



**History Curriculum  
at Our Lady of the  
Rosary Primary  
School**

# Progress

In the revised 2019 Education Inspection Framework and the 2021 Handbook progress is redefined as:

**‘pupils knowing more and remembering more’**

# Sequencing learning for SEND pupils

Expectation that deep consideration has been given to the needs of pupils with SEND and that learning is being sequenced appropriately for them

## Key Performance indicators

- On the whole, pupils with SEND follow the same content as their peers
- There is effective support provided, through differentiation or support, to allow SEND pupils to access the content for their year group
- Intervention is well organised and flexible enough to allow support to be available, when needed
- The progress made by SEND pupils, as measured by their ability to **know more and remember more**, is positive
- SEND pupils can talk with some authority about the learning they have experienced
- There is enough flexibility in the planning to allow some SEND pupils to take more time over certain aspects of learning that has interested them
- If need be, more time is taken to link the new learning to their prior learning in an attempt to engage SEND pupils more rapidly

# Core Concepts

## History

**Chronology**

time

influence

Construct arguments

**Communicating history**

Ask and answer questions

terms/ vocab

Knowledge and understanding

**Investigate the past**

Enquiry/Sources

Cause and consequence

**Think like a historian**

Similarity and difference

Continuity and change

Significance

# LT Overview

Curriculum Design Y1-6		Core Units	
		Autumn Curriculum theme 1	Summer Curriculum theme 2
Upper KS2	Y6	Conflict through time	Crime and punishment through time
	Y5	Local study of Anglo Saxon and Viking Britain	Early Islamic Civilisation
Lower KS2	Y4	Roman Empire and its impact on Britain	Ancient Egypt
	Y3	Stone Age to Iron Age	Ancient Greece
KS1	Y2	Comparing Queens	Great Fire of London
	Y1	Back to Beamish	Space Mission

# History Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What has changed in my lifetime?</p> <p>Who are the significant people in my life?</p> <p>How have the things we use today changed since my parents were young?</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>What was County Durham like in the Victorian period?</p> <p>How has transport changed over time?</p>	<p>How are the reigns of Queen Elizabeth 1, Queen Victoria and Queen Elizabeth 11 the same or different?</p>	<p>How did Britain change between the beginning of the Stone age and the end of the Iron age?</p>	<p>How did Britain change between the end of the Iron age and the end of the Roman occupation?</p>	<p>How did Britain change between the end of the Roman occupation and 1066?</p> <p>What impact did the AS have on England during their time?</p>	<p>How has the nature and impact of conflict changed over time?</p>
<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Who was Neil Armstrong?</p> <p>How did he change the history of space travel?</p>	<p>What was the Great Fire of London?</p> <p>What lessons have we learned from the Great Fire of London?</p>	<p>What did the Ancient Greeks bring to the world?</p>	<p>Who were the Ancient Egyptians and what were their major achievements?</p>	<p>What did the Ancient Islamic civilization give our world?</p>	<p>How has the nature and impact of crime and punishment changed over time.</p>

# Long-term overview for HISTORY

YEAR 1

**What is different about life in the 1900s and now?**

Know some things were different in the past

Know how schools were different to what they are like now

Know that vehicles operated differently in the past to what they do now

Know how homes have changed since Victorian times?

Know how toys have changed since the past

Know how jobs have changed since the past

## Chronology

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past
- Begin to appreciate the difference between long ago and very long ago
- Know where the people and events studied fit into a basic timeline
- Able to point out a few similarities and differences between ways of life from the 1900s to now
- Able to order a few events and artefacts from the recent past
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

## Investigating

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and says how it can be used to find out about the past
- Understand some ways we find out about the past
- Recognise the importance of basing ideas on evidence
- Develop the idea of presenting an idea and raising questions about the past

## Communicating

- Describe similarities and differences between now and the 1900s
- To begin to reflect on the significance of what has been learnt from the past
- To develop an awareness of the past and comment on how they found they found out

# Long-term overview for HISTORY

YEAR 1

## Who was Neil Armstrong?

Know who Neil Armstrong was

Explain what Neil Armstrong did.

Know about some of the achievements of Neil Armstrong and his team.

Why is Neil Armstrong remembered today?

How has space travel changed since the time of Neil Armstrong?

### Chronology

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past
- Begin to appreciate the difference between long ago and very long ago
- Know where the people and events studied fit into a basic timeline
- Able to order a few events from the recent past.

### Investigating

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and says how it can be used to find out about the past
- Understand some ways we find out about the past
- Recognise the importance of basing ideas on evidence
- Develop the idea of presenting an idea and raising questions about the past.

### Communicating

- Describe similarities and differences between space travel now and the 1960s
- To begin to reflect on the significance of what has been learnt from the past
- To develop an awareness of the past and comment on how they found they found out
- To develop an understanding of the lives of significant individuals from the past.



# Long-term overview for HISTORY

## YEAR 2

### How are the reigns of Queen Elizabeth 1, Queen Victoria and Queen Elizabeth 11 the same or different?

Know what a monarch is

Place the reigns of Queen Elizabeth 1, Queen Victoria and Queen Elizabeth 11 in chronological order on a timeline

Recall key knowledge about the lives of each queen.

Describe aspects of each Queen's reign, which have national/international significance i.e. The Spanish Armada (Queen Elizabeth) and The British Empire (Queen Victoria).

Recognise some similarities and differences between Elizabethan and Victorian England and how these are the same/different to today.

#### Chronology

#### Communicating History

#### Investigating the past

#### Thinking like a historian

Understand that our present/current Queen has been queen for a long time (longest reigning monarch).

