

ONE VOICE HISTORY AND GEOGRAPHY AT TORKINGTON PRIMARY SCHOOL



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INTENT

History and Geography



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INTENT- History and Geography



Years 1-6 have implemented the Pearson History and Geography “Active Learn” scheme into their humanities curriculum. The intent of the scheme is to support the creation of confident and knowledgeable young historians and geographers, who access learning experiences that encourage an enthusiasm for and enjoyment of these subjects. EYFS to continue with current scheme of learning, content to be reviewed in collaboration with humanities coordinator during the Spring term.

The KS1 curriculum builds disciplinary knowledge through a focus on developing subject specific concepts, like evidence and decision making, so that children enter KS2 ready to engage with more substantive knowledge, and leave primary school ready for the secondary school Humanities curriculum. While there are fewer units for KS1, in combination with the Concept Toolkits, there is a powerful KS1 curriculum.

There are more practical activities in KS1, with more opportunity to develop procedural knowledge (how to be a geographer/historian) and, while there is also retrieval practice, there are fewer written activities, and more dependence on visual cues.

By providing a chronological approach to History units covered in KS2, children will experience a sense of their British and cultural identities in a global context, across time.

Learning reviews are carried out at the end of each lesson, allowing the children to reflect on their learning supported by lines of questioning influenced by the learning objectives found within the knowledge organiser for each unit

INTENT- SEND

History and Geography are taught whole class – the skills and knowledge the children develop during their humanities lessons are delivered through a progressive curriculum. These skills are revisited and built upon year on year across a variety of unit areas. Intervention is made at the point of need for each child, based on teacher/TA judgment. The new Pearson scheme is aided through the use of technology – teachers are developing their ability to deliver their lessons electronically, making use of the school iPads. Our SEND children have benefited significantly from this change in approach, as the resources are more accessible and their presentation can be altered to make them more suitable to the individual.



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▶ Lesson Structure

- ▶ Our aim is to develop the children's ability to demonstrate subject-specific knowledge and be able to draw upon what they have learned. Every KS2 lesson begins with retrieval practice from prior learning and crucial components are emphasised and repeated. In KS1, while pupil learning is captured in their workbooks, more of the learning is done as part of group, or in teacher directed learning.
- ▶ The aim of each lesson is to include meaningful activities that are relevant to the children's learning - For KS2, activities, reading, assessments are designed for individual learning and reflected in the pupil workbooks. Teachers are encouraged to support their lessons using accompanying slides, however it may also be appropriate to teach directly from the child workbook where necessary.
- ▶ KS2 teachers are encouraged to explore delivering the lesson alongside the children making use of iPads to mirror what is being taught on the board, allowing them to carry out research tasks whilst collaborating with their talk partner.

Assessment



- ▶ Years 3 to 6 complete mid-unit assessments at the end of lesson 3 of each unit to check understanding for formative purposes, whereas year groups 1-6 all complete end of unit assessments at the end of lesson 6 to provide a summative record of assessment and can be used to guide future planning.
- ▶ Learning reviews take place at the end of each lesson to gauge understanding and provide children with the opportunity to link their learning to their knowledge organiser. Humanities in EYFS is teacher assessed where necessary.

IMPLEMENTATION- DT

Whole School History and Geography

This whole school progression allows for the children to build a solid foundation of skills that is then development and enhanced as they move through each key stage. The skills the children learn in each lesson are based around the main elements of the History and Geography curriculum.



Skill	Unit	Year Group Progression
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Medieval Monarchs Benin Kingdom Changing Britain	All units across KS2
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Benin Kingdom Medieval Monarchs	Prehistoric Britain – Year 3 Romans – Year 4 Civil Rights – Year 6 Industrial Revolution – Year 6 20 th Century Conflict – Year 6
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Medieval Monarchs Benin Kingdom	Prehistoric Britain – Year 3 Shang Dynasty – Year 3 Ancient Greece – Year 3 Romans – Year 4 Anglo-Saxons – Year 4 Vikings – Year 4 Civil Rights – Year 6 20 th Century Conflict – Year 6 Industrial Revolution – Year 6

Skill	Unit	Year Group Progression
Pupils should develop knowledge about the world, the United Kingdom and their locality.	Comparing countries of the UK Hot and cold places	Year 1 - Weather and fieldwork
Pupils should understand basic subject-specific vocabulary relating to human and physical geography.	Comparing countries of the UK	Year 1 - Weather and fieldwork
Pupils should begin to use geographical skills, including first-hand observation, to enhance their local awareness.	Comparing countries of the UK	Year 1 - Weather and fieldwork
Local knowledge: name and locate the world's seven continents and five oceans.	Hot and cold places	None
Local knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Comparing countries of the UK	Year 1 - Weather and fieldwork
Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.	Comparing countries of the UK	None
Human and physical geography: identify	Hot and cold places	Year 1 - Weather and fieldwork

Skill	Unit	Year Group Progression
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Prehistoric Britain Shang Dynasty Ancient Greece	All units across KS2
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Prehistoric Britain – Year 3	Romans – Year 4 Benin Kingdom – Year 5 Medieval Monarchs – Year 5 Civil Rights – Year 6 Industrial Revolution – Year 6 20 th Century Conflict – Year 6
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Prehistoric Britain – Year 3 Shang – Year 3	Anglo Saxons – Year 4 Romans – Year 4 Vikings – Year 4 Benin Kingdom – Year 5 Medieval Monarchs – Year 5 Industrial revolution – Year 6 Civil Rights – Year 6 20 th Century Britain – Year 6

Curriculum Overview

Torkington History and Geography Overview



	Autumn	Autumn	Spring	Spring	Summer	Summer
Year 1	How should we remember Pocahontas?	Hazel Grove	Great Fire of London	Weather and Fieldwork	Great Explorers	Where does food come from?
Year 2	Manchester Then and Now	Comparing countries of the UK	Travel and Transport	Hot and Cold Places	Pompeii	The Geography of Kampong Ayer
Year 3	Prehistoric Britain	Villages, towns and cities	Shang Dynasty	Mountains, Volcanoes and earthquakes	Ancient Greece	Water and weather
Year 4	Roman Britain	Rivers	Anglo-Saxons	Migration	Vikings	Natural Resources
Year 5	Benin Kingdom	Slums	Medieval Monarchs	Biomes	Changing Britain	Energy and Sustainability
Year 6	Industrial Revolution	Local Fieldwork	Civil Rights	Population	20 th Century Conflict	Globalisation

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- ▶ As we have recently incorporated this new Pearson scheme into our curriculum, measurement of its impact is an ongoing process.
- ▶ Our curriculum's effectiveness in delivering its aims will be formally reviewed following a full implementation cycle, which will include pupil voice, staff voice and book looks.



IMPACT - PUPIL VOICE/BOOK LOOK



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IMPACT - STAFF VOICE



NEXT STEPS:

