by the Mongols</p> <p>What similarities and differences? (Differentiated question across KS2)</p> <p>(Obj - I understand the concepts of continuity and change over time, I can identify similarities and differences between periods in history.)</p> <p>- Compare Baghdad AD900 with another period of history, LKS2 looking at comparing it with today, or another period of history studied (Vikings) and with UKS2 focusing on one particular aspect in more depth.</p>	<p>in history?</p> <p><u>(Obj - I can describe significant people or events in history and why they were important, I can suggest causes and consequences of some of the main events and changes in history.)</u></p> <p>- Explore the key events that happened during this time, looking at the individuals of Alexander the Great, King Philip II, Hippocrates and Rome and the events of Greece taking control of Egypt, falling under the Roman Empire and the first Olympic games.</p> <p>What similarities and differences? (Differentiated question across KS2)</p> <p>(Obj - I understand the concepts of continuity and change over time, I can identify similarities and differences between periods in history.)</p> <p>- Compare the Ancient Greeks with another period of history, LKS2 looking at comparing it with today, or another period of history studied (Romans) and with UKS2 focusing on one particular aspect in more</p>
--	--	--	--	--

				depth.
<p>Summer Term (2 weeks)</p> <p>Comparison of the two periods of history.</p>	<p>Stone Age and Egyptians (Obj - I can identify <u>similarities and differences between periods of history.</u>)</p> <p>- Children will compare the two periods of history that they have studied this year.</p>	<p>Tudors and Potteries (Obj - I can identify <u>similarities and differences between periods of history.</u>)</p> <p>- Children will compare the two periods of history that they have studied this year.</p>	<p>Invaders and Baghdad (Obj - I can identify <u>similarities and differences between periods of history.</u>)</p> <p>- Children will compare the two periods of history that they have studied this year.</p>	<p>Romans and Greeks (Obj - I can identify <u>similarities and differences between periods of history.</u>)</p> <p>- Children will compare the two periods of history that they have studied this year.</p>



St Peter's CE (VA) Primary School

Long Term Plan - Geography

KS1 Year A Overview	
Topic	Explorers
Autumn Term (8 weeks)	<p>What do these geographical words mean? <u>(Obj - I can use a wide range of geographical words in my work.)</u></p> <ul style="list-style-type: none">- Using the tiered vocab, children need to correctly identify the meaning of those words. <p>Can you name the countries of the United Kingdom? <u>(Obj - I can locate places on a map.)</u></p> <ul style="list-style-type: none">- Locate the United Kingdom on a world map.- Locate and label the four different countries of the United Kingdom and identify the four capital cities. <p>Can you name the world's continents and oceans? <u>(Obj - I can locate places on a map.)</u></p> <ul style="list-style-type: none">- Locate the continents and oceans on a world map. <p>Why are some parts of the world cold and some hot? <u>(Obj - I can ask and answer geographical questions, I can compare different places around the world.)</u></p> <ul style="list-style-type: none">- Compare Australia (Brisbane) and the United Kingdom (Caverswall) and discuss why countries are different, linking to their location in the world. <p>Who was Captain Cook? <u>(Obj - I can ask and answer geographical questions)</u></p> <ul style="list-style-type: none">- Look into the life of Captain Cook and his geographical explorations.

KS1 Year B Overview	
Topic	Planes, trains and automobiles
Spring Term	<p>What do these geographical words mean? <u>(Obj - I can use a wide range of geographical words in my work.)</u></p> <ul style="list-style-type: none"> - Using the tiered vocab, children need to correctly identify the meaning of those words. <p>Can you name the countries of the United Kingdom? <u>(Obj - I can locate places on a map)</u></p> <ul style="list-style-type: none"> - Locate the United Kingdom on a world map. - Locate and label the four different countries of the United Kingdom and identify the four capital cities. <p>Where is Caverswall located on a map? <u>(Obj - I can locate places on a map)</u></p> <ul style="list-style-type: none"> - Identify that Caverswall is in England and then locate Caverswall on a map. Children will look at their addresses and the address of the village. <p>Can you describe the man made and physical features of Caverswall? <u>(Obj - I understand about different places, I can ask and answer geographical questions, I can use a wide range of geographical words in my work, I can use a wide range of geographical and fieldwork skills - photography, using/drawing maps)</u></p> <ul style="list-style-type: none"> - They will go on a walk around the village of Caverswall and identify the different Physical and man-made features in the area. - They will also identify the places of work in Caverswall. <p>Explain how you can travel to and from Caverswall and the local area. <u>, I can use a wide range of geographical and fieldwork skills - using/drawing maps, direction)</u></p> <ul style="list-style-type: none"> - Use a map to identify a route to and from Caverswall from local areas.

KS2 Four Year Overview				
Year	A	B	C	D
Topic	Earth	Fire & Ice	Ebb & Flow	Air
<p>Autumn Term (3 weeks)</p> <p>Structure:</p> <ul style="list-style-type: none"> - Vocab lesson. - Locating features. - Explaining how the feature works/ is formed. - Science objective covered. 	<ul style="list-style-type: none"> - Recap lesson on physical and human geography. <p>What do these geographical words mean? (Obj - I can use a wide range of geographical words in my work.)</p> <ul style="list-style-type: none"> - Using the tiered vocab, children need to correctly identify the meaning of those words. <p>Where are the mountains of the world? (Obj - I can locate places on a map.)</p> <ul style="list-style-type: none"> - Using a map of the world children will locate the mountains of the world (with a reminder on the continents that they are located in). They especially need to locate Mount Everest, The Alps (Mount Blanc), Grand Teton as these will be used in the Summer term. <p>What is the structure of the Earth? (Obj - I can ask geographical questions; I can answer geographical questions.)</p>	<p>What do these geographical words mean? (Obj - I can use a wide range of geographical words in my work.)</p> <ul style="list-style-type: none"> - Using the tiered vocab, children need to correctly identify the meaning of those words. <p>Where are the volcanos/ glaciers/deserts of the world? (Obj - I can locate places on a map.)</p> <ul style="list-style-type: none"> - Using a map of the world children will locate the of the world volcanos/ glaciers/desserts. They will need to investigate the location of these features. <p>How are volcanoes /glaciers /deserts formed? (Obj - I can ask geographical questions; I can answer geographical questions.)</p> <ul style="list-style-type: none"> - Next, they will need to explain how these three different features are formed. <p>What are the different land uses?</p>	<p>What do these geographical words mean? (Obj - I can use a wide range of geographical words in my work.)</p> <ul style="list-style-type: none"> - Using the tiered vocab, children need to correctly identify the meaning of those words. <p>Where is Tornado Alley? Where are the windfarms in the UK and Europe? (Obj - I can locate places on a map.)</p> <ul style="list-style-type: none"> - The children will need to explore the different states of the USA before they locate Tornado Alley. This will support their understanding of Tornado Alley. - They will also look at the biggest onshore and offshore windfarms located in the UK and the rest of Europe. <p>How are Tornadoes formed? (Obj - I can ask geographical questions; I can answer geographical questions.)</p> <ul style="list-style-type: none"> - Explain how tornados 	

	<ul style="list-style-type: none"> - Explore the different layers of the Earth. <p>What are tectonic plates? <u>(Obj - I can ask geographical questions; I can answer geographical questions.)</u></p> <ul style="list-style-type: none"> - Locate the tectonic plates on a world map and explain what they are. <p>How is a mountain formed? <u>(Obj - I can ask geographical questions; I can answer geographical questions.)</u></p> <ul style="list-style-type: none"> - Next, they need to explain how mountains are formed. Investigate Tectonic Plates and their role in the formation of mountains. <p>Science Objectives: How do we use fossils to learn about the past? What is the Earth made of?</p> <ul style="list-style-type: none"> • <u>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</u> • <u>Describe in simple terms how fossils are formed</u> 	<p><u>(Obj - I can ask geographical questions; I can answer geographical questions.)</u></p> <ul style="list-style-type: none"> - Investigate the different land uses, such as housing, healthcare, factories, education, farming, transport, recreation and leisure, retail, business, etc. - Look at how different land is used for different purposes. 	<p>the different features and the part they play. Settlements coast and rivers across the world.</p> <p>Where are most settlements located? <u>(Obj - I can ask geographical questions; I can answer geographical questions.)</u></p> <ul style="list-style-type: none"> - They will investigate that settlements are located near a water source. <p>Science Objectives: How does the water cycle work? What is water resistance?</p> <ul style="list-style-type: none"> • <u>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</u> • <u>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</u> <ul style="list-style-type: none"> - These objectives do not need to be covered through an investigation. Children can create a diagram explaining the water cycle. 	<p>are formed.</p> <p>Science Objectives: What is air resistance?</p> <ul style="list-style-type: none"> - <u>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</u> - Investigation into air resistance and what affect it has.
--	---	---	--	--

	<p><u>when things that have lived are trapped within rock</u></p> <ul style="list-style-type: none"> • <u>Compare and group together different kinds of rocks on the basis of their appearance and simple physical features.</u> • <u>Recognise that soils are made from rocks and organic matter</u> <p>- These objectives do not need to be covered through an investigation. Children need to understand the function of fossils and understand that soils have different properties.</p>			
<p>Spring Term (2 or 3 weeks)</p> <p>Structure:</p> <ul style="list-style-type: none"> - Fieldwork week for Earth and Ebb & Flow. - Case study week for Fire and Ice and Air. 	<p>Where are the closest mountains in our area? <u>(Obj - I can locate places on a map.)</u></p> <ul style="list-style-type: none"> - Introduce the peak district and discuss the difference between a hill and a mountain. <p>Fieldwork at the Peak District. <u>Obj - I can use a wide range geographical and fieldwork skills:-</u> <u>Field sketching</u> <u>Map Skills</u></p>	<p>Case Study <u>(Obj -I understand about different places.)</u> These three weeks will focus on the countries of the Poles. Create a case study for the following countries, with a particular focus on the biome.</p> <ul style="list-style-type: none"> • Alaska • Iceland • Finland • Argentina <p>Case Study Criteria: Year 3/4 -</p>	<p>Where are Barlaston Downs or Cardingmill Valley? <u>(Obj - I can locate places on a map.)</u></p> <ul style="list-style-type: none"> - Identifying the different parts of the river. <p>Fieldwork at Barlaston Downs or Cardingmill Valley. <u>Obj - I can use a wide range geographical and fieldwork skills:-</u> <u>Field sketching</u> <u>Measurement</u> <u>Direction / Location</u> <u>Using maps</u></p>	<p>Case Study <u>(Obj -I understand about different places.)</u> Case Study on the states that are in Tornado Valley.</p> <ul style="list-style-type: none"> • North America <p>Case Study of the impact and use of windfarms.</p> <ul style="list-style-type: none"> • Holland <p>Case Study Criteria: Year 3/4 - Where is it? What is it like? - Human and physical features, climate,</p>

	<p><u>Direction / Location</u> <u>Using maps</u> <u>Drawing maps</u> <u>Scale / Distance</u> <u>Photography</u></p> <ul style="list-style-type: none"> - Using a range of fieldwork skills to investigate the area of the Peak District. Use maps to look at the contour lines of the area and investigate what they mean. Take pictures of the area to compare. <p>What are the features of the Peak District?</p> <ul style="list-style-type: none"> - Investigate the features of the area by sketching them or taking pictures. <p>What settlements are found in the Peak District? What impact have humans had on the Peak District?</p> <ul style="list-style-type: none"> - Erosion of footpaths - Littering - Interfering with livestock (leaving gates open) - Traffic/ pollution <p>What is in a mountain</p>	<p>Where is it? What is it like? - Human and physical features, climate, population. What are the people like? - birth and death rate, life expectancy, immigration and emigration rates. Year 4/5 - As above and including: How developed is it? - adult literacy rate, GDP per capita. How did it get like this? - why did the settlement grow, what affects the area, how has it developed over time. Year 5/6 As above and including: How is it changing?</p>	<p><u>Scale / Distance</u></p> <ul style="list-style-type: none"> - Plotting the river out. They will need to measure out the distance. <p>Case Study on flooding in the UK.</p> <ul style="list-style-type: none"> - Investigating the impact that flooding has on the environment, the infrastructure and the people. 	<p>population.</p> <p>What are the people like? - birth and death rate, life expectancy, immigration and emigration rates. Year 4/5 - As above and including: How developed is it? - adult literacy rate, GDP per capita. How did it get like this? - why did the settlement grow, what affects the area, how has it developed over time. Year 5/6 As above and including: How is it changing?</p>
--	--	--	---	---

	<p>biome? <u>(Obj - I can ask geographical questions; I can answer geographical questions.)</u> - During our fieldwork, we will take pictures to record what the biome is like.</p>			
<p>Summer Term (3 weeks)</p> <p>Structure:</p> <ul style="list-style-type: none"> - Fieldwork week for Fire and Ice and Air. - Case study week for Earth and Ebb and Flow. 	<p>Case Study <u>(Obj - I understand about different places.)</u> Each class will focus on a different area. Year 3/4 - Asia - Mount Everest Year 4/5 - Europe - Alps (Mount Blanc) Year 5/6 - North America - Grand Teton Sierra Nevada</p> <p>These case studies will be used to compare against the field work that they have done in the UK.</p> <p>Case Study Criteria: Year 3/4 - Where is it? What is it like? - Human and physical features, climate, population. What are the people like? - birth and death rate, life expectancy, immigration and emigration rates.</p>	<p>Case Study <u>(Obj -I understand about different places.)</u> These three weeks will focus on the countries of the Equator. Create a case study for the following countries, with a particular focus on the biome.</p> <ul style="list-style-type: none"> • Brazil • Kenya • Congo • Indonesia <p>Case Study Criteria: Year 3/4 - Where is it? What is it like? - Human and physical features, climate, population. What are the people like? - birth and death rate, life expectancy, immigration and emigration rates. Year 4/5 - As above and including: How developed is it? - adult</p>	<p>Case Study <u>(Obj -I understand about different places.)</u> Each class will focus on a different area. Year Y3/4 - Africa - Nile Year Y4/5 - North America - Mississippi Year Y5/6 - South America - Amazon</p> <p>These case studies will be used to compare against the field work that they have done in the UK.</p> <p>Case Study Criteria: Year 3/4 - Where is it? What is it like? - Human and physical features, climate, population. What are the people like? - birth and death rate, life expectancy, immigration and emigration rates. Year 4/5 -</p>	<p>Where is Carsington Water? <u>(Obj - I can locate places on a map.)</u> - Locate what Carsington Water is and why we might be going there.</p> <p>Fieldwork at the Carsington Water: <u>Obj - I can use a wide range geographical and fieldwork skills:-</u> <u>Using maps</u> <u>Photography</u> <u>Questionnaire</u> - Create a questionnaire on the impact of windmills. Send home to parents. - Take pictures of the windfarms. - Discuss the impact of the windmills - both positive and negative.</p>

	<p>Year 4/5 - As above and including: How developed is it? - adult literacy rate, GDP per capita. How did it get like this? - why did the settlement grow, what affects the area, how has it developed over time. Year 5/6 As above and including: How is it changing?</p>	<p>literacy rate, GDP per capita. How did it get like this? - why did the settlement grow, what affects the area, how has it developed over time. Year 5/6 As above and including: How is it changing?</p>	<p>As above and including: How developed is it? - adult literacy rate, GDP per capita. How did it get like this? - why did the settlement grow, what affects the area, how has it developed over time. Year 5/6 As above and including: How is it changing?</p>	
Home Project	Earthquakes		Coastal features	Weather



St Peter's CE (VA) Primary School

Curriculum Progression Map - History

Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology <ul style="list-style-type: none"> I understand when the period of history I am studying was. I can place people and events on a time line. I understand the concepts of continuity and change over time. 	When was...? <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	When was...? <ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life 	When was...? What else was going on in the wider world? <ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	When was...? What else was going on in the wider world? <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Identify key features and events of time studied 	When was...? What else was going on in the wider world? <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels 	How does this period of history fit into all the periods studied so far? <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Know key dates, characters and events of time studied
Investigate and interpret the past <ul style="list-style-type: none"> I can ask historical questions. I can find out the answers to historical questions. I understand the different ways the past is represented. 	How do we know about the past? What was it like? <ul style="list-style-type: none"> <u>Sources:</u> Oral / photos / stories / buildings <u>Themes:</u> <ul style="list-style-type: none"> ✓ Homes ✓ Toys / pastimes ✓ Transport ✓ School ✓ Jobs Use stories to encourage children to 	How do we find about the past? What was it like? <ul style="list-style-type: none"> <u>Sources:</u> Oral / photos / stories / buildings / text books <u>Themes:</u> <ul style="list-style-type: none"> ✓ Homes ✓ Toys / pastimes ✓ Transport ✓ School ✓ Jobs Discuss reliability of photos/accounts/stories 	How do we know about the past? What was it like? <ul style="list-style-type: none"> <u>Secondary / primary sources:</u> Oral, visual, written, physical Begin to use the library and internet for research Begin to identify primary and secondary sources <u>Themes:</u> <ul style="list-style-type: none"> ✓ Buildings / homes 	What do these sources tell us about this period in history? What was it like to live during this time? <ul style="list-style-type: none"> <u>Secondary / primary sources:</u> Physical - buildings / objects Visual - photographs / paintings Written - letters / diaries Oral - folklore / traditions. Begin to evaluate the 	What does the evidence tell us about this period in history? What was it like to live during this time? <ul style="list-style-type: none"> <u>Secondary / primary sources:</u> Physical - implements / monuments Visual - aerial photographs Written - manuscripts / maps Oral - songs / rhymes. Compare accounts of events from 	What do a wide range of sources tell you about this period? What was it like to live during this time? <ul style="list-style-type: none"> <u>Sources:</u> All Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past Show an awareness of

<ul style="list-style-type: none"> I can use sources from the past to show I know about key events. 	<ul style="list-style-type: none"> distinguish between fact and fiction Compare adults talking about the past - how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past 	<ul style="list-style-type: none"> ✓ Clothes ✓ Food / farming ✓ Technology ✓ Art / culture ✓ Invasion and conquest - military might ✓ Religion / beliefs ✓ Settlements Identify and give reasons for different ways in which the past is represented Distinguish between different sources - compare different versions of the same story. 	<ul style="list-style-type: none"> usefulness of different sources Use the library and internet for research <u>Themes:</u> <ul style="list-style-type: none"> ✓ Buildings / homes ✓ Clothes ✓ Food / farming ✓ Technology ✓ Art / culture ✓ Invasion and conquest - military might ✓ Religion / beliefs ✓ Settlements 	<ul style="list-style-type: none"> different sources - fact or fiction Offer some reasons for different versions of events Use the library and internet for research with increasing confidence <u>Themes:</u> <ul style="list-style-type: none"> ✓ Buildings / homes ✓ Clothes ✓ Food / farming ✓ Technology ✓ Art / culture ✓ Invasion and conquest - military might ✓ Religion / beliefs ✓ Settlements ✓ Politics ✓ Law and justice 	<ul style="list-style-type: none"> the concept of propaganda and how historians must understand the social context of evidence studied. <u>Themes:</u> <ul style="list-style-type: none"> ✓ Buildings / homes ✓ Clothes ✓ Food / farming ✓ Technology ✓ Art / culture ✓ Invasion and conquest - military might ✓ Religion / beliefs ✓ Settlements ✓ Politics ✓ Law and justice
<p>Similarities / Differences</p> <ul style="list-style-type: none"> I can identify similarities and differences between periods in history. 	<p>What is the same / different as now?</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives 	<p>What is the same / different as now?</p> <p>What is the same as other periods we have studied?</p> <ul style="list-style-type: none"> Identify differences between ways of life at different times 	<p>What similarities / differences can we see in this era that we have also seen in other periods studied?</p> <ul style="list-style-type: none"> Compare with our life today 	<p>What similarities / differences can we see in this era that we have also seen in other periods studied?</p> <ul style="list-style-type: none"> Look for links and effects in time studied 	<p>What are the similarities / differences with other periods studied?</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Compare an aspect of life with the same aspect in another period Compare life in early and late 'times' studied 	<p>What are the similarities / differences with other periods studied? Can you draw contrasts / make connections?</p> <ul style="list-style-type: none"> As Y5
<p>Sig events / people</p>	<p>What key things happened during this period?</p>	<p>What key things happened during this period and why?</p>	<p>What key things happened during this period? What was the</p>	<p>What is this period of history known for?</p> <ul style="list-style-type: none"> Offer a reasonable 	<p>What significant events happened during this era - why?</p>	<p>What significant events happened during this era - why? What was</p>

<ul style="list-style-type: none"> I can describe significant people or events in history and why they were important. I can suggest causes and consequences of some of the main events and changes in history 	<ul style="list-style-type: none"> Know about the big events or people of the era. 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<p>impact of the key events?</p> <ul style="list-style-type: none"> Identify reasons for and results of people's actions 	<p>explanation for some events.</p>	<ul style="list-style-type: none"> Examine causes and results of great events and the impact on people 	<p>the impact? What is different now because of...?</p> <ul style="list-style-type: none"> As Y5
<p>Communicate</p> <ul style="list-style-type: none"> I can use words and phrases to show time: I can use a wide range of historical words in my work. 	<ul style="list-style-type: none"> Long time ago, when my parents, years, past, older, newer, now, then Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> Recently, decades, centuries, present, before, after, future Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> dates, time period, era, change, chronology Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> dates, time period, era, change, chronology Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> dates, time period, era, chronology, continuity, change, century, decade, legacy social, religious, political, technological and cultural Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> dates, time period, era, chronology, continuity, change, century, decade, legacy social, religious, political, technological and cultural Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...



St Peter's CE (VA) Primary School

Curriculum Progression Map - Geography

Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location <ul style="list-style-type: none"> I can locate places on the map. 	Where in the world is it located? Where is it near? How do you get to ...? <ul style="list-style-type: none"> Picture maps and globes 	Where in the world is it located? Where is it near? How do you get to ...? <ul style="list-style-type: none"> Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas 	Where in the world is it located? Where is it near? <ul style="list-style-type: none"> Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs 	Where in the world is it located? Where is it near? <ul style="list-style-type: none"> Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs. 	Where in the world is it located? Where is it near? <ul style="list-style-type: none"> Use index and contents page within atlases. Use medium scale land ranger OS maps. 	Where in the world is it located? Where is it near? <ul style="list-style-type: none"> Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.
Place Knowledge <ul style="list-style-type: none"> I understand about different places. 	What is it like to live in..? What is the weather like there? How is it similar / different to where we live? <ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information 	What is it like to live in..? What is the weather like there? How is it similar / different to where we live? <ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos 	What is the effect of its location on the place? What is it like? - physical geography What is it like? - human geography. How is it similar / different to where we live / places we have already studied / other	What is the effect of its location on the place? What is it like? - physical geography What is it like? - human geography. How is it similar / different to where we live / places we have already studied / other places on the same	What is the effect of its location on the place? What is it like? - physical geography What is it like? - human geography. How is it similar / different to where we live / places we have already studied / other places on the same	What is the effect of its location on the place? What is it like? - physical geography What is it like? - human geography. How is it similar / different to where we live / places we have already studied / other places on the same

	<p>books/pictures as sources of information.</p> <ul style="list-style-type: none"> Investigate their surroundings Make observations about where things are e.g. within school or local area <u>Themes:</u> <ul style="list-style-type: none"> ✓ Weather ✓ Local area ✓ British Isles 	<p>and internet as sources of information.</p> <ul style="list-style-type: none"> Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	<p>places on the same theme?</p> <ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence aided Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations. 	<p>theme?</p> <ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures / maps 	<p>theme?</p> <ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life 	<p>theme?</p> <ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
--	--	--	--	---	--	--

Communicate <ul style="list-style-type: none"> I can use a wide range of geographical words in my work. I can share my knowledge in a number of ways. 	Season, Seasonal, Weather, City, Town, Village, Map Factory, Farm, House, Office Port, Harbour, Shop, Continent Country, Equator, Factory, Farm	Plan, Symbol, Beach, Cliff, Sea Coast, Forest, Hill, Mountain Ocean, River, Soil, Valley Vegetation, Compass, Locality Pattern, Perspective, Landmark	Climate Fieldwork Land use Region Trade	Distribution Global Tropic of Capricorn Tropic of Cancer Characteristics	Variation Vegetation belt Hemisphere Resource Scale Significance Latitude Longitude	Biome Topographical Time zone Human processes Interaction
	<ul style="list-style-type: none"> Writing - poetry, lists, expressing own views, letter. Expressing own views through speaking. Give simple reasons for likes and dislikes. 	<ul style="list-style-type: none"> Writing - poetry, lists, expressing own views, letter. Expressing own views through speaking. Give detailed reasons for likes and dislikes. 	<ul style="list-style-type: none"> Writing - poetry, newspaper, e-mail, letter Identify and explain different views of people including themselves. Explore geographical issues through discussion or through drama using role play eg views on building new quarry 	<ul style="list-style-type: none"> Writing - poetry, newspaper, e-mail, letter, charts, graphs Identify and explain different views of people including themselves. 	<ul style="list-style-type: none"> Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays Identify and explain different views of people including themselves. 	<ul style="list-style-type: none"> Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays Give increased detail of views, give detailed reasons influencing views and how they are justified
Geographical Skills & Fieldwork <ul style="list-style-type: none"> I can use a wide range of geographical 	Any of: Field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non - standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire

and fieldwork skills:-	non -standard measurements		Make standard or non -standard measurements	Make standard or non -standard measurements	Make standard or non -standard measurements	Make standard or non -standard measurements
Field sketching	<ul style="list-style-type: none"> • Draw simple features they observe in their familiar environment. • Add colour and textures to prepared sketches. 	<ul style="list-style-type: none"> • Draw an outline of simple features they observe. • Add colour, texture and detail to prepared field sketches. • Join labels to correct features. 	<ul style="list-style-type: none"> • Draw a sketch of a simple feature from observation or photo. • Add colour, texture and detail to own field sketches. • Add title and descriptive labels with help 	<ul style="list-style-type: none"> • Pick out the key lines and features of a view in the field using a viewfinder to help. • Annotate their sketch with descriptive and explanatory labels. • Add title, location and direction to sketch. 	<ul style="list-style-type: none"> • Evaluate their sketch against criteria and improve it. • Use sketches as evidence in an investigation. 	<ul style="list-style-type: none"> • Select field sketching from a range of techniques for an investigation. • Evaluate quality of the evidence it gives. • Annotate sketches to describe and explain geographical processes and patterns.
Measurement	<ul style="list-style-type: none"> • Use everyday language to describe features eg <i>bigger, smaller than</i>. 	<ul style="list-style-type: none"> • Use everyday non-standard units eg <i>hands for length</i>. • Counts the number of eg <i>children who come to school by car</i>. 	<ul style="list-style-type: none"> • Use everyday standard and non-standard units occasionally eg <i>A trundle wheel for metres</i>. • Count up to 100 eg. <i>for a traffic survey they cross number on a hundred square for each vehicle</i>. • Begin to 	<ul style="list-style-type: none"> • Use easy to read instruments E.g. <i>rain gauge or metre tape</i>. • Count and record different types at the same time using a tally E.g. <i>counting types of shops</i>. • Organise results in a spreadsheet. 	<ul style="list-style-type: none"> • Select and use a range of measuring instruments in investigations. • Design own census, pilot, with help, and evaluate it. 	<ul style="list-style-type: none"> • Select and use a range of measuring instruments in investigations. • Design own census, pilot and evaluate it.

			organise recordings.			
Map Skills Direction / Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW) 	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Using maps	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places. 	<ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. 	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) 	<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Drawing maps	<ul style="list-style-type: none"> Draw picture maps of imaginary places 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a 	<ul style="list-style-type: none"> Try to make a map of a short route 	<ul style="list-style-type: none"> Make a map of a short route experienced, 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on

	and from stories.	sketch map from aerial photograph)	experienced, with features in correct order; <ul style="list-style-type: none"> Try to make a simple scale drawing. 	with features in correct order; <ul style="list-style-type: none"> Make a simple scale drawing. 	based on their own data.	their own data. <ul style="list-style-type: none"> Begin to draw plans of increasing complexity.
Scale / Distance	<ul style="list-style-type: none"> Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) 	<ul style="list-style-type: none"> Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Photography	<ul style="list-style-type: none"> Recognise a photo taken by a teacher as a record of what they have seen. 	<ul style="list-style-type: none"> Use a camera in the field with help to record what they have seen. Label the photo with help. 	<ul style="list-style-type: none"> Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location. 	<ul style="list-style-type: none"> Suggest how photos provide useful evidence for their investigations. Use a camera independently Locate a photo on a map. Annotate the photo. 	<ul style="list-style-type: none"> Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations. 	<ul style="list-style-type: none"> Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.
Video/Audio Recording	<ul style="list-style-type: none"> Recognise a video/recording taken by a teacher as a record of what they have seen/heard. 	<ul style="list-style-type: none"> Recognise the features/activities/sounds on a recording taken by the teacher. Operate, with help, recording equipment. 	<ul style="list-style-type: none"> Point out useful views/sounds to record for their investigation. Watch/listen carefully to 	<ul style="list-style-type: none"> Suggest what to record for their investigation. Commentate on the recording, describing and suggesting 	<ul style="list-style-type: none"> Make a judgement about the best angle or viewpoint. Evaluate usefulness of their 	<ul style="list-style-type: none"> Begin to use editing techniques to make a presentation recording. Select recording