Place the reigns of the Queens in order; know who was the 'earliest' and who is the most recent.

Sequence events from the lives of queens.

Ask and answer questions about the lives of significant individuals and the time periods in which they lived.

Use historical vocabulary.

Identify 'clues' which tell us that someone is from the past, and begin to compare these e.g. from portraits/ photographs.

Use sources and facts to describe aspects of life during Victorian and Elizabethan times.

Identify what makes each queen significant/ what they are remembered for.

Identify similarities and differences between the reigns of each queen.

Identify similarities and differences between the periods in which they lived.

# Long-term overview for HISTORY

YEAR 2

## What was the Great Fire of London?

Make detailed comparisons between London today and London in 1666.

Describe and order the events of the Great Fire of London.

Describe the role of Samuel Pepys' diary as a source of evidence.

Explain how fire safety changed and improved after the Great Fire of London.

Chronology	Communicating History	Investigating the past	Thinking like a historian
<p>Place the events of the Great Fire of London in chronological order.</p> <p>Use historical language to talk about events and when the fire happened e.g. before, then, now, century, after.</p>	<p>Ask and answer questions about the lives of significant individuals including Samuel Pepys.</p> <p>Discuss and reach conclusions about the accuracy of historical sources of evidence.</p> <p>Use historical vocabulary.</p>	<p>Identify various historical sources of evidence, understanding what individual sources tell us about the past.</p> <p>Use eye-witness accounts and paintings to understand why the fire spread so quickly.</p> <p>Investigate and describe how fire fighting has developed since the Great Fire.</p>	<p>Make comparisons between London in 1666 and London today.</p> <p>Understand how the landscape of London changed dramatically after the fire.</p> <p>Describe the impact of the Great Fire of London and how actions taken afterwards ensure another similar event could not happen again.</p>

# Long-term overview for HISTORY

YEAR 3

## What have the Ancient Greeks achieved?

Know aspects of Ancient Greek life including their beliefs.

Understand the significance of certain individuals and their impact.

Recall key knowledge about the Ancient Greeks.

Describe what the Ancient Greeks achieved and their impact on our lives today.

Chronology	Communicating History	Investigating the past	Thinking like a historian
<p>Pupils place the Ancient Greeks in time, discussing their chronology on a timeline in relation to other time periods.</p> <p>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</p> <p>Pupils identify the influence the Ancient Greeks have had on modern day life.</p>	<p>Ask and answer questions.</p> <p>Construct arguments and reach conclusions.</p>	<p>Interpretation of evidence through analysis of historical sources from the time.</p> <p>Making inferences from sources about what they tell us about the past.</p> <p>Conduct historical enquiry about the reliability of sources.</p>	<p><b>Change and continuity</b> - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods? How was this change brought about?</p> <p><b>Cause and consequence</b> - what were the causes of events in the past and their effects?</p> <p><b>Significance</b> - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?</p>

# Long-term overview for HISTORY

YEAR 3

## What was it like in prehistoric times?

Know what is meant by 'pre-history'

Place the Stone Age (3 periods), the Bronze Age and the Iron Age in chronological order on a timeline

Using a case study, explain what the evidence tells us about pre-historic times.

Know key changes that occurred from the Stone Age, through the Bronze Age and the Iron Age

### Chronology

Pupils place events on a timeline, detailing the shift from the Stone Age → Bronze Age → Iron Age.

### Communicating History

The children will recognise connections, contrasts and trends over time and they will begin to use the appropriate historical terms/vocabulary.

They will ask and answer historically valid questions about change, cause, similarity and difference, and significance.

They will begin to make informed responses based upon relevant historical information.  
They will begin to understand how our knowledge of the past is constructed from a range of sources.

### Investigating the past

Pupils explore life and some of the achievements from each of the 3 Ages  
They will identify how we know about this period of history (refer to the limited evidence base)

### Thinking like a historian

**Cause and effect** - What were the causes of past events? What were the effects? Who or what made the change happen?

**Change and continuity** -What changed/ remained the same? Who benefited/did not benefit and why?

**Using the past** - How does the past help us to make sense of the present?

**Through their eyes** - How do you think people in the past viewed their world? What values, skills and knowledge did people need to succeed/survive?

# Long-term overview for HISTORY

## YEAR 4

### What was the impact of the Roman Empire on Britain?

Know who the Romans were and why they invaded Britain and settled there.

Know why the Roman army was so successful.

Know key figures and events of this time and make links between the Romans and Britain today.

Know terms such as invasion and settlement

Know ways in which Britain has been influenced by the wider world.

#### Chronology

Show their increasing knowledge and understanding of the past by:  
Using specialist dates and terms, and by placing the Romans and events studied into different periods (century, decade, Roman, BC, AD, BCE, CE...).  
Making some links between and across periods from Iron Age to Roman invasion and settlement, including aspects such as the differences between clothes, food, buildings or transport.  
Identifying where the Roman period fits into a chronological framework by noting connections, trends and contrasts over time

#### Communicating History

Ask and answer questions using appropriate historical language and specialist terms. Construct responses that are formed from relevant historical facts and sources.  
  
Demonstrate a knowledge of how things change over time using relevant historical data and terms, including dates and terminology.

#### Investigating the past

Interpretation of evidence and enquiry (source tasks)  
  
Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.  
  
Understand some of the methods of historical enquiry, how evidence is used to make historical claims.

#### Thinking like a historian

**Change and continuity** - what has changed or remained the same within this period and between others? Are there similarities/differences between certain periods/societies? How was this change brought about?

**Cause and consequence** - what were the causes of events in the past and their effects? Identify and give reasons for and results of historical events, situations and changes.

**Significance** - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?

# Long-term overview for HISTORY

## YEAR 4

### Who were the Ancient Egyptians and what were their major achievements?

Know who were the Ancient Egyptians.

Explain what happened during this period.

Know why the River Nile was so crucial to the existence of the Egyptians.

Know why the Egyptian gods and goddesses were so important to the Egyptians.

Know major achievements of the Ancient Egyptians

#### Chronology

Pupils explore where the Ancient Egyptian era sat in relation to other major historical events.

Pupils use timelines to help them develop a chronological knowledge of when the major events during this time period occurred.

#### Communicating History

Pupils explore new key vocabulary so that they are familiar with it to be able to use it fluently in their work.

They will also ask and answer key questions throughout the topic whilst developing a chronological understanding of this period in history.

#### Investigating the past

Pupils will be presented with varying sources and will interpret these to gather more information.

They will begin to critically evaluate the reliability of each source they encounter.

#### Thinking like a historian

Pupils will use source material to **compare** and **contrast** what life was like.

They will also explore the **cause and effects** of key events that occurred during this period.

Finally, they will conclude the unit by critically evaluating the **significance** of the major achievements.

# Long-term overview for HISTORY

YEAR 5

## How did life change for the Anglo Saxons in the North East of England?

Know who the Anglo Saxons were.

Explain why they invaded Britain.

Understand how Christianity arrived in England (link to Romans).

Know the significance of certain individuals and places of heritage.

Know how life changed during this time.

### Chronology

Pupils place the Anglo Saxons in time, discussing their chronology on a timeline in relation to other time periods.

Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.

Pupils identify the influence the Anglo-Saxons had on England during their time.

### Communicating History

Use historical terms and vocabulary

Ask and answer questions.

Construct arguments and reach conclusions.

### Investigating the past

Interpretation of evidence through analysis of historical sources from the time.

Making inferences from sources about what they tell us about the past.

Conduct historical enquiry about the reliability of sources.

### Thinking like a historian

**Change and continuity** - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods? How was this change brought about?

**Cause and consequence** - what were the causes of events in the past and their effects?

**Significance** - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?

# Long-term overview for HISTORY

## YEAR 5

### Why was the Islamic civilisation a significant turning point in history?

Know when and how the Early Islamic Civilisation began.

Know about Prophet Muhammad and his importance

Pupils can explain why the establishment of Baghdad is so significant to the rise of the Early Islamic Civilisation.

Know what the House of Wisdom was and what happened to it

Know who led the Early Islamic Civilisation after Muhammad's death.

Know why the Early Islamic Civilisation was a significant turning point in history.

#### Chronology

Pupils explore where the Early Islamic Civilisation sat in relation to other major historical events.

Pupils use timelines to help them develop a chronological knowledge of when the major events during this time period occurred.

#### Communicating History

Pupils spend time exploring the new key vocabulary so that they are familiar with it to be able to use it fluently in their work.

They will also ask and answer key questions throughout the topic whilst developing a chronological understanding of this period in history.

#### Investigating the past

Pupils study varying sources and will interpret these to gather more information.

They will begin to critically evaluate the reliability of each source they encounter.

#### Thinking like a historian

Pupils will use source material to **compare** and **contrast** what life was like in Baghdad to London.

They will also explore the **cause and effects** of key events that occurred during this period.

Finally, they will conclude the unit by critically evaluating the **significance** of this period in time.



# Long-term overview for HISTORY

## YEAR 6

### How has the nature and impact of conflict changed over time?

Pupils know different conflicts that have taken place throughout time and have a secure understanding of where these different historical periods can be placed in relation to one another.

Pupils understand the advances in weaponry and tactical warfare that have taken place from the prehistoric era right through to the modern era.

Pupils understand how similarities and differences can be drawn between warfare in different periods.

Children evaluate the effectiveness of tactics and weaponry and consider the scale and impact of many different conflicts through time.

Finally, pupils will bring all of their learning together to be able to analyse how the nature and impact of conflict has changed over time.

Chronology	Communicating History	Investigating the past	Thinking like a historian
<p>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</p> <p>Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.</p>	<p>Use of historical terms and vocabulary</p> <p>Ask and answer questions.</p> <p>Construct arguments and reach conclusions.</p>	<p>Interpretation of evidence through analysis of a variety of historical sources from the time.</p> <p>Making inferences from sources about what they tell us about the past.</p> <p>Conduct historical enquiry and critically evaluate the reliability of sources.</p>	<p><b>Change and continuity</b> – pupils consider the changes in weaponry and tactical warfare between different historical periods. Pupils consider if there are any similarities/ differences between certain periods and if so, how these changes came about.</p> <p><b>Cause and consequence</b> - children will consider the causes of many different conflicts and their effects - both the consequences on military success and for civilians.</p> <p><b>Significance</b> - children to consider the significance of certain people and events. They will evaluate the effectiveness of weaponry and warfare across several historical periods and think about how our understanding of the past helps us to make sense of the present.</p>

# Long-term overview for HISTORY

## YEAR 6

### How has crime and punishment changed over time?

Pupils know what is meant by the terms 'crime' and 'punishment' and how societies' views have changed over time.

Pupils recognise similarities and differences between what is considered a crime and identify how the level and severity of punishment has changed over time.

Pupils explain how the tolerance and attitudes towards crime and punishment are linked with changes in different societies and can be linked to social status within the historical periods.

Pupils consider the scale of punishment assigned to similar crimes over time and evaluate the impact and fairness of the punishment levied.

Finally, pupils will bring their learning together to be able to analyse how the nature and impact of crime and punishment has changed over time.

#### Chronology

#### Communicating History

#### Investigating the past

#### Thinking like a historian

Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.

Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.

Use of historical terms and vocabulary

Ask and answer questions.

Construct arguments and reach conclusions.

Interpretation of evidence through analysis of a variety of historical sources from the time.

Making inferences from sources about what they tell us about the past.

Conduct historical enquiry and critically evaluate the reliability of sources.

**Change and continuity** - pupils will consider changes in what constitutes a crime and the associated punishments that have been identified in different time periods. Similarities and differences will be explored and identified between the different time periods and an understanding developed to show how and why the changes came about.

**Cause and consequence** - pupils will consider the cause and impact of varying punishments in relationship to the crimes and consider the consequences, if any, on crime prevention.

**Significance** - pupils will consider the significance of the crime within society and whether the level of punishment was reflective of the crime. Consideration will be made around the significance of changing attitudes.

# Historical Knowledge and Skills

## Chronology

- To ensure the pupils have a coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world.

Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>• To appreciate the difference between old and dirty or worn</li> <li>• To know the difference between old and new</li> <li>• To know the difference between long ago and now</li> <li>• To be able to compare old and new objects/ artefacts be able to put up to two artefacts or events in order</li> <li>• To begin to appreciate that their life is different to the lives of people in the past</li> <li>• To understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• Use words like yesterday, last week, old and new</li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate the difference between long ago and very long ago</li> <li>• Remember parts of stories they have read or have had read to them which involve memories about the past</li> <li>• Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</li> <li>• Know that the toys their parents and grandparents played with were different to their own</li> <li>• Organise a number of artefacts by age</li> <li>• Recognise that familiar objects we have today would have been different in the past, i.e., telephone</li> <li>• Know what a number of older objects were used for</li> <li>• Know the main differences between their school days and that of their grandparents</li> <li>• Begins to appreciate what a timeline is by looking at a time line over the past 10 years</li> </ul>	<ul style="list-style-type: none"> <li>▪ To recognise that stories they have read about the past will account for many differences such as the place they lived in and things they used</li> <li>▪ Describe memories and changes that have happened in their own lives;</li> <li>▪ Begin to appreciate the difference between long ago and very long ago</li> <li>▪ To know where the people and events studied fit into a basic timeline</li> <li>▪ To be able to point out a few similarities and differences between ways of life at different times</li> <li>▪ To know about people in the past who have contributed to national and international achievements</li> <li>▪ To be able to order a few events and artefacts</li> <li>▪ Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</li> </ul>

# Historical Knowledge and Skills

## Chronology: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>▪ To begin to understand that the past is divided into different named periods of time</li> <li>▪ To be able to use dates to explain British, local and world history</li> <li>▪ To start using a timeline that identifies different centuries</li> <li>▪ To use appropriate dates and chronological conventions, e.g., BC, BCE and AD</li> <li>▪ To put artefacts or information in chronological order</li> <li>▪ To understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to place events, people and changes of British, local and world history on a timeline</li> <li>• To accurately set out different events onto a timeline</li> <li>• To appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</li> <li>• Know how to use the timeline in relation to the unit being studied.</li> <li>• Use words and phrases: century, decade</li> <li>• Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>• To have a secure understanding of a British timeline that extends from the Stone Age to the present day</li> <li>• To show a chronologically secure knowledge and understanding of local, national and global history</li> <li>• To be able to tell the story of events within and across the time periods studied</li> <li>• To describe connections, contrasts and trends over short and longer time periods</li> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>• Accurately use dates and terms to describe historical events;</li> <li>• Know and describe in some detail the main changes to an aspect in a period of history being studied</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and wider world</li> <li>• To identify specific changes within and across different periods over a long period of history</li> <li>• Use timelines to place events, periods and cultural movements from around the world.</li> <li>• Use timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>• Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>• Name date of any significant event studied from past and place it correctly on a timeline</li> </ul>

# Historical Knowledge and Skills

## Historical Enquiry

Reception	Year 1	Year 2
<ul style="list-style-type: none"><li>• Ask questions or make remarks about illustrations in a book they are reading which may be set in the past</li><li>• Begin to recognise that characters in a book they know acted as they did because it was a long time ago</li></ul>	<ul style="list-style-type: none"><li>• Respond to simple questions about the past</li><li>• Observe and handle artefacts and ask simple questions about the past</li><li>• Offer an opinion as to why something may have happened in the past and why they know</li></ul>	<ul style="list-style-type: none"><li>• Look carefully at pictures and objects to find information.</li><li>• Find answers and respond to simple questions about the past.</li><li>• Choose and select evidence and says how it can be used to find out about the past</li><li>• Understand some ways we find out about the past</li><li>• Recognise the importance of basing ideas on evidence</li><li>• Develop the idea of presenting an idea and raising questions about the past</li></ul>

# Historical Knowledge and Skills

## Historical Enquiry: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Use a variety of sources to collect information about the past</li><li>• Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past</li><li>• Explain that there are different types of evidence and sources that can be used to help represent the past</li></ul>	<ul style="list-style-type: none"><li>• Know the difference between primary and secondary sources of evidence</li><li>• Use a range of sources to collect information about the past</li><li>• Construct informed responses about one aspect of life</li></ul>	<ul style="list-style-type: none"><li>• Recognise when they are using primary and secondary sources of information to investigate the past</li><li>• Select relevant sections of information to address historically valid questions and construct detailed, informed responses</li><li>• Use a wide range of different evidence to collect evidence about the past</li><li>• To be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</li></ul>	<ul style="list-style-type: none"><li>• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</li><li>• Investigate own lines of enquiry by posing historically valid questions to answer</li><li>• To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time</li></ul>

# Historical Knowledge and Skills

## Historical Interpretation

Reception	Year 1	Year 2
<ul style="list-style-type: none"><li>• Know that many of the things we use today would have been different in the past</li><li>• To give a reason for why something has changed between now and the past</li><li>• To look at or touch objects from the past and comment on appearance</li><li>• To recognise that the past is different from today</li></ul>	<ul style="list-style-type: none"><li>• To identify similarities and differences between different times</li><li>• Begin to identify and recount historic details from the past from sources e.g. pictures/stories</li><li>• To begin to understand that an invention can sometime have a positive impact on an artefact we use everyday, for example, television</li><li>• To be able to talk about some people and events that they have studied and give reasons for their actions</li><li>• Consider the differences between 'long ago' and 'now'</li></ul>	<ul style="list-style-type: none"><li>• Recount historic details from eye-witness accounts, photos and artefacts</li><li>• To begin to reflect on the significance of what has been learnt from the past</li><li>• To develop an awareness of the past and comment on how they found they found out</li></ul>

# Historical Knowledge and Skills

## Historical Interpretation: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• To be able to recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied</li> <li>• Start to compare two versions of a past event</li> <li>• Observe and use pictures, photographs and artefacts to find out about the past</li> <li>• Start to use stories or accounts to distinguish between fact and fiction</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past</li> </ul>	<ul style="list-style-type: none"> <li>• Look at more than two versions of the same event or story in history and identifies differences</li> <li>• Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</li> <li>• To begin to talk about the impact of a past action on our lives today</li> <li>• To be able to talk about similarities and differences between different times in the past according to the periods of history studied</li> </ul>	<ul style="list-style-type: none"> <li>• Find and analyse a wide range of evidence about the past</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>• Consider different ways of checking the accuracy of interpretations of the past;</li> <li>• Realise that there is often not a single answer to historical questions</li> <li>• To be able to discuss trends over time</li> <li>• To see the relationship between different periods and the legacy or impacts for people today</li> </ul>	<ul style="list-style-type: none"> <li>• Find and analyse a wide range of evidence about the past</li> <li>• Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>• Consider different ways of checking the accuracy of interpretations of the past</li> <li>• Start to know the difference between primary and secondary evidence and the impact of this on reliability</li> <li>• Show an awareness of the concept of propaganda</li> <li>• Know that people in the past represent events or ideas in a way that may be to persuade others</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Form own opinions about historical events from a range of sources</li> </ul>



# History: Key Stage 1

	Within living memory	Beyond living memory	Lives of significant people	Local history
	<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Know that the toys their grandparents played with were different to their own</li> <li>Organise a number of artefacts by age</li> <li>Know what a number of older objects were used for</li> <li>Know the main differences between their school days and that of their grandparents</li> </ul>		<ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of a famous person, or a famous place, close to where they live</li> </ul>
<b>Year 2</b>		<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born</li> <li>Know what we use today instead of a number of older given artefacts</li> <li>Know that children's lives today are different to those of children a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous</li> </ul>	<ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</li> </ul>

# History: Lower Key Stage 2

CHRONOLOGY (Stone age to 1066)		Beyond 1066	LOCAL STUDY
<ul style="list-style-type: none"> <li>To include:</li> <li>Stone age to Iron age</li> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> </ul>		<ul style="list-style-type: none"> <li>An aspect of theme that takes pupils beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the stone age and the iron age</li> <li>Know the main differences between the stone, bronze and iron ages</li> <li>Know what is meant by 'hunter-gatherers'</li> </ul>		
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>Know how the Roman occupation of Britain helped to advance British society</li> <li>Know how there was resistance to the Roman occupation and know about Boudica</li> <li>Know about at least one famous Roman emperor</li> </ul>		

## History: Lower Key Stage 2

ANCIENT ANCIENTS (approx. 3000 years ago)		ANCIENT GREECE	HISTORICAL ENQUIRY SKILLS
<ul style="list-style-type: none"> <li>• Cover each of and then choose one to look at in depth:</li> <li>• Ancient Egypt</li> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• Shang Dynasty</li> </ul>		<ul style="list-style-type: none"> <li>• Greek life and influence on the Western world</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</li> </ul>
<b>Year 3</b>		<ul style="list-style-type: none"> <li>• Know some of the main characteristics of the Athenians and the Spartans</li> <li>• Know about and can talk about the struggle between the Athenians and the Spartans</li> <li>• Know about the influence the gods had on Ancient Greece</li> <li>• Know about the link between the Ancient Greeks and the modern Olympics</li> <li>• Know at least five sports from the Ancient Greek Olympics</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</li> <li>• Research what it was like for children in a given period of history and present findings to an audience</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.</li> <li>• Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>• Know about the key features of Ancient Egypt</li> </ul>		<ul style="list-style-type: none"> <li>• Research to find answers to specific historical questions about their locality</li> <li>• Know how their locality has been shaped by what happened in the past</li> <li>• Know how historic items and artefacts have been used to help build up a picture of life in the past</li> <li>• Know about the impact that one period of history had on the world</li> </ul>

# History: Upper Key Stage 2

CHRONOLOGY (Stone age to 1066)		Beyond 1066	LOCAL STUDY
<ul style="list-style-type: none"> <li>To include:</li> <li>Stone age to Iron age</li> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> </ul>		<ul style="list-style-type: none"> <li>An aspect of theme that takes pupils beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Know how Britain changed between the end of the Roman occupation and 1066</li> <li>Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>Use a time line to show when the Anglo-Saxons were in England</li> <li>Know where the Vikings originated from and show this on a map</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>		<ul style="list-style-type: none"> <li>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>Local case study-Lindisfarne Priory</li> </ul>
Year 6		<ul style="list-style-type: none"> <li>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>know how Britain has had a major influence on the world</li> </ul>	

