
**Humanities Long Term Planning
September 2022
Acomb First School**

Geography

Intent	Implementation	Impact and Next Steps
<p>We first and foremost teach within the breadth and ambition of the national Curriculum for geography which aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ● understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ● are competent in the geographical skills needed to: <ul style="list-style-type: none"> - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - communicate geographical information in a variety of ways, including through maps, numerical 	<p>In Early Years:</p> <ul style="list-style-type: none"> ● Children are introduced to Geography by examining places both near and far away. ● Their Geography is progressively planned so that they can be geographers of places they know well and then discover about places that are very different to them. ● The EYFS staff know what is in the curriculum in KS1 and plan to ready children for it. ● Children engage in fieldwork in their local area. ● Children are given maps of places further away and, by Reception summer term, begin to use the same maps used in KS1. ● Children are taught explicit Geography, and told they are being taught Geography, in Summer 1 of Reception term as part of their preparation for Year 1. <p>Explicit Geography teaching is mapped out across EYFS, KS1&2.</p> <p>We alternate between the Geography lessons and a Historical based lesson each fortnight. Where there are links, teachers exploit these to make knowledge ‘stick’.</p> <p>Across KS1&2, children are given opportunities to carry out Geographical fieldwork and experience foods/cultures from around the world.</p> <p>Geography is used to support cross curricular writing where children can apply their geographical knowledge and revisit a previously taught text type</p>	<ul style="list-style-type: none"> ● Children have a true love of Geography and see themselves as geographers ● Children have an improved knowledge of the local area (Evidence: Teacher annotations on planning & assessment info) ● Levels of attainment are high (Evidence: End of unit assessments & marking) ● Children are now able to talk about their learning in Geography (rather than “topic”) ● Opportunities for teaching Geographical knowledge have increased significantly (formally & informally) ● Geography is very evident around school; all

and quantitative skills and writing at length.

Through the National Curriculum objectives, we aim to develop essential characteristics of Geographers:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and

Geography is planned based on specific geographical concepts meeting with specific national curriculum-based studies.

Initial Assessment are used at the beginning of a unit of work to establish children's prior knowledge. These are open ended activities such as "odd one out, why?" or "what's the connection?" tasks. (RICE)

PS&R is planned for to allow children to apply their geographical knowledge. This is in the form of "Use Your Head" tasks such as "Good idea or not" etc. (RICE)

Active starters are used to engage children and activate prior knowledge. This may be a practical activity (from Explorify) or game, such as sorting cards or "taboo". (RICE)

Teachers use Knowledge Organisers which detail what knowledge children are expected to have gained by the end of a unit of work – these also act as aide memoires to the children when reflecting through their work. This also acts as a sequence of learning, which teachers use to plan: however, teachers assess their children before, during and after lessons to ensure that end points can be reached and that knowledge is applied not merely within a half-term topic but longer term.

Knowledge organisers also show key vocabulary – it is of the most upmost that relevant, challenging vocabulary is used accurately and well. We display these in classrooms.

Knowledge organisers demonstrate the sequence of substantive knowledge that is required in order to deepen procedural knowledge. This information is presented to teachers to aid planning through this document.

High priority is placed on visits and visitors. Good use is made of local sites (e.g. Tyne River Cruise/Newcastle Castle, our Forest School area, as well as the history of the wider North East including Roman

classrooms have an information station

- A range of maps are displayed and discussed to support children's knowledge of places
- Staff are more confident in teaching Geography and in their own knowledge (Evidence: staff questionnaire)
- Increased knowledge of local area (Evidence: teachers feedback from lessons)
- Improved staff attitudes and enthusiasm
- Visits support enquiry and skill acquisition

contemporary issues in society and the environment.

Within our local context:

- Celebrating our locality where relevant and contextualising where possible to children's experiences before expanding.
- Using the many varied opportunities in our local area to give the children meaningful educational experiences through trips and visitors at least once a half term, directly linked to what the children are learning.
- Understanding the high potential of our children and the need to stretch and challenge consistently, particularly for higher-attaining pupils.
- Having high expectations of all written work and using opportunities for cross-curricular writing as per both external and internal scrutiny.
- Preparing children for middle school and beyond through cluster-level ties and very high expectations of geographical skill.

occupation) as well as local specialists (e.g. Arctic Explorers, weather presenters). (CC) (RICE)

Each classroom in KS1 and 2 has an "Information Station" displaying a map and this is added to throughout the year. Children are encouraged to send postcards from places of interest as discussion points for the class and to develop a strong sense of place, throughout the school. The Information Stations are also used on a regular basis to discuss location/settings of texts, weather, seasons, places in the news and teaching in other curriculum areas.

In addition, EYFS has a range of weather boxes and use their outdoor space to draw geographical associations at progressively different levels that KS1 and 2 build upon within their geography curriculum. Beyond EYFS, the school grounds are used to promote Geographical learning e.g. playground markings, school field, and a wooded area including a fire pit and small "allotment".

Whilst some geographical issues can be planned for and discussed as part of lessons themselves, topical issues are frequently discussed and KS2 children use current issues in the news as discussion points (e.g. environmental issues, sudden weather problems, epidemics etc.).

At Acomb First School we are committed to being more environmentally aware (e.g. recycling, composting, turning off lights, saving water) whilst also considering wider issues (e.g. decline of rainforests) as both geographical and moral issues, linked to our school ethos.

There are other aspects which are not kept purely within Geography lessons – directional work is taught progressively in a cross-curricular manner where the opportunity arises (e.g. Information Station).

Our children are of White British origin; therefore it is important that we celebrate, and teach, respect for diversity. Geography is an integral part of our curriculum which supports children in learning about

lifestyles and cultures which are different to their own, for example
Worship on Fair Trade, topics on South Africa, Spain, the Amazon and
Inuit people and from RE teaching, learning about, and learning from,
different faiths.

We actively challenge stereotypes through deliberate cognitive conflict:
for example, Egypt is not purely desert and pyramids; Greece is not
merely a holiday destination but has also seen refugee crises and
rioting.

History

Intent	Implementation	Impact and Next Steps
<p>The national curriculum for history aims to ensure that all pupils:</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, 	<p>In Early Years:</p> <ul style="list-style-type: none"> • EYFS staff plan opportunities for children to talk about the past. • Where relevant, these are built into broad topics – however, the majority of pre-KS1 history learning occurs in everyday high quality teaching practice. • EYFS engage in pre-learning for the concepts of change and continuity and chronology – using evidence and significance are concepts not taught until Year 1 due to conceptual difficulty. • The EYFS team is highly aware of Year 1 expectations and of the Year 1 curriculum expectations and plan so that children are ready for such learning. • Such ideas are built and extended in Reception – for instance, a more challenging class timeline to reference back to the class’s journey over the course of a year is displayed and built up throughout the year. • History is taught explicitly as a formal subject on its own in Summer 2 as part of Year 1 preparation – children begin to apply their chronological understanding within a familiar concept. <p>Within Key Stage 1 and 2,</p> <ul style="list-style-type: none"> • History is taught through topics and themes that are first and foremost directly linked to the National Curriculum (e.g. a study of an ancient civilisation). • The specific focus for the sequence of lessons is then directed by historical concepts as per external training. These are: <ul style="list-style-type: none"> - Cause and consequence - Continuity and change - Using evidence - Significance • A sequence of lessons has been developed by the humanities leader to ensure there is a carefully planned learning sequence for our children across the school, Key Stage, Units of Work. • Clear links with geography, where relevant, are made. If units of work are joined together (e.g. Greece and Ancient Greece), geography is taught first to provide modern, conceptual understanding in most cases. • Concepts and some vocabulary are revisited and built upon progressively through the Long Term Plan. • There is a focus on developing clear narratives across periods of time and seeing links – for instance, ancient civilisations being taught chronologically throughout Years 3-4 or progressively expanding historical views of the local area and later Newcastle. 	<ul style="list-style-type: none"> • Children have a true love of History and see themselves as historians • Children have the knowledge and skills to succeed at Middle School • Children talk positively about their work and have a thirst for further historical learning • Staff are confident teaching a wide range of history to a very high level • Children’s local historical knowledge is age-appropriately deep and they are proud of their personal connection to this history • Levels of attainment is high as evidenced in books and in lessons • Children talk explicitly about

understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Develop Essential Characteristics of Historians

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Within our local context:

- Celebrating our locality so children can contextualise their understanding, where possible.

- The end point, and other relevant points along the topic, provide opportunities for historical literacy – i.e. acting as a historian. This may look like the process of writing history or may not be directly written work. The focus is on children understanding what being a historian entails.
- A knowledge organiser is built which is used as an aide memoire for pupils and as a lesson structure guide for teachers. This organiser has the sequence and the broad aims of each lesson – however, teachers can choose, where appropriate, to combine teaching points into multiple lessons or slow down learning according to children's needs.
- Teachers plan and resource lessons with guidance where necessary from the humanities leader. Teachers consider what prior learning has taken place and build upon this through ongoing assessment.
- Teachers ensure children review prior learning not just lesson to lesson but also through referencing previous terms and years.
- Memorable learning experiences, in particular educational visits, are essential to the planning process and are built in. These act as touch stones for the children in the months and years to come when teachers reference back to previous experiences.
- The curriculum is knowledge-rich as children need knowledge in order to apply skills. Children are stretched through challenging content and, to build memory, such content is linked to English where relevant. However, subjects always remain as they are – English and History are treated separately and with different assessment frameworks by teachers.
- The outcomes at the end of each unit directly inform the next historical topic, particularly where subject content or skill are the same. The next knowledge organiser is adapted by both the subject lead and the class teacher in tandem.

learning 'history' rather than topic

- Educational visits and visitors reinforce historical learning at a deeper level that directly links to learning, rather than merely pique interest

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| <ul style="list-style-type: none">• Using the many varied opportunities in our local area to give the children meaningful educational experiences through visits and visitors at least once a half term, directly linked to what the children are learning.• Understanding the high potential of our children and the need to stretch and challenge them in all areas of the curriculum, particularly for rapid grasping pupils.• Having high expectations of all written work and using opportunities for cross-curricular writing.• Preparing children for middle school and beyond through cluster-level ties and very high expectations of historical skill. | | |
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Reception	Autumn Term		Spring Term		Summer Term	
Topic Title	Marvellous Me	Let's Celebrate	Changes	Growing	Amazing Animals	Seaside Adventure
Texts	<p>Why should I brush my teeth?</p> <p>My first time going to the dentist</p> <p>My T-Rex has a toothache</p> <p>The children's book of healthy eating.</p>	<p>Pumpkin soup</p> <p>Little red hen</p> <p>We gather together</p> <p>Oliver's Vegetables</p>	<p>What is snow?</p> <p>Ice non-fiction</p>	<p>A seed in need</p> <p>The enormous turnip</p> <p>Jack and the beanstalk</p> <p>Life cycle: seed to flower</p>	<p>Owl babies</p> <p>Nocturnal: night time animals</p> <p>Forest/wild animal books</p>	<p>Greta Thunberg: little people big dreams</p> <p>The mess we made</p> <p>What a waste</p> <p>Lift the flap question and answer about plastic</p>
History/ Geography concept (procedural knowledge)	<p>Geography Local area</p> <p>History Changes over time – personal growth, grandparents</p>	<p>Geography Differences between this country and others. Looking at countries on a map.</p> <p>History Christmas story</p>	<p>Geography Weather, seasons</p> <p>History Seasonal changes over time</p>	<p>Geography</p> <p>History Changes over time (stages of growth)</p>	<p>Geography Map work, similarities and differences (habitats)</p> <p>History</p>	<p>Geography Map work</p> <p>History Possible changes over time – looking ahead at human impact</p>
Continuous	<p>Class Timeline (of year) – updated monthly</p> <p>Visual timetable</p> <p>Daily day of the week and weather chart – also includes month of the year and season</p> <p>Identifying weather patterns and linking it to the season</p> <p>Seasonal display and identifying changes caused by the seasons.</p>					
Continuous DM and ELGs	<p>Development Matters:</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					

Links to areas of the Development Matters	<p>PSED: Know and talk about factors that support their overall health and wellbeing such as healthy eating, teeth brushing</p> <p>UTW: Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>UTW: Talk about members of their immediate family and community.</p> <p>Compare and contrast people from stories, including figures from the past.</p> <p>Understand that some places are special to members of the community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand the effect of changing seasons on the natural world.</p>	<p>UTW Explore the natural world around them. Understand the effect of changing seasons on the natural world.</p>	<p>UTW Explores the natural world around them. Understand the effect of changing seasons on the natural world.</p>	<p>UTW Recognises some differences between life in this country and life in other countries. Recognise some environments that are different from the one they live.</p>	<p>UTW Draw information from a simple map</p>
ELGs	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Talk about the lives of people around them, including their roles in society.</p> <p>Knows some similarities and differences between things in the past and now.</p>	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and states of matter. 	<ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and states of matter. Explore the natural world around them, making observations of and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Explore the natural world around them, making observations of and drawing pictures of animals and plants. Know some similarities and differences between the natural world and contrasting environments. 	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
Specific Historical/ Geographical vocabulary to teach	<p>Before Now When I was in Nursery, Now I am in Reception Today/yesterday/tomorrow At the weekend Up, down, across</p>	<p>Same/different Harvest Change Birthday Christmas Jesus Worship</p>	<p>Seasons Weather Changes Melting</p>	<p>Spring Woodland areas British Wildlife Habitat Countryside Town/city Urban/rural</p>	<p>Lifecycle Changes Habitats Contrasting Similarities Differences Nocturnal</p>	<p>Summer Journey Past Present Pollution Impact</p>

	Changes	Tradition Culture Resurrection		Map Direction Lifecycle Growth Decay	Country	
Why this? Why now?	Transition from nursery. Developing a sense of belonging	Focus on key celebrations Learning about the real story of Christmas.	In line with seasonal changes	In line with seasonal changes Follows on from noticing similarities and differences before using this knowledge on lifecycles.	Developing awareness beyond local community Building on knowledge of similarities/differences.	Seasonal Chn going on holidays with their families and can bring back personal knowledge.
Enrichments (visits/visitors)	Walk around the local area Scrapbooks of families Visit from a baby	Visiting a church Watching other cultures celebrations Food tasting Party and celebrations Visit from Santa Claus	Walk through village looking for signs of change Lunar New Year celebrations	Learning about lifecycles – duck/chicks changes over time. Farm visit	Building habitats in forest school	Trip to the aquarium

Possible lesson progression/ activities

- 1. Looking at family pictures/scrapbooks – talking about different family makeups.
- 2. Visit from a baby/watch a video of a baby – how are they different to you?
- 3. Look at pictures from being a baby – what can I do now that I couldn't do then?
- 4. Human growth – how do we change over time?
- 1. Looking at pictures of the local area.
- 2. Going on a walk around the village – can you find the places we looked at pictures of?

- 1. Look at where we live on a map- in England, what can you see on a globe? Look at sea/land and countries/continents.
- 2. Look at Harvest – celebrated in England.
- 3. Look at Diwali – how is it celebrated? Where is it celebrated? Food tasting, taking part in traditions.
- 4. Remembrance Sunday – what is it? Where is it celebrated? Why is it celebrated?
- 5. The Christmas Story – read the story, what is it? Why do we really celebrate Christmas? Chn will take part in the nativity.
- 6. Christmas around the world – how is it celebrated elsewhere?

- 1. What season is it now? What sort of things happen in winter? What is the weather like? Can we keep a weather chart for a few weeks?
- 2. Look at snow – what is snow/ice? What happens to snow/ice? Experiment – how can we make it melt quicker?
- 3. What happens in each of the seasons? Sort pictures/objects into different seasons.
- 4. Walk around the village – look at pictures from autumn, what is different now? Take pictures as we go.

- 1. baby animals – who is my mummy? Look at the correct names. How are they the same/different to their grown up?
- 2. look at the lifecycle of a duck or chick – what happens at each stage? We could have chicks to watch the lifecycle/observe changes.
- 1. Plant a seed – what does a seed need? Chn will plant their own seeds and be responsible for helping it grow.
- 2. watch/observe the growth of the plant. Chn could complete observational drawings at different stages.
- 3. can you sequence the pictures of the plant growth?

- 1. Look at local animals – whilst in forest school? What are their habitats like?
- 2. Look at a picture of desert – who might live here? Chn to decide animals that could live there. Why do they live here? What do they need? Where is there a desert? (map)
- 3. Look at pictures of the arctic/snowy habitats – who might live here? Chn decide animals that could live? What do they need? Where is the arctic? (map)
- 4. Can you sort the animals into their correct habitats?
- 5. Could a polar bear live in the desert? Why not? Encourage chn to wear multiple layers and talk about how they are feeling – too hot.

- 1. chn should be encouraged to bring in/upload pictures from past holidays for chn to talk about. Where did you go? Where is it on the map? What was the weather like?
- 2. look at contrasting holidays – Iceland – chn to look through pictures and talk about what is the same/different from their holidays?
- 3. read the mess that we made and talk about the affect that humans have on the environment – what can we do to help/stop it?
- 4. what will happen if we continue the way we are?



Key Stage 1 and 2

Geographical Concept	Geographical Skills (Procedural knowledge)	Geographical Literacy (End point- apply concept & skill) Write like a subject specialist
Location & place Cause & effect Change Systems & processes Inequality Planning & decision making	Reading maps Using maps Using globes Fieldwork Enquiry Observation Reading photographs Chronology Scale Distance and direction OS Maps/Grid refs	Application of substantive knowledge (content), procedural knowledge (skills) and vocabulary End points

Historical Concept	Historical Skills (Procedural knowledge)	Historical Literacy (End point apply concept & skill) Write like a subject specialist
Cause & Consequence Significance Historical interpretation Historical perspectives Chronology, change and continuity	Creating sequenced timelines Historical enquiry Use of evidence Pursue a line of enquiry	Application of substantive knowledge (content), procedural knowledge (skills) and vocabulary End points

Maple Class Year 1 of 2	Autumn Term		Spring Term		Summer Term	
Topic Title	Creating maps: Welcome our school	Toys	Pochahontas	Comparing countries of the UK	Seasons and weather	Great fire of London and Gateshead
History/ Geography concept (procedural knowledge)	Location & place	Chronology, change and continuity	Historical significance	Location & place	Location & place Planning and decision making	Cause and consequence Historical significance
History/ Geography Skills	Introduction to maps, direction and aerial photographs.	Sequenced timelines (within 100 years)		Introduction to capital cities. Using simple maps and aerial photographs.	Introduction to fieldwork & enquiry.	Timelines (Present to 400 years ago) Historical enquiry
Geographical/ Historical Literacy	Be able to describe their classroom in relation to NEWS, local landmarks and begin to explain how location affects people in relation to their school.	Understand concepts such as similarity and differences as well as old and new. Develop the vocabulary to talk about times past and start discussing change over time.	Understanding the idea that some things change and some things stay the same within the context of two to three lifetimes.		To understand that we make decisions based on our location and various other constraints; to understand that there is more than one possible option and to make a meaningful case.	Understand that small events have significant consequences, that historians continue to debate them, and that the Great Fire of London is a significant national event
National Curriculum Coverage (substantive knowledge)	NC7- directional language & compass directions, routes on a map NC8- Aerial photos, landmarks, devise map etc (no keys) NC9- use simple fieldwork (within school grounds)	NC2- national event beyond living memory	Introductory biographical details and a first impression of Pocahontas inferred from the mystery Bag evidence. Key events from the life of Pocahontas Aspects of the way of life of the Powhatan Native Americans Reasons for English migration to N. America Relations between settlers and Powhatan Native Americans - reasons for cooperation, causes of conflict	NC2- 4 countries of the UK NC5- vocab (see below) NC6- world maps & globes (not atlases) for countries, NC7- directional language & compass directions, routes on a map (revisit) NC8- Aerial photos, landmarks, devise map etc (no keys) NC9- use simple fieldwork	NC4- seasonal weather patterns of UK NC5- vocab (see below) NC7- location of features NC8- Aerial photos, landmarks, devise map, use key NC9- Field work	NC2- national event beyond living memory NC3- lives of significant individuals (Samuel Pepys)

<p>Specificity Historical/ Geographical vocabulary to teach NOT EXHAUSTIVE. Staff to add</p>	<p>Near far left right Forwards Backwards Directions North East South West Aerial Acomb Fieldwork Compass</p>	<p>Chronology Century Decades Generations Old/new Similarity/difference Before my parents were born/grandparents significant</p>	<ul style="list-style-type: none"> • /Settlers • Colony • Virginia • Jamestown • North America • kidnapped • hostage • baptised • Christian • Yehakin (longhouse) • Matoaka (Pocahontas) • Chief Powhatan Powhata • Native Americans 	<ul style="list-style-type: none"> • Country • United Kingdom (of Great Britain and Northern Ireland) • Great Britain • British Isles • Scotland, England, Northern Ireland, Wales, Republic of Ireland • Area • Population 	<p>Season (spring, summer, Autumn, winter) Weather Weather words (e.g. windy, wet, sunny, mild etc) Climate Effect Decision Planning Best place because... Better place than... because...</p>	<p>Cause Consequence Effect Because If... Multicausal River Thames Reliability Samuel Pepys St Paul's</p>
<p>Why this? Why now?</p>	<p>Children will become familiar with the whole school after moving from EYFS. Precursor to Acomb/locality topic in summer. Mapping familiar area before moving to unfamiliar.</p>	<p>Widening chronology children's knowledge through an accessible topic (within living memory of some family members)</p>			<p>Seasonal Develops & widens knowledge from Science, builds on prior learning. Field work opportunities are plentiful. Introduction to digimaps on a small scale.</p>	<p>Builds on understanding linear consequence. Develops concept that history is evolving and still active in current historical debate, according to sources examined. Significant national event develops cultural capital longer term</p>
<p>Application of Core Subjects</p>	<p>WRMH- measures</p>	<p>NF texts</p>	<p>NF Texts</p>	<p>NF texts</p>	<p>WRMH- statistics measures</p>	<p>Samuel Pepys Diary Raven Boy- Fiction</p>
<p>Potential Enhancements</p>		<p>Beamish visit Relatives and their favourite toys.</p>	<p>Box of delights(?)</p>			<p>Architect – Employer engagement?</p>
<p>Proposed Lesson Progression and Justification</p>	<p>TN: Children should build upon their understanding from EYFS of exploring their environment then. They will have an understanding of mapping in the sense of being able to draw basic maps of their classroom and outdoor space. There is a keen focus on compass points.</p> <p>1. Explore the school, understanding where key features of the</p>	<p>TN: The focus is emphatically on looking at concepts such as similarity and difference as well as old and new and change through time. We also repeat the all important question: How do we know? to introduce the idea of evidence. Pupils develop the vocabulary to talk about times past and the higher achievers even</p>	<p>TN: In this unit, children will learn about a significant individual from the past: the Powhatan Native American, Matoaka, more commonly known today by her nickname 'Pocahontas'. The unit is designed to develop children' understanding of the importance of evidence when making 'cautious claims' about the past and</p>	<p>TN: This will be the children's first explicit, individual exploration of map work. Taking longer over this according to the children's needs may be necessary and the unit has built in flexibility to ensure that children can use maps. Lower attaining pupils who still have reading difficulties should have interventions prior to</p>	<p>TN: Children should reference back to their work from Autumn 1 – NEWS in relation to their school. <i>It is likely a good chance to re-consolidate this through further fieldwork of the school (ideally before being told what the topic is – see notes for L2).</i></p>	<p>TN: Children should have a good understanding of lifespans as a gauge of chronology. This topic has children consider much further back – however, at its heart is not chronology but the idea of competing ideas and consequences to different actions. Children should be strongly encouraged throughout the unit to 'be historians' and</p>

	<p>school are in relation to each other.</p> <p>This is the children's first introduction to KS1 locational and directional language. At this point, compass points should not be used. This is a good lesson for transition to ensure children are comfortable with the layout of the school. Children could be taken in small groups to explore the school. They should note, either written or verbally, where things are in relation to other things. They should be told about the end point at the end of term and that they are doing fieldwork which is what geographers do to explore an area. Leaving the school briefly whole-class will likely be a good idea also to provide landmarks to reference back to. <i>This lesson need not be in books.</i></p> <p>2. Understand North, East, West and South, beginning to link this to school.</p> <p>Children should first be introduced to NEWS and the compass points. This should be repeatedly brought back to for the children to memorise. A key misconception will be that children assume what is front of them is always north, so classroom displays showing where NEWS is directionally will be helpful (produced after the lesson). Children should re-explore the school briefly with compasses. They should write down, using stem sentences where necessary (or post-it notes for those struggling with writing) locational language in both terms of next to, opposite etc. and NEWS This should still be quite child-led at this point.</p>	<p>start discussing change over time.</p> <p>1. What are our toys like today?</p> <p>Children develop an understanding of the terms same and different and begin to use them They start to distinguish old and new</p> <p>2. What are other people's toys like?</p> <p>Pupils can describe how toys change as children grow older They can match toys to children of the right age</p> <p>3. How can we tell these toys are old?</p> <p>Pupils are able to give at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too.</p> <p>4. What were our grandparent's toys like and how do we know?</p> <p>Pupils are able to think of 3 different types of evidence they might use to explore this question. Pupils are able to describe changes across two generations.</p> <p>5. Who played with these toys in the past?</p> <p>Here pupils show that they are able to see toys within their context, by identifying</p>	<p>to help them consider the question of what makes an historical figure 'significant'-why we remember certain people from the past.</p> <p>The first session introduces the children to some of the skills and concepts that are further developed throughout the unit. They reflect upon and sequence key events from their own personal histories and consider how people in the future will know whether their story was real or imaginary.</p> <p>In the process, they develop a language relating to chronology and time and become aware of the importance of evidence in helping us to distinguish between real and fictional life stories; between 'story' and 'history'.</p> <p>1. How have I made history? creating and sequencing personal timelines. How can we find out if a story is real or imaginary? The role of evidence in creating history</p> <p>2. What makes people 'important'? Why do we remember certain people from the past?</p>	<p>this unit to ensure that they can sight read particular keywords and they may benefit from preteaching of map work.</p> <p>This unit should be combined with updating a whole-school display about where people are from. Consider showing staff and family members to add to the map (as well as one within Britain).</p> <p>Unit is focused on general mapwork with the idea that people have come to our community from near and wide. It contextualises general mapwork and is a link to celebrating diversity more widely.</p> <p>1. What is the UK? Know the names of UK countries and recognise their shapes when viewed as individual countries and as part of the UK. Know that Eire/Republic of Ireland is not part of the UK though it is part of the island of Ireland and part of Great Britain. Know how area and population varies between countries (i.e. biggest to smallest) be able to accurately label the countries of the UK on a map and find these countries in an atlas (age/stage dependent)</p> <p>2. The 4 countries of the UK</p> <p>Recognise the flags of the UK and Union Jack. Know the name of the place in which they live and in which country this is located. Know the difference between human and physical features and</p>	<p>1. What is weather?</p> <ul style="list-style-type: none"> •give examples of different types of weather •know that weather is measured daily •know the names of the four seasons in the UK and describe their characteristics •know that in the UK weather will vary with the seasons •describe how our behaviour changes with the weather and seasons <p>2. Decisions, decisions</p> <p>Pupils are introduced to the concept of decision-making in preparation for reaching a decision about where they will locate their class reading chair/vegetable plot/tree/buddy bench etc. They will draw on their own experiences to recognize that we all have a choice when making decisions, but we can't always have what we want, and sometimes, some choices are more suitable than others.</p> <p>3. (&4) Where should we put our... (understand the issue and identify possible options)</p> <p>Introduces pupils to enquiry and fieldwork - skills they will use to understand how, in this case, to plant and look after an apple tree. Pupils will then use this</p>	<p>disagree with one another and come up with different conclusions. Celebrate diversity of opinion whilst challenging.</p> <p>This has two different 'end points' – one related to the fire itself and the other related to its impact. This is because of the complexity of the topic and the long term.</p> <p>1. Understand how long ago the Great Fire of London was and where London is</p> <p>Beginning first practically, recap some of the events covered in KS1 (such as the history of the school and Acomb changes like the war memorial). Link this to how many lifespans ago it was. Then using the same scale, show how long ago the 1600s were. Children should be introduced to the topic and understand that they are finding out about the Great Fire of London. Whilst not a Geography lesson, children should also explore where London is in relation to Newcastle, how far away it is, and about some modern landmarks. Giving some famous landmarks that some children may have visited and whether they were there or not may also work well.</p> <p><i>This lesson need not be in books as a timeline is not needed.</i></p>
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	<p>Small group work might still be best at this point also.</p> <p>3. Explore aerial photographs and maps of the school</p> <p>This is the point for bringing the children back together from their explorations towards a more formal, whole-class lesson. It may need to be done over two lessons dependent on the success of L1 and 2. Explore aerial photographs firstly – children should begin to draw associations between what they know of school and aerial photographs. Aerial photographs must be oriented North so that children can also see this. They should label them with where classrooms are. Then, show an OS map of the school which shows key local landmarks. GD extension could include children examining why an OS map does not include reference to which classroom is which etc.</p> <p>4. Why is our school where it is?</p> <p>Children should begin to understand the concept that there wasn't always a school here and that a school was placed here for particular reasons. Children should combine this visit with slightly broader map work (for instance, placing the school in relation to nearby churches) whilst not going to the whole of Acomb.</p> <p>End point: Plot a route for visitors using maps which details where each classroom is, where outside space is and provides directional advice (e.g. the toilets are next to the door of Miss Williamson's office) as well</p>	<p>past and present and matching the relevant toys to right person.</p> <p>They can use appropriate language to talk about the past using conventional terms such as 'When my grandma was a girl', 'A long time ago', 'When my Mum and Dad were at infant school' etc.</p> <p>6. How can we set up a toy museum?</p> <p>Pupils show that they can confidently identify old toys Pupils can make sensible selections of old toys which are clearly different from today's</p> <p>They can confidently communicate their understanding of old toys and who would have played with them</p>	<p>Introducing Pocahontas</p> <p>3. Sequencing the event of Pocahontas' life history Exploring the difference between story and history.</p> <p>4. What can we say for certain about what life was like for Pocahontas and the Powhatan Native Americans?</p> <p>5. Why did the settlers leave England and risk their lives in North America? Relations between the English settlers and the Powhatan Native Americans: cooperation and conflict.</p> <p>6. Why should we remember Pocahontas?</p>	<p>provide examples. Be able to describe that the UK is varied – its landscapes, accents even their national dish and that these variations make them distinct (and give them a <i>sense of place</i>)</p> <p>3. What's in a name?</p> <p>Be able to sequence village, town and city based on size. Be able to describe the characteristics of small and large settlements, including the similarities and differences. Be able to explain physical and human features and use this information to describe what a village or city is like. Improve their ability to read aerial photographs by spotting a range of physical and human features</p> <p>4. Capital cities in the UK</p> <p>Know the names of the four capital cities of the UK and be able to locate them on a map independently. Identify the significance of the changing shape of the UK coastline and use this knowledge to locate places. Develop map skills from their given starting point, e.g. develop atlas skills or reading aerial photographs. Know the names of UK bodies of water and locate them using an atlas.</p> <p>5. Travelling to the UK's capital cities</p>	<p>knowledge to identify potential planting sites before making a decision.</p> <ul style="list-style-type: none"> •have a strategy they can deploy when generating enquiry questions •know how to measure, record and compare a range of data to inform their decisions •know how to measure and record the weather over time: wind, rainfall and temperature •know the best conditions for growing an [apple tree] <p>5 and 6. Decide, plan, action!</p> <p>This session allows pupils to apply the decision-making process used in session 2. Pupils will need to draw upon their newfound knowledge of planting (session 3 and 4) along with the data they have collected (session 3 and 4) to make a decision and act on it.</p> <ul style="list-style-type: none"> •know that some options are better than others and explain why •use weather data collected over time to decide •explain reasons for their decision •describe their planning process 	<p>2. Understand how different 17th century London life was to today</p> <p>Children should be given a range of different sources to examine, ideally picture-based. Some examples of Pepys's diary could be examined at GD level or whole-class (but not related to the Great Fire, but instead to life in general). There are lots of potential avenues to go down: jobs and what kind of jobs are done today or not done today is one. Another would be living conditions, comparing house-types (which would be a good build up for the fire itself). Children should get some sense of just how different 1666 is to today. Where possible, children should begin to consider how fires might be more likely than now: no electronic communications devices, no formal fire brigade, wooden buildings etc.</p> <p>Children in this lesson must begin to explore what being a historian is through source analysis. They should identify how one source can give lots of different meanings. They do not at this point need to move beyond this as future lessons will look at source utility.</p> <p>3. Identify the sequence of events that make up the Great Fire of London</p>
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	<p>as beginning to relate this to North, East, West and South</p> <p>They should consider what are the best 'features' of school and what they may want to point out. For children who already annotated maps in previous lessons, children should consider ways to explain school design choices – for instance, why is the field not north facing? Why aren't the classes north facing either?</p>			<p>Use evidence to answer a geographical enquiry question. Use simple directional language more fluently and have an emerging knowledge of distance (nearest, furthest etc.).</p> <p>6. Visiting the UK's capital cities</p> <p>Know more about the four UK capital cities. Identify examples of similarities and differences between capital cities. Recognise similarities and differences between a capital city and the place where they live</p>		<p>This lesson is information dense and children must understand it well before the more challenging history is built on top of it. Children should identify the sequence of events from Sunday morning to the fire stopping on Thursday. They should know how it started in a bakery. They should begin to mark cause and consequence and examine maps that show where the fire spread. Children could begin to hypothesise as to reasons why (and likely this will be extension differentiation) but this is not the point of this lesson. If any children miss this lesson, they will need urgent recapping and rapid response before undertaking next lessons.</p> <p>4. Organise a range of sources into their utility and formulate a conclusion for the cause of the Great Fire of London End point 1: What caused the Great Fire of London?</p> <p>Potential sources: Link 1 Link 2</p> <p><i>This lesson is highly likely to need to be spaced over two – for instance by source analysis first then writing up a conclusion. For lower attaining pupils, sources could be examined slower over two rather than conclusions drawn</i></p>
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						<p>Children should be given differentiated sources and analyse them. The lesson should be deliberately difficult in the sense that coming up with definitive conclusions is challenging! Children should be encouraged to disagree with each other and use a variety of sources, including those that disagree with one another. Children should be encouraged to look at the interplay between different events – concept mapping is one potential way to show the interweaving of different causes. Children could then pick one or two that they think are the main causes.</p> <p>5. Examine the effect of the Great Fire of London</p> <p>Children should look at some of the rebuilding and changes to civil society that occurred as a result of the Great Fire of London – St Paul's and Christopher Wren would be a good case study but this could go beyond this to studying the then king, Charles II (a brief understanding that the country had many who did not like the king and that his father had been beheaded may help).</p> <p>6. End point 2: Understand why we remember the Great Fire of London</p> <p>Building on from the historical significance topic</p>
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						<p>of Neil Armstrong, children should begin to understand why the Great Fire of London is studied at all. Why is this such a common topic for Year 2 children? This follows on from the rebuilding of the City of London. Examining sources afterwards, particularly artwork, is a good way to explore this.</p>
<p>Possible lesson progression/ activities</p>	<p>Use string to introduce scale-nearest/further/twice as far etc Walk around school grounds and external perimeter Aerial photos of school Introduce phrases that measure distance e.g. 10 paces from... Create map using tracing paper over aerial picture Teach scale using lego bricks Teach map skills (symbols, key, scale, compass directions) Compare change on 2 maps/plans of school – how has our school developed/changed? Digimaps How many multilink cubes between x and y? Which are closest? Fieldwork how many cars pass school? Venn Diagram End point: Draw own map with compass points and describe significant landmarks within grounds as being NESW of another</p>	<p>Identify and describe my toys, my parents toys and my grandparents toys Compare toys from now and in the past Order toys in a timeline in chronological order Ask questions about changes and continuity over time Introduce children to physical/pictorial “sources” (some conflicting) End point: Describe similarities and differences between my toys and grandparents toys (limit to two points only) and become interpreters at their own toy museum.</p>		<p>5 Ws Teach map skills (symbols, key, scale, compass directions) Inflatable globe- cut up and look at how we represent this on a world map</p>	<p>5 Ws Understand “location” (pinpoint) and “place” (e.g. physical features) Use Google Earth & aerial photos of Acomb Digi maps of Acomb Plot route from school to park- different groups walk their route. Evaluate- which was best? Why? Sort Photos- Acomb or not? Sequence location. Acomb is in Newcastle which is in England which is in UK which is in Europe Challenge stereotypes- Acomb or not? Maps (outline, topographical, etc to layer up on tracing paper) How many multilink cubes between x and y? Fieldwork End point: Make a decision about where would be the best place to place an item</p>	<p>Recap and identify causes and consequences (linear) and sequencing event. Sentence stems (This led to... this meant that... this caused) Concept mapping (multi causal) and discuss links/if just one cause was present would the effect be the same? Which is the most important cause? How do you know? Diamond 9 If you took one out could you stop the fire? Introduce children to written “sources” (some conflicting) Inference squares Reading pictures Evaluating sources. Target board An ideal... should... And should... And should... Comparison alley 5 Ws Classify changes (Physical, architectural, social, demographics) End point: Debate which factor(s) they believe were the most important in causing the fire and why.</p>

Ongoing Teaching	NC2- Name and locate four countries of UK NC4- Identify daily weather patterns	NC2- Name and locate four countries of UK including capital cities NC4- Identify seasonal and daily weather patterns	NC2- Name and locate four countries, identify characteristics (mountains) of UK including capital cities
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Maple Class Year 2 of 2	Autumn Term		Spring Term		Summer Term	
					Seaside Rescuers	
Topic Title	Transport	My school in 9 photos	Comparing my local area with Ethiopia and Jo Berg	Grace Darling	Hot and cold places	Scott Antarctic expedition
History/Geography concept	Chronology, change and continuity	Location & place Cause and effect Planning and decision making	Location & place Change	Historical significance	Location & place	
History/Geography Skills	Timelines (c.1000 years, not to present) Chronology over a longer timeframe	Reading maps Reading photographs Fieldwork	Reading maps Reading photographs Fieldwork	Historical enquiry	Observation using maps Reading photos	
Geographical/Historical Literacy	Examine how travel and transport changed over time	Developing Geographical skills such as reading aerial photographs and introducing pupils to fieldwork.		Understand that Grace Darling is a folk hero of the region and hypothesise as to the reasons why	Developing map reading skills. Developing fieldwork skills.	
National Curriculum Coverage (substantive knowledge)	NC2- Events beyond living memory	NC7- directional language & compass directions, routes on a map NC8- Aerial photos, landmarks, devise map etc (no keys) NC9- use simple fieldwork (within school grounds)		NC2- national event beyond living memory significant nationally NC3- lives of significant individuals (Grace Darling) NC4- people and places in own locality	NC1 - name and locate the world's 7 continents and 5 oceans NC4- seasonal weather patterns of UK NC6- world maps & globes (not atlases) for countries,	
Specificity Historical/Geographical vocabulary to teach NOT EXHAUSTIVE. Staff to add	types of transport wheel/axel cargo/load engine/wind/horse power lifting/dragging/rolling timeline past/present/future century invention	Location town country Population Case study Human and physical geography		Heroine Forfarthshire (name of the boat) Farne Islands	temperature Thermometer Compass Record Measure Left/Right/ North/ South of... Near/far/ metres from... Next to...	
Why this? Why now?	Builds upon chronological understanding from Great Fire of London topic	Builds on knowledge of position and directional language. Links to unit My School.		Local heroine/heritage Builds upon previous sole historical significance topic (Neil Armstrong) by being chronologically further away and more challenging	Builds upon the Weather unit. Links to Science topics of weather and plants.	