			recordings and write what they find out.	explanations of what they see.	recordings. <ul style="list-style-type: none"> • Use recordings for their investigations. 	from a range of techniques as the most appropriate for the evidence they need. <ul style="list-style-type: none"> • Evaluate the quality of the evidence they collect this way.
Questionnaire	<ul style="list-style-type: none"> • Listen to an adult asking another child or adult about familiar environments or activities, eg, <i>About their home or holidays.</i> 	<ul style="list-style-type: none"> • Ask a familiar person prepared questions, eg <i>"What do you like best about our playground?"</i>. • Use a pro-forma and put ticks in boxes. 	<ul style="list-style-type: none"> • Gain confidence in speaking to an unfamiliar person. • Records some of what they found out, eg <i>talking to a builder about where materials come from.</i> • Use a simple database to present findings. 	<ul style="list-style-type: none"> • Suggest questions to ask as part of an investigation. • Use appropriate geographical vocabulary. • Record the main points shortly after eg <i>Asks questions to a policeman about road safety issues in a town.</i> • Use a database to present findings. 	<ul style="list-style-type: none"> • Prepare questions for an interview. • Use appropriate language. • Ask questions that are responsive to the interviewee's views. • Make brief notes during an interview to help them make a clear record of the main points. • Use a database to interrogate and amend information collected. 	<ul style="list-style-type: none"> • Select interviewing as an appropriate method for collecting evidence. • Decide on an appropriate interviewee. • Prepare and carry out interview, sometimes in a formal situation. • Evaluate the quality of the evidence. • Use a database to interrogate and amend information collected.



St Peter's CE (VA) Primary School

Skills ladder Objectives - History

	History
Chronology	I understand when the period of history I am studying was.
	I can place people and events on a time line.
	I understand the concepts of continuity and change over time.
Investigation & Interpretation of the past	I can ask historical questions.
	I can find out the answers to historical questions.
	I understand the different ways the past is represented.
	I can use sources from the past to show I know about key events.
Similarities & Differences	I can identify similarities and differences between periods in history.
Significant people / events	I can describe significant people or events in history and why they were important.
	I can suggest causes and consequences of some of the main events and changes in history
Communication	I can use words and phrases to show time:
	I can use a wide range of historical words in my work.



St Peter's CE (VA) Primary School

Skills ladder Objectives - Geography

	Geography
Location	I can locate places on the map.
Place Knowledge	I understand about different places.
	I can compare different places around the World.
	I can ask geographical questions.
	I can answer geographical questions.
Communication	I can use a wide range of geographical words in my work.
	I can share my knowledge in a number of ways.
Geography skills and fieldwork	I can use a wide range geographical and fieldwork skills:- field sketching
	Map skills - direction / location / using / drawing / scale
	Measuring
	Photography
	Video / Audio recording
	Questionnaire



(Topic) - Weekly Overview sheet

Planning Overview

WB	Session 1	Session 2	Session 3	Session 4
WB Date				
WB Date				
WB Date				
WB Date				





(Topic)

School Ethos

Love Christ	<ul style="list-style-type: none"> • Fruits of the spirit • Parables • Worship • Prayer • Christian values • Following teachings of Christ 	
Love Learning	<ul style="list-style-type: none"> • Self-manager • Reflective learner • Team player • Participator • Independent enquirer • Resourceful • Challenge to meet potential. 	
Love One Another / Citizens of the World	<ul style="list-style-type: none"> • 21st ready • E-safety • Community spirit action • British values • SMSC • PHSE • Manners • Independence • Responsibility • Healthy living • Road safety • Environmentally friendly 	
X Factor	<ul style="list-style-type: none"> • Pedagogies • Trips • Experiences • IT • Resources • Out of the box thinking. 	

Success Criteria sheet: Example

Date:	Friday 3 rd September	Teacher	Me
Obj:	History: I can use a wide range of historical words in my work. What is the key vocabulary associated with the Tudors?		
	I can be like Ingmar and enquire about the different words to do with the Tudors		
		P	S D

It is expected that...

- Capital letters are correctly used
- The proper punctuation is used.
- The work is joined and presented to the best standard.
- Spellings are correct.
- Work is checked before I show the teacher.

Paddling

- To investigate the Tier 1 words.
- Using a dictionary or iPad match the word to the definition.
-

Swimming

- To investigate Tier 2 and 3 words.
- Choose a word from the list and find its definition using either a dictionary or an iPad. Find at least 10 words.
- When you have found the definition, write it up on your sheet.
- Put the word in a different colour.
- Then from the words you have researched, complete two frayer model diagrams.

Diving

- To investigate Tier 2 and Tier 3 words.
- You are going to come up with three categories to sort the words into.
- Choose a word from the list and find its definition using either a dictionary or an iPad.
- When you have found the definition, write up your own definition on your sheet into one of your chosen categories.
- Put the word in a different colour.



St Peter's CE (VA) Primary School

Audit of History and Geography Resources:

History:

There are boxes of History resources located in the Year 5/6 classroom, in the closet on the right, at the back of the classroom. There are also personal resources and books on this list.

These are the boxes:

KS1:

- Victorian Life/ Caverswall
-

KS2:

- Stone Age
- Ancient Egyptians
- Tudors
- Potteries
- Invaders - Anglo-Saxons and Vikings
- Baghdad
- Romans
- Ancient Greeks
- WW2

GCP Books

History:

Vikings (2)
Anglo-Saxons (3)

Geography:

Volcanoes & Earthquakes (1)

Victorians / Caverswall

Resources:

- Map of Blythe Bridge with pictures of Blythe in the past (1)
- Shugborough: Park Farm - Information Leaflet (2)
- Coronation Celebration - Parish of Caverswall
- A sense of History: Birthdays 1867
- A sense of History: Shops and Shopping 1920s

Victorian Toys:

- Automata
- Diablo
- Skipping rope
- Cup and Ball (1)
- Wooden Yoyo
- Swing Toy
- Wooden Pop Gun
- Top and Whip
- Hoop and Stick
- Finger Stocks
- Large Chalk Board
- Slates (small - 3, Large - 2)
- Box of Chalk
- Soft Ball
- Black Country Museum Tram Tickets (Adult - 4, Child - 22)
- Home Life Tapestry
- Postcards of a Victorian woman and classroom

- Victorian Life Poster Pack:

- Child chimney sweep
- Young child being dressed by Nanny
- Classroom of a Board School
- Children at play with hoops and marbles
- Upper-class musical entertainment
- Woman at kitchen range in chainmaker's house
- Woman feeding pigs at squatter's cottage
- Shoemaker in his workshop
- A chemist making pills
- Butcher serving customer
- Woman on canal narrow-boat
- Industrial steam train

Books: Stories

- Factory Reform Acts Information Sheet (26)
- Working Children Information text (9)
- Doctor Barnardo Information text (23)
- Doctor Barnardo Questions to go with information text
- The Children's friend: Lord Shaftesbury (6)
- Questions on The Children's friend: Lord Shaftesbury
- Horrible Histories: Vile Victorians** - Terry Deary (1)

Books: Textbooks

- Victorian Art** - Susie Hodge (1)
- GINN History: Victorian Britain** - John Sampson (1)
- GINN History: Schools: Looking at life in the past** - Julia Cigman (1)

Teacher's guide:

- Heinemann: Explore History: Victorian Britain** (1)

Stone Age

Resources:

Books: Stories

Stig of the Dump - Clive King (1)

The Secrets of Stonehenge - Mick Manning & Brita Granstrom (1)

Stone Age Sentinel: Man Burns Fingers in Fire - Paul Dowswell and Fergus Fleming (1)

Books: Textbooks

Prehistoric Adventures: Settlements - John Malam (1)

English Heritage: Stonehenge (1)