## History: Upper Key Stage 2

CIVILIZATIONS from 1000 years ago		HISTORICAL ENQUIRY SKILLS
<ul style="list-style-type: none"> <li>• Choose one of:</li> <li>• Mayans</li> <li>• Islamic Civilizations</li> <li>• Benin Civilization</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</i></li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Know about the impact that one of the following ancient societies had on the world: the Mayan civilization</li> <li>• Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events from the past using dates when things happened</li> <li>• Know how an event or events from the past has shaped our life today</li> <li>• Draw an accurate timeline with different historical periods showing key historical events or lives of significant people</li> <li>• Know how crime and punishment has changed over a period of time</li> <li>• Know how Britain has had a major influence on the world.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people.</li> <li>• Know about the main events from a period of history, explaining the order of events and what happened.</li> <li>• Know that many of the early civilizations gave much to the world</li> </ul>
<b>Year 6</b>		<ul style="list-style-type: none"> <li>• Draw an accurate timeline with different historical periods showing key historical events or lives of significant people</li> <li>• Know how crime and punishment has changed over a period of time</li> <li>• Know how Britain has had a major influence on the world.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people</li> <li>• Research in order to find similarities and differences between two or more periods of history.</li> <li>• Know how to place features of historical events and people from the past societies and periods in a chronological framework.</li> </ul>



**Geography  
Curriculum at Our  
Lady of the Rosary  
Primary School**

# Why study geography?



*DfE, 2013*

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.”

**Inspire in pupils a curiosity about the world and its people**

**Knowledge about diverse places, people, resources and natural and human environments**

**Enduring awareness, responsibility and tolerance for the world around us**

**Creating global citizens**

# What is geography?



“Geography puts the understanding of social and physical processes **within the context of place** - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.”

*RGS, 2015*

Geography is a cross discipline subject; borrowing from many other subjects such as English, science, maths and history. This has led to some confusion as to how to develop an effective geography curriculum.

**What separates geography from other subjects is PLACE. We put the learning in the context of a specific location.**



# Geography Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p><b>Locality</b> What is my local area like?</p>	<p><b>Planet Earth</b> Can I locate continents, oceans and England on a World map?</p>	<p><b>Where is my place in the world?</b>  Do I understand how and why the UK is a diverse place?</p>	<p><b>Rivers</b>  Can I describe and explain the water cycle?  Can I identify and describe river characteristics and processes?</p>	<p><b>Settle Down</b>  Can I identify and describe different types of settlements?</p>	<p><b>Biomes</b>  Can I explain why different areas of the world have different climates and features?</p>
	<p><b>Paddington Bear travels around England.</b>  Can I compare England to Peru?</p>	<p><b>Handa's African Adventure</b>  Are all environments in all countries the same? Can I compare the UK to Kenya?</p>	<p><b>Volcanoes and earthquakes</b>  Can I describe the features of volcanoes and earthquakes?</p>	<p><b>Coasts</b>  Can I identify and explain the processes of erosion, weathering and transportation along the coastline</p>	<p><b>Why are natural resources so important?</b>  Can I explain how renewable energy benefits the environment?</p>	<p><b>North America</b>  What are the geographical features?</p>

# Geographical Knowledge and Skills

## Locational Knowledge

EYFS	Year 1	Year 2	
	<ul style="list-style-type: none"> <li>• Know the names of the four countries that make up the UK</li> <li>• Know the names of the three main seas that surround the UK</li> <li>• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>• Know the name of the nearest town or city</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of and locate the seven continents of the world</li> <li>• Know the names of and locate the five oceans of the world</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Know the names of and locate at least eight European countries</li> <li>• Know the difference between Great Britain, The British Isles and the United Kingdom</li> <li>• Know the names of and locate at least eight counties and at least six cities in England</li> <li>• Know the names of four countries from the southern and four from the northern hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of and locate at least eight major capital cities across the world</li> <li>• Know where the main mountain regions are in the UK</li> <li>• Know, name and locate the main rivers in the UK</li> <li>• Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</li> <li>• Know what is meant by the term 'tropics'</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of a number of European capitals</li> <li>• Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of, and locate, a number of South or North American countries</li> <li>• Know about time zones and work out differences</li> </ul>

# Geographical Knowledge and Skills

Place Knowledge			
EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Know features of hot and cold places in the world</li> <li>Know where the equator, North Pole and South Pole are on a globe</li> </ul>	<ul style="list-style-type: none"> <li>Know the main differences between a place in England and that of a small place in a non-European country</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Know at least five differences between living in the UK and a Mediterranean country</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that climate has an important part to play when considering how people live</li> </ul>	<ul style="list-style-type: none"> <li>Know key differences between living in the UK and in a country in either North or South America</li> <li>Recognise the physical conditions necessary for the creation of different biomes</li> </ul>	

# Geographical Knowledge and Skills

## Human and Physical Geography

EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>• Know which is the hottest and coldest season in the UK</li> <li>• Know and recognise main weather symbols</li> <li>• Know the main differences between city, town and village</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>• Explain some of the advantages and disadvantages of living in a city or village.</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Know what causes an earthquake</li> <li>• Label the different parts of a volcano</li> </ul>	<ul style="list-style-type: none"> <li>• Know and label the main features of a river</li> <li>• Know the name of and locate a number of the world's longest rivers</li> <li>• Know the names of a number of the world's highest mountains</li> <li>• Explain the features of a water cycle</li> <li>• Know why recycling is important</li> </ul>	<ul style="list-style-type: none"> <li>• Know what is meant by biomes and what are the features of a specific biome</li> <li>• Label layers of a rainforest and know what deforestation is</li> <li>• Understand about the term 'fair trade' and its implications on the lives of so many people</li> <li>• Recognise the positive and negative features of plastic</li> <li>• Know why ports are important for world trade</li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of and locate some of the world's deserts</li> <li>• Have a good understanding about climate change and its potential impact on our lives</li> <li>• Know why industry is important to the world</li> <li>• Begin to appreciate the issues associated with Brexit</li> </ul>