Potential Enhancements	Railway/transport museum	Visit local area		Grace Darling Museum		
Application of core subjects	NF texts	NF texts		Eyewitness accounts William Wordsworth poem of Grace Darling (and others who wrote of her at the time)	NF texts	
Proposed Lesson Progression and Justification	<p>TN: Children should build upon their knowledge of timelines from KS1 and the Great Fire of London topic. They should be comfortable with the idea of many lifetimes ago and begin to grasp how it was a very long time ago that the wheel changed lives.</p> <p>1. How did the wheel begin to change lives?</p> <p>Sort different vehicle types into categories of their own choosing and identify suitable transport choices for different purposes. Identify how wheels are used today and how they began to change lives 6000 years ago. Discover that many key transport 'firsts' occurred in the last 200 years. Develop understanding of how historical timelines are constructed. Begin to develop a concept of the duration of historical time.</p>	<p>1.To help pupils understand the importance of describing location precisely, try hiding a toy somewhere in school. Tell one child the toy is hidden in school and tell another it is hidden [under the teachers' desk, in class 2, in our school]. Either send both children off to find the toy or ask pupils who is most likely to find it first? Make the point that the more precise our location description, the more able we are to locate places. Ask them what information they could use to help pupils in another part of the world locate their school (e.g. street address, postcode, town, country etc.).</p> <p>2. In this session, pupils practice reading aerial photographs. Give pupils a copy of the aerial photo for the comparison school. Use the Comparison Alley to compare the two locations. Some pupils will manage to compare three locations, so use the Venn diagram</p> <p>3 and 4. Explain to pupils that they are going to connect with</p>		<p>TN: As per Neil Armstrong in Year 1, this topic is not about knowing Grace Darling in depth but instead about understanding why we may choose to remember her. As such, the actual events are covered quickly initially so the children can focus upon the events <i>afterwards</i>. Children should be reminded before the unit begins about Neil Armstrong, particularly noting the fact that he was one of many astronauts and one of three on the mission to the moon, but because it was the early time of television, people saw it, and it was a major moment in world history.</p> <p>1. Understand who Grace Darling was and what she did for the <i>Forfarthshire</i></p> <p>Children should initially begin with understanding how long ago Grace Darling was around. Draw links to Great Fire of Newcastle which was around 30 years after Grace Darling's rescue. Explain her role as living in the lighthouse and what she did. This should largely be focused on recounting the events within this lesson.</p> <p>2. Examine sources from immediately after the rescue</p> <p>Children should look at sources immediately afterwards, including newspaper reports and the words of Grace herself. Children should begin to question why this is was such a feat: children should be exposed to the idea that part of it may be related to sexism, that a woman leading the rescue was</p>	<p>1. How does temperature vary around our school?</p> <p>Be able to follow a simple map of their school building and describe a location using age-appropriate geographical vocabulary. Be able to use simple directions - left and right (or compass directions depending on the age or stage of pupils). Observe and record simple measurements. Know that temperatures vary in different locations</p> <p>2. Feel the heat</p> <p>Know that there are different temperatures around the world and experience what this feels like. Be able to use a range of suitable vocabulary to describe these differences. The coldest temperatures fall below zero. Begin to develop competence navigating a range of maps: google earth, atlases, globes, and world maps</p> <p>3. Mapping hot and cold places</p> <p>Know that places get colder the further away from the equator they are and hotter, the closer they are to the equator.</p>	

	<p>2. Famous transport 'firsts' How much has changed?</p> <p>Can give examples of how the wheel affected people's lives in ancient times. Can sequence famous transport 'firsts' on a large-scale classroom timeline. Can compare famous 'firsts' with modern versions and highlight examples of both change and continuity. In the context of transport, can identify visual similarities and differences between modern and historical examples. Can sequence developments over time on a simple timeline and describe some of these using the language of chronology. Developing awareness that some changes can have far reaching effects.</p> <p>3. Did everyone welcome the railways?</p> <p>Can describe some ways in which the train developed over time and some important milestone events. Can give</p>	<p>pupils of the same age in another/other schools in different locations. Using only nine photographs which include a brief caption, the class needs to agree what pupils in another school should see in order to know what is most important about their school. Explain that there is likely to be more than nine important things and not everyone will agree so we need to find a way of making this decision before we share our nine photos with other schools. Pupils should decide on a brief caption for each photo. Everyone can try this, then choose the class favourite and add it to the photograph. Pupils can then upload their school photos and compare them with the other participating schools.</p> <p>5. Collecting and sharing quantitative data - in this case, simple numerical information which pupils can collect, record and present (components of fieldwork). All pairs or groups can collect all these data, so they practice using different techniques, e.g. using a thermometer, reading the time etc. Each school will share their</p>		<p>notable for the time. Children should also be informed that the Victorian era was one where a huge focus on morals was undertaken – children should identify this from sources at the time.</p> <p>3. Examine sources from after Grace's death to understand her impact</p> <p>There is a huge amount of sources from after her death, from stories, to poems, to songs, to artwork, that should be examined. Children should focus less on what this tells us about Grace Darling but more on what it tells us about the people who created the sources. Link it back to the idea of sexism. (Avoid the effigy of Grace in Bamburgh as this will be seen in person).</p> <p>4. Understand the role of the RNLI and its use of the Grace Darling story</p> <p>Children should be introduced to the RNLI, which began with a different name in 1824. Children should be introduced to other key people who are less remembered, including early seaside rescuers (see RNLI website).</p> <p>It was struggling with donations – key benefactors played a major role in playing up the story of Grace Darling to raise donations. Children should look at the early history of the RNLI as an organisation dedicated to preservation to life and begin to form conclusions as to why the RNLI would use this story. Children should begin to understand the way history is constructed in often an artificial way as a result, but how this artificiality is not necessarily a bad thing as it was for a worthy cause.</p>	<p>Continue to develop competence navigating a range of maps: google earth, atlases, globes, and world maps. Know the names of continents</p> <p>4. The impact of location on place. How does temperature affect hot and cold places?</p> <p>Know how hot and cold places (e.g. Tromsø and Dubai) are affected by their location. Know how to locate Norway and UAE on a world map. Know what it means to <i>read a photograph</i></p> <p>5. (&6) How do places adapt in response to their location?</p> <p>Know how and why animals have adapted to survive in different locations. Improve their annotation skills. Improve classification skills to help identify similarities and differences.</p>	
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	<p>examples of different reactions to the introduction of steam trains and attempt to explain these. Can highlight some positive and negative consequences of the new railways. Can construct a simple timeline and use a vocabulary of time and chronology to highlight developments over time. Understands that not everyone in the past experienced change in the same way or saw change in a positive light.</p> <p>4. How was the car developed and did everyone benefit?</p> <p>Can describe some ways in which the motor car developed over time. Understands why the development of the production line was important and can describe how it works. Can explain when and why cars became more affordable for ordinary people. Can make comparisons in order to identify change over time. Understands that not everyone experiences change</p>	<p>data in a simple table so that pupils can make comparisons as they learn about the similarities and differences between different places.</p> <p>6. Use this final session to consolidate learning.</p> <ul style="list-style-type: none"> • Begin an email, letter or virtual online exchange with at least one of the schools so pupils can find out more about the similarities and differences (e.g. what subjects do they learn, how long does it take to get to school, how do they get to school etc.). • Practice atlas work, locating each school on a map of the world and/or map of the UK. • Complete a large, whole class Venn Diagram or Comparison Alley to compare similarities and differences between 		<p>5. VISIT TO GRACE DARLING MUSEUM AND BAMBURGH</p> <p>Children can employ their knowledge of the RNLI and Grace Darling's impact with their visit, including a visit to St Aidan's church to see her effigy. This should compound hypotheses the children presented in previous lessons.</p> <p>End point: Using sources, why do we remember Grace Darling?</p> <p>Children should choose a range of sources (and the teacher could employ more recent sources, or even for GD children include reference to the lesson sequence itself as a source of historical impact) to explain why they believe Grace Darling was remembered. The most basic understanding will likely be around Grace Darling being a 'good person' but this should only be accepted by children who find History incredibly challenging. Higher extension should be around the idea of Grace Darling representing certain values that people came back to as being worthy and the very best historians identifying that the historical 'truth' of what Grace was really like is immaterial compared to the myth.</p>		
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	<p>in the same way or at the same time.</p> <p>5. How much has changed since the 'Wright Flyer'?</p> <p>Can offer some milestones in the development of flight over time. Understands the importance of the Wright Flyer and the Apollo 11 mission. Can give examples of how passenger aircraft have changed since the first successful flight and possible future developments. Can identify simple criteria to guide comparison between old and new and use these to make statements about change.</p> <p>6. The story of transport: would everyone tell it the same way?</p> <p>This final session encourages pupils to think and talk about change –the concept at the heart of the unit – and continue to develop a language for doing so. Pupils are invited to review and demonstrate their understanding of</p>	<p>schools drawing on all the information they have collected.</p> <ul style="list-style-type: none"> Using a simple map of their school, practice accurately locating where each photo was taken. Practice using simple directional vocabulary to describe a route from one location to another. 				
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	<p>changes in travel and transport over time and the impact that these changes had on people's lives. Ideas, already seeded in previous sessions, will be further consolidated: Did everyone experience change at the same time and in the same way? Was the impact of change always positive? and Which changes were the most significant for ordinary people?</p>					
<p>Ongoing teaching</p>						

<p>Suggested potential activities and resources</p>	<p>Inference squares Evaluating sources. Target board An ideal... should... And should... And should... 5 Ws Classify changes (Physical, architectural, social, demographics) End point: To conclude the unit, return to the classroom timeline and ask pupils: Which change do you think affected ordinary people the most? or What was the most an important invention for ordinary people? Pupils can work together to select one milestone from the timeline and justify their choice.</p>	<p>Sequence location. Acomb is in Newcastle which is in Tyne & Wear England which is in UK which is in Europe Challenge stereotypes- Newcastle or not? Maps from memory Most likely to... Bat inflatable globe around classroom- find UK Maps (outline, topographical, etc to layer up on tracing paper) Teach map skills (symbols, key, scale, compass directions) Compare change on 2 maps (land use/housing) 5 mile radius from school- what's inside the circle? Map of UK- where is London/Newcastle Map-Bingo UK Jigsaw Fieldwork e.g. How many cars on Quayside/sketc maps of journey End point: Complete a large, whole class Venn Diagram or Comparison Alley to compare similarities and differences between schools drawing on all the information they have collected.</p>	<p>Sequence location. The North Pole is in... Challenge stereotypes- Arctic or not? Inference squares Reading photos 5 Ws Use string to recap scale Bat inflatable globe around classroom- find polar regions/oceans/equator etc Research how scientists live in Antarctica Compare to life in Acomb End point: Discuss adaptations humans make for living in polar regions (e.g. housing, clothing, employment, tourism etc)</p>	<p>Inference squares Reading pictures Introduce children to written "sources" (some conflicting) Evaluating sources. Target board An ideal... should... And should... And should... 5 Ws Map Bamburgh/changes over xx years End point: Discuss why we remember Grace Darling and not other seaside rescuers.</p>	<p>Most likely to... Map & thumbnail images Maps (outline, topographical, etc to layer up on tracing paper) Inference squares Reading photos & pictures Informative writing – Animals and habitats End point: produce an information leaflet on an imaginary animal suited to a given climate.</p>	
<p>Ongoing teaching</p>					<p>Inference squares Evaluating sources. Target board An ideal... should... And should... And should... 5 Ws Classify changes (Physical, architectural, social, demographics)</p>	