Ancient Egyptians	
Resources:	Books: Stories
<ul style="list-style-type: none"> - Papyrus paper (2 packs of 10) - How to make Papyrus information sheet. - Map of Cario - Two Posters with information about Ancient Egypt. - Timeline Cards (Investigating history) - My Museum: Ancient Egypt - Struan Reid (Source book that includes pictures of artefacts and gives you questions and answers about them) - Folens Primary Art: Art of Ancient Civilisations - Elaine Baker (Pictures of artefacts) - The Ancient Egyptians: Activity Book - British Museum Publications 	<p>The Egyptian News: Boy King Murdered? - Scott Steedman (1)</p> <p>The Egyptian Echo: King tut in god swap shock - Paul Dowswell (1)</p>
	Books: Textbooks
<p>Artefacts:</p> <ul style="list-style-type: none"> - Postcards of Egyptian Hieroglyphs. - Photos of hieroglyphs, pillars and tombs. - Ancient Egyptian Jewellery - Ancient Egyptian Shabti Figure - Ancient Egyptian Scarab Rebirth Set - Ancient Egyptian Sphinx - Ancient Egyptian Pictures Painted on Papyrus - Ancient Egyptian Papyrus Writing Set - Canopic Jar - Ancient Egyptian Rosetta Stone 	<p>DK Eyewitness: Ancient Egyptians - George Hart (3)</p> <p>The Search for Tutankhamen - Jane Shuter (2)</p> <p>Ancient Egypt - Robert Nicolson and Claire Watts (1)</p> <p>Make it Work: Ancient Egypt - George Hart and B.A. M.Phil (1)</p> <p>History Makers: The Ancient Egyptians - Jackie Gaff (1)</p> <p>Discovery: Mummies and Tombs - Fiona Macdonald (1)</p> <p>Step into... Ancient Egypt - Philip Steele (1)</p> <p>The Giant Book of the Mummy - Rosalie David (1)</p> <p>BBC Education: Landmarks: Egypt - Peter Evans and Fatima Salaria (1)</p> <p>BBC: Fact Finders: Egypt - Steve and Patricia Harrison (1)</p> <p>Heinemann: Explore History: Ancient Egypt - Jane Shuter (1)</p> <p>Collins: Ancient Egypt - Richard Worsnop (1)</p> <p>I wonder why: Pyramids were built - Philip Steele (1)</p> <p>Discoveries: Ancient Egypt - Dr George Hart (1)</p> <p><u>Egyptian Tourist Authority:</u></p> <ul style="list-style-type: none"> • Egypt: Luxor (1) • Egypt: Sinai and the Red sea (1) • Egypt: Cario (1) • Egypt: Abu Simbel (1) • Egypt: November 1990 - December 1991 (1) <p><u>Teacher's Guides:</u></p> <p>Collins: Ancient Egypt - Richard Worsnop (1)</p> <p>Heinemann: Explore History: Ancient Egypt - Paul Flux (1)</p> <p>4 Schools: Ancient Egypt (1)</p>

Tudors

Resources:	Books: Stories
<ul style="list-style-type: none"> - The Mary Rose: Activity Pack (1) - Mary Rose: Information cards (1 pack) - Henry VIII and his six wives poster <p>Picture Reference:</p> <p>Elizabethans - Boswell Taylor</p> <ul style="list-style-type: none"> - Tudor timeline cards <p>Scholastic: History Study Kits: the Tudors</p> <ul style="list-style-type: none"> - The Essential Challenge Cards (1 pack of 11 cards (33 questions)) <p><u>Posters:</u></p> <ul style="list-style-type: none"> • Elizabeth the Queen • The Elizabethan Court • Elizabethan Seamen • Shakespeare's theatre • Shakespearean kings • Life in the 17th Century <p><u>Monarch Postcards:</u></p> <ul style="list-style-type: none"> • Henry VII • Edward VI • Queen Mary I • James VI and I • Charles I • James II • William III and Mary II • Queen Anne <p>Tudor Family Display Cards (6 sets)</p> <ul style="list-style-type: none"> • Henry VI • Henry VIII • Edward VI • Elizabeth I • Mary I <p><u>Artefacts:</u></p> <ul style="list-style-type: none"> - The Trencher (Wooden Platters were common use in Shakespeare's time - the small round depression being used for salt. - A pouch and Five Stones (game) - A Tudor Miniature - 'Anna of Cleves' 	<p>The Tudors: Alfie's Adventure with the Tudors - Michael Rosen (2)</p>
	Books: Textbooks
	<p>History of Britain: The Tudors - Andrew Langley (13)</p> <p>British Monarchs: Elizabeth & the Armada - John Guy (1)</p> <p>British Monarchs: Henry VIII & his six wives - John Guy (1)</p> <p>British Monarchs: Tudor & Stuart life - John Guy (1)</p> <p>Folens: Tudor & Stuart Times - Tony D. Triggs (1)</p> <p>The Book Project: Tudors: Golden Hind: A Tudor Ship - Pat Thompson (6)</p> <p>Britain's Heritage: Tudors and Stuarts - P.J. Larkin (1)</p> <p>The Search for the Northern Route: Exploration & Encounters 1450-1550 - Peter Chrisp (1)</p> <p>Heinemann: Tudor and Stuart Times - Jane Shuter, Adam Hook and Judith Maguire (6)</p> <p>Heinemann Explore: Tudor World</p> <p>Heinemann: Life in Tudor Times: The poor in Tudor England - Jane Shuter (1)</p> <p>Heinemann: The Tudor Court: The poor in Tudor England - Jane Shuter (1)</p> <p>Tudors & Stuarts: Food - Peter Chrisp (2)</p> <p>Britain through the ages: Tudors - Felicity Hebditch (1)</p> <p>The Columbus Project Book - David McDowall (1)</p> <p>The National Trust: Book of the Armada - Maty Connatty (1)</p> <p>Timelines: Explorers: Expeditions and Pioneers - Fiona Macdonald (1)</p> <p>Collins: The Tudors - Paul Noble (20)</p> <p>The Mary Rose: Exhibition and Ship Hall - The Mary Rose Trust (brochure)</p> <p>Heinemann: Explore History: Tudor World - Haydn Middleton (1)</p> <p>The Spanish Armada Project Book - David McDowall (1)</p>
	<p><u>Teacher Guides:</u></p> <p>4 School: How we used to live: A Tudor Interlude (2)</p>

Potteries	
Resources:	Books: Stories
	Ancient Adventures: Staffordshire - Donna Samworth (1)
	Books: Textbooks
	Stoke Through Time - Mervyn Edwards (1)