# Geographical Knowledge and Skills

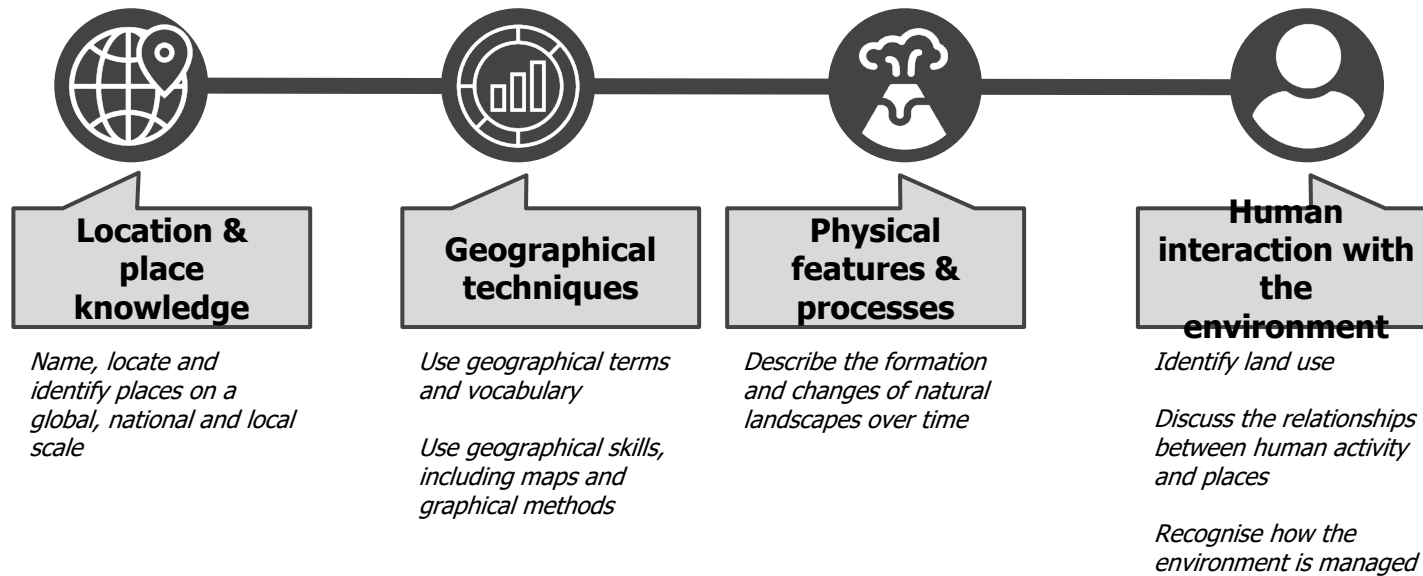
## Geographical Skills and Fieldwork

EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>Know which is N, E, S and W on a compass</li> <li>Know their address, including postcode</li> <li>Know that all streets have a name, including post code</li> <li>Know how to follow a simple road map</li> <li>Talk about the features in their local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Know and use the terminologies: left and right; below, next to</li> <li>Know the name of the nearest town or city and locate it on a map of the UK</li> <li>Locate a number of cities on a map of the UK</li> <li>Make a model, using road strips and toy buildings that shows features in an area</li> </ul>	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Use maps to locate European countries and capitals</li> <li>Use a globe to gain a better understanding about countries' location (USA and Russia, for example)</li> <li>Use maps to locate European countries and capitals</li> <li>Know and name the eight points of a compass</li> <li>Talk about the features in their local environment and compare it with another they know</li> </ul>	<ul style="list-style-type: none"> <li>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> <li>Talk about the main differences between a world map and a globe</li> <li>Distinguish between the Northern and Southern hemisphere on both a world map and a globe</li> <li>Know how to plan a journey within the UK, using a road map</li> <li>Make a model to show part of the local area, e.g. parks, shopping precinct, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use graphs to record features such as temperature or rainfall across the world</li> <li>Use appropriate special language when giving directions</li> <li>Know most of the symbols used on a UK road map, including status of roads</li> <li>Know some of the main features of a satnav</li> </ul>	<ul style="list-style-type: none"> <li>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> <li>Know how to use digimaps</li> <li>Be familiar with topographical maps and know about contours, etc</li> <li>Know what most of the ordnance survey symbols stand for</li> <li>Know how to use six-figure grid references</li> </ul>

# Threshold concepts

## So what makes geography unique?

We may study similar topics to other subjects but there are 4 key elements, which combined, no other subject does...