				End point: Compare two local castles at two fixed points.
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Chestnut Class Year 1 of 2	Autumn Term		Spring Term		Summer Term	
Topic Title			Greeks		Mapping, Making, Measuring and Managing Mountains	Local study
	Why was the industrial revolution so important to the progress in the UK?	Hexham local study - Eggar	The Geography of Modern Greece	The Significance of the Ancient Greeks		
History/Geography concept	Chronology, change and continuity	Fieldwork and decision making	Location and place	Historical significance	Human and Physical	Cause and Consequence
History/Geography Skills	Use of evidence Creating scaled timelines	Understanding employment in the local area. Environmental impacts.	Reading photos Sat images Using secondary data	Use of evidence Create and pursue a line of enquiry	Map reading	Historical enquiry and use of evidence
Geographical/ Historical Literacy	To be able to discuss the social and political factors that lead to the time period known as the 'industrial revolution' in the United Kingdom: population boom, advancements in agriculture, birth of factories, advancements in power and transport and the British empire influencing and paving the way for the rest of the world.	Understand employment in the local area and how it has changed over the years. Analyse the environmental impacts of Egger's manufacturing process.	Explaining the connection between location and place through tourism and the economy.	Understanding that people choose and debate what is significant through the concept of Greek achievements.		Analyse the significance of different local pioneers, understanding the reasons for why people remember these pioneers and their link to civic pride.

<p>National Curriculum Coverage (substantive knowledge)</p>	<p>To take part in a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Fieldwork: Data processing and presenting. Map reading.</p>	<p>NC1- European maps, physical and human characteristics, countries & major cities NC4- sim & diff between h & p features of area of UK and region of European country NC5a- Physical Geog- climate zones, biomes, vegetation belts, rivers, mountains NC5b- Human Geog land use, distribution of natural resources (food) NC6- maps, atlases, globes and digital mapping NC7- use 8 points of a compass (Greece is West of Turkey etc)</p>	<p>NC6c- Legacy of Greek culture- literature (through English) NC8- Influence on western world</p>	<p>NC1 - European maps, physical and human characteristics, countries & major cities NC5a- Physical Geog- climate zones, biomes, vegetation belts, rivers, mountains NC6- maps, atlases, globes and digital mapping</p>	<p>NC5- National significance of North East (e.g. roads, railways/ shipbuilding) are reflected in our locality</p>
<p>Specificity Historical/ Geographical vocabulary to teach</p> <p>NOT EXHAUSTIVE. Staff to add</p>	<p>industrial revolution factory engine machine mechanise mass produce water frame mill cottonopolis steam engine piston rotary motion Boulton and Watt blast furnace smelting coalfield coalmine packhorse canal barge aqueduct locomotive steam train George Stephenson</p>	<p>Industry Production Resource management deciduous Coniferous Manufacturing Environmental impacts Sustainability</p>	<p>Europe Aegean Bulgaria Turkey Climate zone Mediterranean Balkans Macedonia archipelago economy Ionian Athens Albania topography tourism</p>	<p>Ancient Civilisation City state Athens Thebes Sparta Persia Empire Democracy Philosophy Architecture</p>	<p>Continents Mountain Latitude Hemisphere (northern and southern) Mountain range Coordinates Altitude Volcano Tectonic plates/crust Rivers/lakes (water) Mountain range Contour Glacier (ice) Triangulation pillar/Trig point Topographical map/topography</p>	<p>Tyne Shipyard British Empire</p>

Why this? Why now?		Build on pupils introduction to fieldwork in KS1.	European study Builds upon prior learning Addresses potential misconceptions that Greece has not changed/developed	Comparison to Ancient Egypt Chronology Topics overlap Access to architecture, artefacts and relevant sites		Locality/heritage Builds on Y2 local topic (Great Fire) Accessible city centre to make learning relevant
Application of core subjects	Writing accounts	Asking questionnaires and collecting data. Measuring distance.	Non-fiction analysis in English, including tourist resources.	Greek literature, particularly myths History NC6c- Legacy of Greek culture- literature (through English)	The Street Beneath My Feet - explanation text of mountain/volcano formations in English	NF text- George Stephenson/1 st lit street in England
Potential Enhancements	Industrial revolution visit ouseburn - https://www.ouseburntrust.org.uk/vtschool Beamish? Tanfield railway	Working with Egger STEM ambassadors.	Greek food/visitor – Acropolis Street Food (link to DT and healthy eating) Holidays/first hand experience	Museum of Antiquities Durham	Brockhole visit Mountain rescue visitor	(Lit & Phil) Cragside /Stephenson Railway Museum/ Sunderland Shipyard Museum/ (Shipping project from Mrs Hall)
Proposed Lesson Progression and Justification	TN: The key point for pupils to understand about the Industrial Revolution is <i>that</i> it had a transformative effect on the world. Through harnessing fossil fuels to power engines, factories and machines, the Industrial Revolution fundamentally changed the way that human beings live. This single innovation gave birth to the modern world. It is a topic of particular interest to Britain, as it was in Britain that the key inventions of the industrial revolution were first created: the cotton mill, the steam engine, and the train. This lesson should introduce pupils to a broad overview of industrialisation, and some key concepts. 1. arrange a selection of eight different inventions in order, and	TN: This is the first time pupils will encounter resource management and manufacturing industries, but some pupils will know Kielder and Egger and some will have parents who work there. 1.Introduction to local industry: Egger • Knows why Egger is located in Hexham. • The difference between <i>deciduous</i> and <i>coniferous</i> woodland. Live link with Kielder Forestry commission. • Trees are grown (<i>primary industry</i>) for Egger's <i>manufacturing</i> process (<i>secondary industry</i>) • The <i>raw material</i> (timber) is transported by road to the <i>plant</i> . 2 Developing fieldwork skills - Employment in our local area • Knows that people do paid	TN: Greece's ancient historical success should be contrasted with their recently troubled history. It is a country that has struggled throughout the 20 th century and into the 21 st . Children are likely to assume Greece is a beautiful holiday destination.. They are unlikely to know about its mountains. Understanding that 'altitude trumps latitude' is essential for this unit. 1. Locate Greece on a world, continental and local map, understanding its location in relation to other countries and seas. 2. Understand the topographical variety of Greece. (Begin with cognitive conflict connect starter – all pictures of Greece)	TN: Focus should be on classical period Greece – not an in-depth study of Greek life. Children should begin by finding links to Greece all around them. Democracy, the architecture of Grey Street, language, the language of the original New Testament, the way we think and consider others and so on and so forth. This unit should result in children understanding why we remember the Ancient Greeks and what impact they have on the children's everyday lives. Tell the children that it is mandated by the government that the children study Ancient	1. Revise and practice locational knowledge including map skills, continents and coordinates. 2. Know how mountains are formed and shaped (age appropriate depth) and measured. 3. Understands how contours provide a 2D representation of 3D landscapes. 4. Practice reading and interpreting contours. Use this information to visualise place.	TN: This should build upon the Neil Armstrong and Grace Darling units. Children should be reminded about these at the start of the unit and reintroduced to the concept of significance. 1. Why was the North East an important part of Britain/the British Empire? Some wider knowledge about the British Empire should be given succinctly here, building upon ideas of empire from both Egypt and other invaders (Y2 Castles). 2. Why did the North East have so many famous pioneers?