Anglo-Saxons and Vikings	
Resources:	Books: Stories
<ul style="list-style-type: none"> - Saxons, Vikings and Normans: Picture Reference (has drawings of different aspects of their life) - The Anglo-Saxons: Activity Book - British Museum Publications - The Vikings: Activity Book - British Museum Publications - My Museum: The Vikings - Struan Reid (Source book that includes pictures of artefacts and gives you questions and answers about them) - Footsteps: The Vikings - Ruth Thomson - The Vikings: Fact and Fiction - Robin Place (1) (This book includes how we know sections where it talks about the artefacts) <p>Artefacts:</p> <ul style="list-style-type: none"> - Celtic Brooch/Pendant - Viking Spouted Pitcher - Anglo-Saxon Runes - Viking Cooking Pot 	<ul style="list-style-type: none"> The Dragons Hoard - Lari Don (1) King Alfred - Moria Andrew (2) The Lost Diaries of Erik Bloodaxe, Viking Warrior - Steve Barlow and Steve Skidmore (1) The Anglo-Saxons and Vikings - Michael Rosen (3) The Viking News: Treasure Seekers! - Rachel Wright (1) (Newspaper articles) Beowulf - Michael Morpurgo (1) Sparks: Raiders and Settlers: Viking Raiders - Karen Wallace (5)
	Books: Textbooks
	<ul style="list-style-type: none"> CGP: Anglo-Saxons - The Study Book (3) CGP: Vikings - The Study Book (2) Folens: Invaders & Settlers - Kevin Jane (20) (Includes Romans, Anglo-Saxons, Vikings) National Geographic: Everything Vikings - Nadia Higgins (1) DK Eyewitness: Vikings - Susan M. Margeson (3) Sticky History Books: Vikings - Longships and Battle-Axes - Rosemary Border (1) Starters Long Ago Books: Vikings - Sandie Oram (1) Saxons & Vikings - S.L. Case and D.J. Hall (1) BBC Fact Finders: The Anglo-Saxons - Rowena Loverance (1) BBC Fact Finders: The Vikings - Peter Chrisp (2) Collins: Invaders: The Anglo-Saxons and Vikings - Jill Honeywill (1) Great Adventures of the Vikings - John Geipel (1) The Vikings - Robert Nicholson and Claire Watts (1) BBC TV: The Vikings - Tom Stainer and Harry Sutton (1) Usborne: Who were the Vikings - Jane Chisholm & Struan Reid (1) The Way It Was: The Viking Age: King Alfred the Saxon Leader - Joan Blyth (1) History Makers: The Vikings - Jackie Gaff (2) The Vikings - Michael Gibson (1) If you were there: Viking Times - Antony Mason (1) The Living Past: The Invaders - Martin Windrow (1) Step into... The Viking World - Philip Steele (1) Invaders and Settlers - Nicola Baxter (1) GINN History: Invaders and Settlers - Alan Farmer (1) Heinemann: Romans, Anglo-Saxons and Vikings in Britain - Haydon Middleton (1)

Baghdad	
Resources:	Books: Stories
	Books: Textbooks

Romans

Resources:	Books: Stories
<ul style="list-style-type: none"> - Full Laminated display pack (1) - Roman gods word mat (14) - Roman Vocab word mats (13) - <u>Roman Poster Pack:</u> <ul style="list-style-type: none"> • Signifer, Auxiliary, Centurion, Legionary and Cornicen • Legionaries prepare to fire the onager • Legionaries and Auxiliaries on guard at Roman fort • Auxiliary soldiers practise their fighting skills • Hadrian's Wall near Housesteads, Northumberland • Father and son walking in garden • Lady and slave in garden • Preparing a meal in a Roman Kitchen • Pottery vessels, herbs and spices • Family in triclinium (dining room) • Mosaic craftsman in workshop • Roman Baths - Horrible Histories: Rotten Romans DVD - Sounds of the Roman World (tape) - British Museum Paper Pageants: Romans - The British Museum: Roman Gladiators (Moving Model) - Folens Primary Art: Art of Ancient Civilisations - Elaine Baker (Pictures of artefacts) - History from Objects: The Romans - John Malam (Includes pictures of different artefacts) - <u>Artefacts:</u> <ul style="list-style-type: none"> - Roman Coins: <ul style="list-style-type: none"> • Denarius of Caesar • Aureus of Domitian • As of Claudius • Dupondius of Nero • Dupondius of Hadrian • As of Antoninus Pius • Denarius of Septimius Severus • Antoninianus of Carausius • Dupondius of Nero • Sestertius of Nero - Strigil - Roman Wax Tablets and Styli - Knucklebones (popular Roman game) - Roman Oil lamp - Real Roman: Digital time travel - English Heritage (1) 	<p>The Orchard Book of Roman Myths - Geraldine McCaughrean (1)</p> <p>An Encyclopaedia of Greek and Roman Gods and Heroes - Brian Moses (1)</p> <p>The Roman News: Caesar Stabbed! - Andrew Langley & Philip De Souza (1)</p> <p>Boudicca Fights Back - Natalie Grice (3)</p> <p>Rita and the Romans - Hilda Offen (3)</p> <p>Collins: Roman Life in Britain - Ciaran Murtagh and Rudolf Farkas (1)</p> <p>The Wonderful Story of Henry Sugar - Roald Dahl (1)</p>
	Books: Textbooks
	<p>Folens: Invaders & Settlers - Kevin Jane (20) (Includes Romans, Anglo-Saxons, Vikings)</p> <p>Oxford Connections: Roman Britain - Fiona Macdonald (14)</p> <p>The Living Past: The Invaders - Martin Windrow (1)</p> <p>Step into... The Roman Empire - Philip Steele (1)</p> <p>A History of Britain: The Romans - Tim Wood (1)</p> <p>I Wonder Why: Romans Wore Togas - Fiona Macdonald (1)</p> <p>Usborne: Who were the Romans? - Phil Roxbee Cox (4)</p> <p>Invaders and Settlers - Nicola Baxter (1)</p> <p>Usborne: The TimeTraveller Book of Rome and Romans - Heather Amery and Patricia Vanags (1)</p> <p>History as Evidence: The Romans - Mike Corbishley (1)</p> <p>History Makers: The Romans - Claire Oliver (1)</p> <p>What do we know about the Romans - Mike Corbishley (1)</p> <p>See Inside: A Roman Town - R.J. Unstead (1)</p> <p>GINN History: Invaders and Settlers - Alan Farmer (1)</p> <p>Heinemann: Romans, Anglo-Saxons and Vikings in Britain - Haydon Middleton (1)</p> <p>Spotlights: The Romans - John Haywood (1)</p> <p>The Romans - Peter Chrisp (1)</p>

Ancient Greeks

Resources:

- Red Folder filled with postcards from Greece - landmarks and buildings.
- Timeline Cards
- Greek Monsters Poster
- Ancient Greek Poster Pack:

- Agriculture
- The city of Athens
- House Interior
- Trading ship
- Market Place
- Spartan elders examine baby
- Learning
- Soldiers in battle
- Olympics
- Theatre
- Poseidon, God of the Sea
- The Cyclops
- A Greek amphora

- Eyewitness Project pack: Daily Life in Ancient Greece and the Legacy of Ancient Greece (1)

- British Museum Paper

Pageants: **Greeks** - Beverly Saunders (1)

- Folens Primary Art: **Art of Ancient Civilisations** - Elaine Baker (Pictures of artefacts)

Artefacts:

- Greek Oil Lamp
- Two Greek Theatrical masks
- Greek Vase
- Greek Plate
- Greek coins (Greek Coins information sheet)
- Greek Abas (abacus)
-

Books: Stories

The Orchard Book of Greek Myths - Geraldine McCaughrean (5)

The Greek News: Alexander Victorious - Anton Powell and Philip Steele (1)

Perseus: The Gorgon-Slayer - Jane O'Loughin and Katherine Stafford (4)

The very best of Aesop's Fables - Margaret Clark and Charlotte Voake (1)

Collected Tales from Aesop's Fables - Val Biro (1)

Usborne: Aesop's Fables (1)

First Greek Myths: - Saviour Pirotta and Jan Lewis

- The Secret of Pandora's Box (1)
- Arachne, The spider woman (1)
- Odysseus and the Wooden Horse (1)

Greek Beasts and Heroes: - Lucy Coats

- The Magic Head (1)
- The Dolphon's Message (1)
- The Fire Breather (1)
- The Harp of Death (1)
- The Monster in the Maze (1)
- The Silver Chariot (1)
- The Hero's Spear (1)
- The Beasts in the Jar (1)