<p>try to guess the date for each of them (resource 1).</p> <p>Look at a pre-industrial scene, and a post -industrial scene, of the same location. Ask the pupils to list as many things which they can think of which did not exist before the industrial revolution. Images from A Street Through Time (Dorling Kindersley) would work well.</p> <p>Ask pupils to write down five things that they enjoy doing on a regular basis. Collate a list of activities on the board. Then, tick any of the activities that could have existed before the Industrial Revolution. Also, this is an excellent short video introducing the Industrial Revolution.</p> <p>2. Cotton Spinning - Study two images of cotton spinning. One image of a pre-industrial spinning wheel – the classic ‘cottage industry’ model. One of an early factory or ‘cotton mill’, with spinning mules at work. Compare the two ways of producing cotton, and explain why the mill is so much more efficient, produces so much more cotton, and most importantly allows for cotton to be much cheaper.</p> <p>Look into what life was actually like working in an early factory, particularly the high levels of heat, noise and danger.</p> <p>3. Steam engine - Explain the principles of an early steam engine to the pupils: fuel heats</p>	<p>and unpaid work.</p> <ul style="list-style-type: none"> • Knows that people work in different employment sectors (<i>primary, secondary, tertiary and quaternary</i>) and can provide examples. <p>Knows that these sectors have different characteristics.</p> <p>3. Developing Fieldwork skills - Employment in our local area</p> <ul style="list-style-type: none"> • Knows about the employment habits of working parents/carers in their school. E.g. <ul style="list-style-type: none"> • the most common employment sectors • how far they travel to work how much they earn. <p>4. Employment in the local area.</p> <ul style="list-style-type: none"> • Knows how employment in Hexham has changed since x. • Provides examples of employment opportunities throughout Egger’s manufacturing process. • Provides a reasoned argument about the suitability of Egger as a modern <i>local employer</i>. <p>5. Environmental Impact</p> <ul style="list-style-type: none"> • Knows that each stage of the manufacturing process can have a <i>negative environmental impact</i>. Provides examples of these impact. <p>6. Managing Impact</p> <ul style="list-style-type: none"> • Knows how negative <i>environmental impact</i> are mitigated at Egger. • Provides examples of how manufacturing can be made more <i>sustainable</i>. 	<p>3. Write a geographical report about Greece’s location and topography. (English link)</p> <p>4. Analyse the relationship between Greece’s climate zones and human land use across the country.</p> <p>5. Compare and contrast life in different parts of Greece, including its archipelago and capital, comparing physical and human geography.</p> <p>6. Compare and contrast part of Greece to part of the United Kingdom.</p> <p>7. Through a locational case study, analyse the recent history of Greece in relation to tourism, understanding the link between the geography and economy.</p> <p>End point:</p> <p>Explain the relationship between Greece’s geography and economy with particular regard to tourism and the connection between these factors.</p>	<p>Greece – the point of this unit is for the children to ask why they <i>have</i> to study it. Why would people decide they had to study Ancient Greece? Did they invade Britain? Do we live with large amounts of Greek people today?</p> <p>This is much higher level significance than children have learnt before and builds upon the Year 3 unit where children decide which person to study in the pioneers topic – <i>children are instead being invited to question the very idea of who decides what we study</i>.</p> <ol style="list-style-type: none"> 1. Begin to understand how historians know about Ancient Greece and that there was no single ‘Ancient Greece’. <p>This lesson should focus on what sources tell us at a more basic level than lesson 4 (trip to Durham). This is to contextualise how far ago Ancient Greece was and to also inform about different city states. First, discuss how long ago it was and discuss the obvious ways that sources will be different then to in non-ancient history studies. Show how different sources,</p>	<p>5. Know that mountainous regions can benefit and threaten the local environment and the people that live there.</p> <p>6. Understand the risks of living in avalanche prone regions and knows that humans can manage these risks.</p>	<p>Children should be given quick biographies of a range of pioneers (including Dobson, Clayton and Grainger). HA differentiation could be finding links between them.</p> <p>It’s not about children memorising facts of Dobson etc. but noting Newcastle as a key place of industrial heritage and its role in the ship industry (Sunderland being the ‘Mackems’ and Newcastle the ‘tack’ems’). Consider discussion of Lit and Phil in this lesson.</p> <ol style="list-style-type: none"> 3. Who was William Armstrong and what did he give the world? TRIP: Cragside 4. Who was George Stephenson and what did he give the world? TRIP: Stephenson railway 5. Who was William Swan and what did he give the world? 6. Why do we remember these people? <p>This lesson is the most challenging and arguably the most important. Concepts of significance should be explored in detail, examining sources that look at their importance. Children</p>
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	<p>water to boiling point; the steam powers a piston; piston drives a wheel; wheel creates rotary motion. Watch an animation that shows how the rotary motion of a steam engine was used to power the spinning machinery in a cotton mill.</p> <p>Ask pupils to come up with different uses that a steam engine could find, once the design had been perfected. Agriculture, pumping, transport, etc.</p> <p>4. Iron and coal - Study an animated diagram of a blast furnace to understand how it worked, and why it needed both coal, and rotary motion (provided by water or a steam engine).</p> <p>The National Museum of Mining has fact sheets about different aspects of mining life. Pupils could study the dangers of gas in the coalmine, the use of canaries, and the significance of the Davy lamp. This is a good video about coal. This is a good video about the development of coal mining in South the Welsh valleys.</p> <p>Study and annotate the painting Iron and Coal (resource 2) and the painting Coalbrookdale by Night (resource 3). They have two very different views on industrialisation.</p> <p>5. Canals - Compare and annotate an image of a packhorse with an image of a horse pulling a barge in order to</p>			<p>from archaeological to myths, all are useful in different ways. Ensure children have some prior myth knowledge prior to using it as a source. Use the end of the lesson to draw attention to the fact that sources will inevitably be Athenian-biased – why? Plant this seed for L4.</p> <p>2. Analyse Athenian democracy and its impact on the world.</p> <p>Children should be introduced to the term democracy, understanding democracy in personal terms (FBV, School Council etc.) and current terms for adults. They should examine a range of sources to determine how democratic Athens really was. The end point of the lesson should be to realise that Athens was pioneering, if not truly democratic in the sense we would understand it in 2020, but instead it was an early example of 'people power' (demos-kratos).</p> <p>3. Understand what philosophy is and the role of some important Greek philosophers in understanding</p>		<p>should look at short sources about these historical figures and analyse the sources themselves, using what they know about the pioneers. Potentially link to the trip.</p> <p>Which pioneer should the children of Newcastle study? (A letter to HT)</p>
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	<p>understand the significance of the canal.</p> <p>Further work on canals could involve looking at the navvies who built the canals, a local study into a nearby canal, or the construction of locks and aqueducts. The canal museum has some excellent resources for schools, a does the canal and river trust. This is a particularly useful 'topic pack'.</p> <p>Show video on first canals.</p> <p>6. Trains - Read extract from Fanny Kemble's memoirs about her first journey by train, and contrast it with the account of William Husskison MP's death. Pupils then compose their own account imagining they have travelled on the maiden journey of the Liverpool to Manchester railway (resource 4).</p> <p>Show clip from Dan Snow's documentary about the birth of the British railway, and this is about their effect on Britain.</p> <p>The National Railway Museum has an array of classroom resources.</p> <p>End point - Create a documentary about the Industrial revolution</p>			<p>the world today.</p> <p>In the previous lesson, children will have been exposed to the idea that Athenian democracy was disputed at points. Debate was central to a lot of Athenian life.</p> <p>4. Understand the limitations of studying ancient history.</p> <p>REWRITE BIAS. SOURCES STAYING. ATHENS VS REST OF CITIES.</p> <p>This lesson should expand on the source analysis done in Year 3 looking at Ancient sources – firstly, the children will complete a trip to Durham to handle ancient artefacts and meet people who study history. They will then look at sources, but especially pottery, examining what it could tell us. The children will contrast what we know about Athens from its sources with Sparta. Children will sort sources according to their utility.</p> <p>5. Understand both how and why Greek architecture impacted the world today.</p> <p>Children will focus on the significance of Greek architecture in the sense</p>		
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				<p>of understanding how it's been imitated around the world but also asking why. What is it about Greece that countries want to mimic? This also gets children thinking about physical sources, like the Parthenon, as giving information about Greece as a civilisation that other countries want to hark back to.</p> <p>This is not about understanding different forms of Greek architecture (e.g. naming types of columns) but instead progressing from their knowledge of Greece so far to understand why the style has been copied for thousands of years. The focus should be international with local links (especially Theatre Royal).</p> <p>6. Interpret Alexander the Great's legacy.</p> <p>Building upon the last lesson, ask children why Greek ideas spread. Why not other peoples? We remember Rome for a lot of reasons but especially the invasion of Britain (link back to Y2). This is going back to the heart of the question: why do we study the Ancient Greeks? Children should recognise Alexander as both being the pinnacle</p>		
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				<p>of achievement – spreading an empire far and wide – and also as the death of things like Athenian democracy. Children should examine sources, including other leaders who have harked to Alexander. Statues of Alexander will particularly be crucial.</p> <p>End point: Explain the significance of Ancient Greek civilisation on Britain today, persuading ordinary people to study it.</p>		
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<p>Suggested potential activities and resources</p>		<p>Sequence location. Egypt is in... Challenge stereotypes- Egypt or not? Maps from memory Most likely to... Map & thumbnail images Data from Egypt (temperature/population/rainfall /climate zones/choropleth maps etc) Maps (outline, topographical, etc to layer up on tracing paper) Inference squares Reading photos 8Qs</p> <p>Teach map skills (symbols, key, scale, compass directions, 4 fig grid ref) String to do scale Newspaper to look at scale/population comparison of continents/countries Bat inflatable globe around classroom- find country/sea/ocean Classify changes (Physical, architectural, social, demographics)</p>	<p>See above</p>	<p>Introduce children to written "sources" (some conflicting) Inference squares Reading pictures Evaluating sources. Target board An ideal... should... And should... And should... Comparison alley Comparison web 8Qs Put centuries along wall- add pictures of transport/inventions etc. Why was there most in 20th C? Tabards to show what happened in different eras</p>	<p>Inference squares Reading photos 8Qs Teach map skills (symbols, key, scale, compass directions, 4 fig grid ref) Map Bingo Jigsaw Maps</p> <p>Fieldwork Society resources Animoto – give a picture speech/introduction/instruction Scale- if 1 cube is 1 x. How many cubes represent the height of the mountain?</p>	<p>Inference squares Reading photos & pictures Evaluating sources. Target board An ideal... should... And should... And should... Comparison alley Comparison web 8Qs Shipyards</p>
<p>Ongoing teaching</p>	<p><i>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></p> <p>Specifically, being able to name and locate major cities as well as counties that border the local area (Tyne and</p>	<p><i>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p>			

	<p>Specifically, children must build on prior learning of different regions and be able to name most European capitals as well as place major Western European countries on a map accurately as well as some Eastern European countries and Russia.</p>	<p>Wear, Northumberland, Cumbria, County Durham). Cities that must be placed roughly (i.e. in the correct part of the country) Capitals from KS1, Manchester, Birmingham, Bristol, Glasgow, Liverpool, Sheffield, Leeds, Leicester, Nottingham, Aberdeen</p>	<p>Specifically, children must be able to place major North, Central and South American countries as well as name some of the larger capitals. They should also be able to identify some larger Asian countries, particularly India and China, as well as building on an understanding of Northern African countries due to the link with Egypt.</p>
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Chestnut Class Year 2 of 2	Autumn Term		Spring Term		Summer Term	
Topic Title	Stone age	Local study: Regional Comparisons	What impact did Roman invasions have on Britain?	The Socio-Economics of the Amazon Rainforest	The Tyne	Anglo Saxons
History/Geography concept	Chronology, change and continuity		Historical significance	Location and place	Human and physical	Cause & Consequence
History/Geography Skills	Creating scaled timelines, use of evidence.		Use of evidence Scaled timeline	Mapping Understanding geographical decisions.	Intro to OS maps including scale, distance and directions. Fieldwork	
Geographical/ Historical Literacy	Understand how historians and archaeologists make historical decisions about events from a long time ago.		Using sources to reference, children to write as historians to argue the impact the Romans had	Make an action plan for change on different levels that impacts the Amazon Rainforest.	Analyse how and why people have been impacted and why by the Tyne	
NC	NC1- Changes in Britain from Stone Age to Iron Age		NC2- Roman Empire and its impact on Britain NC2c- Successful invasion by Claudius	NC1- locate countries using maps to focus on South America NC3 Lat, long, equator, northern hemisphere, southern hemisphere, tropics of c&c. NC4- sim & dif of region of UK and region of S America NC5a- Physical Geog- Climatic zones, rivers NC5b- Physical Geog, Land use, economic activity, trade links and distribution of natural resources NC6- use maps, atlases, globs and digital mapping to locate countries and describe countries of Amazon	NC2- geographical regions, features, topographical features, land use patterns and how these have changed over time NC8 – use fieldwork to observe and present (River Cruise) NC5a/b Human & physical Geog (Trade links, 4 figure grid ref, Compass, OS, Fieldwork-graphing) NC6- maps and digital mapping	
Specificity Historical/ Geographical vocabulary to teach	Pre-history Beaker period Stone Age Bronze Age Iron Age		Invasion Defence Strategy Legacy Legion Barracks Granary Latrine	See KO	Source Mouth Flow Width Quay Reservoir (Kielder)	I

			bathhouse Military			
Why this? Why now?	Builds upon chronological understanding. Precursor to Roman invasion topic. Helps children place concept of change in wider context. Develops and builds upon source analysis skills.		Wider local area Y4 Transition topic Very significant for local area Progression from other local studies		Fieldwork opportunities at all stages of the Tyne. Builds outwards – gives in depth geographical knowledge beyond Newcastle	
Potential Enhancements	Non-fiction texts for different audiences		Vindolanda	Visitor Clips online Immersive classroom Zoolab- Amazon creatures	WRMH- Statistics	
Core subjects application	Roy Lawson (historian) Places of local interest		Roman myths (linking back to Greece) WRMH- Roman numerals	Environmental improvements Science – link to living things and their habitats RE – Noah's Ark.	River Cruise from Quay to Sea Kielder	
Proposed Lesson Progression and Justification	<p>TN: This is a very broad topic – caution should be exercised to not overwhelm children with information. Conclusions about this period are hotly debated due to the issues of evidence – this is the focus of the unit. This unit is also entirely Britain-focused.</p> <p>Note that the 'Stone Age' is actually divided into other periods – avoid going into this with children. It is best to start in the 'Neolithic' period (children do not need to know this term) which was when humans first began to farm.</p> <ol style="list-style-type: none"> 1. Create an accurate timeline and understand just how long ago the Stone, Bronze and Iron ages were. <p>Children should understand that the division between the three periods is arbitrary to a certain degree. Children must not be given strict 'end points' – link it back to Y2 when invaders of Britain overlapped.</p>	1.	<p>TN: Consider the timetable for transition and whether limited lessons need to be given. The following lesson plans can be condensed if need be.</p> <p>Children should build upon their understanding of the geography of the North East and the wall's location. Whilst not a chronological study, a given timeline will be useful so children understand the way Romans did not conquer the whole of Britain nor was their conquest complete from first landing</p> <ol style="list-style-type: none"> 1. Understand what Britain was like prior to Roman invasion 2. Examine sources that explain Caesar's attempted invasion of Britain 3. Understand the impact of Claudius's invasion 	<p>TN: The recent history of deforestation and the political effects this is having is a good starting point as it is rarely out of the news. Climate change will also need some basic exploration prior to learning. Ensure that children know that, whilst not all scientists agree, there is a broad consensus that climate change is occurring due to human-made decisions.</p> <ol style="list-style-type: none"> 1. Locate the Amazon rainforest on a map, locating it alongside the equator, the Tropics of Cancer and Capricorn, and countries. Ensure children know it is not simply Brazil that has the Amazon. Pick up ideas around 	<p>TN: This topic is an opportunity to further embed ideas around physical and human geography but focused more on the concept of cause and effect, asking how life in different places along the Tyne is similar and different. Fieldwork is an essential aspect of it and there should be at least two opportunities.</p> <ol style="list-style-type: none"> 1. Understand the features of rivers. <p>This lesson should focus on key aspects of the Tyne but also general terminology required to understand. Children should know that rivers go downstream from a source towards a mouth. They should note that the Tyne has two sources as it is actually the confluence of two rivers. They should look at wider maps. They</p>	

	<p>It is like that but on a much larger scale. Link to classroom timeline.</p> <p>2. Understand what we actually know about the Stone Age. Examine a range of sources and what they may say. Deliberately make it challenging initially. Discuss what archaeologists do (building upon Ancient Egypt) topic. Children should look at what life was like for humans back then and note that the lack of writing or buildings make the job of historians all the harder, hence the issues with sources.</p> <p>3. Examine the discovery of Skara Brae and the conclusions archaeologists can make from it.</p> <p>4. Analyse why and how much life changed as Britain entered the Bronze Age. Children should first be exposed to what bronze actually is. Discuss how this impacted life. Look at sources – there is a lot of evidence of bronze decorative items. Link to looking at similar objects in Ancient Egypt topic and what this tells us about life in the Bronze Ages.</p> <p>5. What exactly is Stonehenge for? This is a prime opportunity for further exploration of the difficulties of archaeology.</p>		<p>4. Identify the reasons for the building of Hadrian's Wall VISIT: Vindolanda</p> <p>5. Examine a range of sources about Roman Britain</p> <p>6. Examine sources from <i>after</i> the invasion</p> <p>End point: Explain the impact the Romans had on Britain Children should independently choose from what they have studied to pick key points: they should reference specific sources to prove their points and make contestable points (e.g. 'X was the most important thing the Romans did').</p>	<p>climate zones from Greece topic.</p> <p>2. Understand the physical geography of the Amazon Rainforest. This should be based on now, rather than over time. Reiterate climate zones, vegetation, animal habitats and the role of the Amazon as 'lungs'.</p> <p>3. Understand the human geography of the Amazon Rainforest. Children should look at tribes peoples and industry. Again, this isn't about seeing the direct links yet. Trade links, the history of South American poverty and its ties to North America should be explored here.</p> <p>4. How has the physical geography of the Amazon Rainforest changed over the past 50/100 years? Why?</p> <p>5. How do actions in Acomb affect the Amazon Rainforest?</p> <p>This lesson is the crucial lesson that is about seeing the worldwide ties between the human geography in South America that affects the physical geography of the rainforest being</p>	<p>should also look at the scale of the Tyne itself.</p> <p>2. Analyse the route of the North Tyne Children should look at a range of different maps and examine what it is like along the Tyne. They should track an aspect of it, particularly near the meeting of the North and South rivers. They should examine land use patterns and topography in some areas, noting major and minor settlements. A certain degree of history may be required.</p> <p>3. Analyse the route of the South Tyne.</p> <p>Land use</p> <p>4. Examine the Tyne confluence</p> <p>5. Flooding along the Tyne</p> <p>6. Fieldwork: land use patterns where the rivers meet/flooding</p> <p>QUESTION AND PURPOSE OF FIELDWORK! Children could examine a wide range of different aspects, but suggestion would be noting what is immediately situated next to the Tyne and identifying how physical</p>	
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<p>Suggested potential activities and resources</p>	<p>Link to Biblical timeline- Paul Understand a range of key Ancient Greek Myths (Theseus and the Minotaur, Pandora's Box) Use Mythology studies to interpret modern day British literature</p>		<p>Recap and identify causes and consequences (multi causal) and links/impact Introduce Cause-consequence-influence. Which is the most important? How do you know? Diamond 9 Evaluating sources. Target board An ideal... should... And should... And should... 8Qs Timeline (large scale) emphasise period between events e.g. 17 years between 1st invasion & boudica, Entire life span between RomanS starting to leave and troops gone. Could someone have seen the first invasion and xx? Why not? Emphasis generations (15) during Roman period</p>	<p>Inference squares Reading photos Challenge stereotypes- Amazon or not? Maps from memory Most likely to... Map & thumbnail images Data from Brazil (temperature/population/rainfall/climate zones/choropleth/topography maps etc) Maps (outline, topographical, etc to layer up on tracing paper) Scale- if 1 cube is 1 mile. How many cubes represent the width of the mouth of the Amazon river? How many times could UK fit into mouth of Amazon? Compare River journey to that of the Tyne (Year 3 link) Compare NE of England to a region of the Amazon (basin)</p>	<p>Sequence location- the Tyne is in Northumberland & Newcastle is in Tyne & Wear which is in England which is in UK which is in Europe Challenge stereotypes- Tyne or not? Inference squares Reading photos 8Qs Teach map skills (symbols, key, scale, compass directions, 4 fig grid ref) Map Bingo Jigsaw Maps 20/50/100 mile radius from school- what's inside the circle? Look at maps where buildings come up to Cooperage/maps of Quayside/mouth of Tyne Fieldwork Society resources Animoto – give a picture speech/introduction/introduction Scale- if 1 cube is 1 metre. How many cubes represent the width of the Tyne a x, y and z points? Compare human and physical features of Tyne & Nile Alternative End point: Describe the journey of the Tyne, from sources to mouth</p>	
<p>Ongoing teaching</p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i> Continue to build upon Year 3's knowledge of major cities, but this time ensure children understand major counties beyond the local area. First, begin by children understanding terms for regions – this should include the following:</p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i> Link previous learning of cities to their respective counties, but must be able to roughly place most English counties within regions of England e.g. knowing that Devon is in the South West, or Lancashire is near</p>	<p><i>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i> Reiterate prior learning whilst also exploring the following: Major rivers of the UK and their connection with major cities, including: Severn, Tweed, Thames</p>			

	<p>South West, South East, West Midlands, East Midlands, North East, North West (England); Highlands, Lowlands and Islands (Scotland); For Wales, focus on placing Snowdonia and Brecon Beacons.</p> <p>Children should also be able to place Ben Nevis as within the Scottish Highlands and Scafell Pike as within Cumbria and other landmarks that are of interest to the class (you could choose frequent destinations, or the family origins of yourself or other children within the class etc.)</p>	<p>Manchester in the North West. Children must be able to identify Cornwall as the southwestern tip, as well as Kent and the English Channel as the sea border with Europe, and major cultural geographical places such as Land's End to John O'Groats, the Isle of Wight, Isle of Man, and some Scottish islands, including the Outer Hebrides and Shetland Islands.</p> <p>Children should be made comfortable with the differences between Great Britain, United Kingdom (of GB and NI) and the British Isles (as well as understanding that there has been historic conflict between Britain and Ireland and that this term is disputed by some Irish people).</p>	<p>(specifically away from London), Trent, Mersey, Clyde</p> <p>Major national parks and areas of Outstanding National Beauty, including: Loch Lomond and the Trossachs, Cairngorms, North Yorkshire Moors and Yorkshire Dales, Lake District, Peak District, the Cotswolds, Exmoor, Dartmoor and the New Forest.</p>
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