Olympia: - Shoo Rayner

- Wrestle to Victory (1)
- Deadly Target (2)
- On the Ball (1)
- Race for the Stars (1)
- Swim for your life (1)

The Odyssey - Peter Oliver (1)

The Ancient Greeks: Alfie's Adventure in Ancient Greece (1)

Greek Myths for young children - Marcia Williams (2) KS1

Greek Myths - Marcia Williams (1)

An Encyclopaedia of Greek and Roman Gods and Heroes - Brian Moses (1)

Horrible Histories: Groovy Greeks - Terry Deary (1)

Books: Textbooks

DK Eyewitness: Ancient Greece - Anne Pearson (1)

See inside: An Ancient Greek Town - R.J. Unstead (1)

BBC Fact Finders: The World of Odysseus - Neil Grant (1)

Gods and Heroes in Greek Mythology - Panaghiotis Christou and Katharini Papastamatis (1)

Spotlights - The Ancient Greeks - Charles Freeman (2)

Usborne Illustrated guide to Greek myths and legends - Cheryl Evans and Anne Millard (1)

Usborne Illustrated World History: The Greeks - Susan Peach and Anne Millard (1)

Warriors: Greek Warriors - Deborah Murrell (1)
I wonder why: Greeks Built Temples - Fiona Macdonald (1)
BBC Fact Finders: Ancient Greece - Steve and Patricia Harrison (1)
Understanding People in the Past: The Greeks - Rosemary Rees (1)
Discoveries: Ancient Greece - Louise Schofield (1)
Folens: Ancient Greece - Kevin Jane and Priscilla Wood (1)
Heinemann: Ancient Greece - Jane Shuter (1)
BBC Education: The Odyessy
Collins: Ancient Greece - Richard Worsnop (2)

Teacher's guides:
Scholastic: History Study Kits: Ancient Greece - Pat Hughes (1)
Heinemann: Ancient Greece: Teacher's Guide (1)
Investigating History: Ancient Greece - Peter Kent and Sue Cosson (1)
GINN History: Ancient Greece - John Sampson (1)
Folens: Ancient Greece - John Corn (1)

World War Two

Resources:	Books: Stories
<ul style="list-style-type: none"> - WW1 - Wallchart (1) - Timeline Cards (6 sets) - Home Front Pack: <ul style="list-style-type: none"> • Household leaflets • War-Time Cookery Book • Ration Book (4) • War Emergency leaflet • Chart of Gases • Miscellaneous cards • Dig for Victory • Disease Information Leaflet - Children in the War Pack: <ul style="list-style-type: none"> • Public Information Leaflet • Boy's Own • Poster • School Essay • Miscellaneous images • Paperwork (Evacuee's tag) • Children's Newspaper (1941) • Food, Glorious food items <p><u>Artefacts:</u></p> <ul style="list-style-type: none"> - Lantern - Prop Tins of eggs and milk - Hat and gloves - Tea can - Airplane playing cards - Ration Chocolate bar wrapper - Badges (The Devonshire Regiment and the Womens land Army) - 1946 George VI Coin 	<p>Oxford Primary History: A Family in the Second World War</p> <p>- Valerie Fawcett (1)</p> <p>DK: The Story of Anne Frank - Brenda Ralph Lewis (1)</p>
	Books: Textbooks
	<p>Growing up at War - Maureen Hill (1)</p> <p>Collins: Britain since 1930 - Gerald Haigh (17)</p> <p>Heinemann: Britain since 1930 - Jane Shuter (18)</p> <p>Heinemann: Britain since 1930: Teacher's Guide - Jane Shuter (1)</p>

Other

Resources:	Books: Stories		
<ul style="list-style-type: none">- Replica of the Magna Carta 1215 (2)- The Story of the 20th Century (Daily Mirror Front Pages)<ul style="list-style-type: none">• Votes for Women• How London hailed the end of war• King George VI and his Queen Royal Coronation Portrait• Hitler Dead• The Monster (H-Bomb)• Kennedy Assassinated• Man walks on the Moon- Folens Primary Art: Art of Ancient Civilisations - Elaine Baker<ul style="list-style-type: none">• Africa• Papua New Guinea• Indonesia• The Solomon Islands• Tibet• North America• South America• Australasia <p><u>The Great Artists:</u></p> <ul style="list-style-type: none">• Constable• Turner• Blake <p><u>20th Century Picture Cards:</u></p> <ul style="list-style-type: none">• Elizabeth, with brother and sister, 1962• Classroom scene, 1940s• Classroom scene, 1960s• Dance scene, 1940s• Dance scene, 1960s• Sky Rockets Band, 1940s• The Rolling Stones, 1960s• Baby prams, 1940s• Baby pushchair, 1960s• Royal Family, 1960• Royal Family, 1989• Queen Elizabeth II	<p><u>Plague:</u></p> <p>The Plague - Clem Martini (1) - story</p> <p><u>Medicine:</u></p> <p>Medicine News: The Germ of an Idea - Phil Gates (1)</p> <p>Sinbad the Sailor - Marcia Williams (1)</p> <p><u>Aztec:</u></p> <p>Horrible Histories: Angry Aztecs - Terry Deary (1)</p> <p>Little People, Big Dreams: Marie Curie - Ma Isabel Sanchez Vegara (1)</p> <tr><th>Books: Textbooks</th></tr> <tr><td><p><u>Aztec:</u></p><p>Exploration and Encounters: Voyages of Exploration and the Aztecs - GINN History (3)</p><p>The History Book - Miles Kelly (1)</p></td></tr>	Books: Textbooks	<p><u>Aztec:</u></p> <p>Exploration and Encounters: Voyages of Exploration and the Aztecs - GINN History (3)</p> <p>The History Book - Miles Kelly (1)</p>
Books: Textbooks			
<p><u>Aztec:</u></p> <p>Exploration and Encounters: Voyages of Exploration and the Aztecs - GINN History (3)</p> <p>The History Book - Miles Kelly (1)</p>			

Geography:

Geography

Atlases:

Oxford School Atlas (20)
 World Atlas - Anna Prokos (1) (Focuses on the continents)
 Collins: My First World Atlas (1)
 My Multicultural Atlas - Benoit Delalandre (1)
 Philip's: Modern School Atlas

Resources:

Map of Blythe Bridge with pictures of Blythe in the past (1)
 Wildlife of Britain Newsletter (9)
 Small, Laminated Poster of the World (No labels) (2)
 Large, Laminated Map of the World (1)
 Large, non-laminated Map of the World (1)
 Map of Blythe Bridge with pictures of Blythe in the past (1)
 Map of Europe (labelled) (1)
 Antarctica - To mind it... or to mine it? (debate booklet) (1)

Books: Stories

Earth Story - Eric Madden and Leo Duff (1)

Books: Textbooks

DK Eyewitness: Volcano - Susanna Van Rose (1)
Folens: Geography for Juniors 1 (1) (Activity book that covers, village study, weather around the world, improving the environment)
Instructions on how to make a volcano - Pierre-Jaques Volaire (1)
Planet Earth - Ian James (1)
Rocks and Minerals - Anna Claybourne (1)
Totally Weird - Rainforests (1)
GINN Geography: People and Settlements - Allan Smith (21)
GINN Geography: Shaping the land - Joanna Hughes and Mike Pearson (15)
Tornado! - Judith Bloom Fradin & Dennis Brindell Fradin (1)
The River Story - Dr Brain Knapp (2)