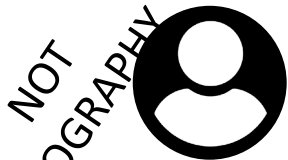


# Threshold concepts



An effective geography curriculum must cover all 4 of these elements

An effective geography lesson should cover at least 3 of these elements



**English /  
History**

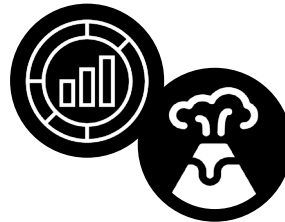
**WEAK  
GEOGRAPHY  
Y**



**Science**



**Weak  
content**



**Geology**



**Weak skills**



**Sociology**

# Long-term overview for GEOGRAPHY

**YEAR 1**

**What is my locality like?**

**Know Peterlee is a town.**

**Know Peterlee is in England.**

**Know some human and physical features of Peterlee.**

**Follow a simple map and compare with its aerial view.**

**Draw a map and label using symbols.**

**Location and Place Knowledge**

**Geographical techniques**

**Physical features and processes**

**Human interaction with the environment.**

Locate England on a map.  
Locate Peterlee on a map of England

Ariel view of the school  
Photographs - labelling  
Following a map and key  
Drawing and labelling own simple map.  
Vocabulary: near/far and right/left to describe where places are?

Study the human and physical geography of Peterlee  
Use basic geographical vocabulary to refer to key physical features:  
Dene, beach, sea, weather  
key human features:  
Town, houses, shops, factories, schools

Land use in Peterlee



# Long-term overview for GEOGRAPHY

## YEAR 1

### Where is Peru in comparison to the UK?

Locate Peru, the UK and the four countries of the UK

Know some famous landmarks of the capital city, London and recognise features of a city.

Know how the capital city of England is similar to and different from the capital city of Peru

Know the difference between a countryside and town.

Know some key physical and human features of England

#### Location and Place Knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Geographical techniques

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

#### Physical features and processes

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 contrasting non-European country

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

#### Human interaction with the environment.

Land use  
Pollution  
Towns and countryside

# Long-term overview for GEOGRAPHY

**YEAR 2**

## What is Planet Earth Like?

Know what a continent is and can locate and identify continents on a world map.

Know what an ocean is and can locate and identify the 5 oceans.

Know what the northern and southern hemispheres are.

Know some key physical and human features of the world.

Describe the characteristics of the four countries within the United Kingdom.

Locational Knowledge	Geographical techniques	Human and physical geography	Human interaction with the environment.
Locate the world's continents, concentrating on their key physical and human characteristics. Name and locate counties and cities of the United Kingdom, Identify the position and significance of Northern Hemisphere and Southern Hemisphere	Interpret maps and diagrams.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Recognise the impact of Human and Physical Geography in some of our continents and oceans.

# Long-term overview for GEOGRAPHY

## YEAR 2

**Are the environments in all countries the same?**

**Understand** and **explain** that Kenya is a country which is part of the continent of Africa.

**Describe** the physical geography of Kenya within Africa.

**Give reasons** why animals live in certain environments considering the physical geography of places.

**Describe** the daily and seasonal weather patterns from the United Kingdom and Africa in relation to the equator.

**Explain** why there might be similarities and differences in the land use in Africa and the United Kingdom.

Location and Place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
Name and locate the continent of Africa. 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 contrasting non-European country.	Use <b>geographical terms</b> and <b>vocabulary</b> , demonstrate <b>geographical skills</b> , including <b>maps</b> and <b>graphical methods</b>	Types of <b>environment</b> and <b>land use</b> . How <b>climate</b> and <b>weather patterns</b> have affected the <b>environment</b>	Identify <b>land use</b> , discuss the <b>relationships</b> between <b>human activity</b> and <b>places</b> recognise how different elements of the <b>environment</b> are man-made

# Long-term overview for GEOGRAPHY

YEAR 3

## Where is my place in the world?

Link flags, symbols, saints and landmarks to the 4 nations of the UK

Explain the term population density

**Describe and explain reasons for** the differences between rural and urban areas

**Know what migration is. Explain why people migrate.**

**Explain** the positive and negative effects of tourism.

**Know what weather and climate mean. Describe** the weather patterns for different parts of the UK

Location and Place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
UK location in the world Location of home nations and capital cities Location of counties, including our local area Physical and human characteristics of London	Interpret a range of sources of geographical information, including maps, diagrams, digital mapping  Use the eight points of a compass.  Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length  Ask and answer questions using a range of methods to describe features studied.	Weather and climate Patterns of climate in the UK Physical landscapes of the UK	Types of settlements and land use  Economic activity  Migration  Tourism

# Long-term overview for GEOGRAPHY

YEAR 3

Can I describe the features of volcanoes and earthquakes?

Know what a volcano is. I can explain why and where we get volcanoes

Know what happens when a volcano erupts.

Know some of the effects of volcanic eruptions.

Know what an earthquake is and can describe its features.

Explain the effect of earthquakes on people and the economy

Know measures that can be put in place to prepare for an earthquake or volcano eruption

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
Global distribution of volcanoes and earthquakes. Location of famous volcanoes of the world Investigating why Haiti and Japan had different impacts from an earthquake. Investigating how places predict, prepare and prevent tectonic hazards	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs  Communicate information in a variety of ways, including through maps and writing at length  Ask and answer questions using a range of methods to describe features studied.	Physical features of earthquakes and volcanoes Identify past and present physical features. Differences between settlements.	Effects of volcanoes on people and the environment. Effects of earthquakes on people, the environment and the economy.

# Long-term overview for GEOGRAPHY

YEAR 4

## Can I describe the journey of a river?

Know what the water cycle is and can describe and explain the water cycle using scientific terminology

Describe the features of a river

Describe the effects flooding has on the local community taking into account what their local river is used for and the impact this has upon local residents

Explain how a local river has changed over time.

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
<b>Name, locate</b> and <b>identify key rivers</b> on a <b>global, national</b> and <b>local</b> scale; particularly focusing on the Tyne, Wear and Tees	Interpret a range of sources of geographical information, including maps, diagrams, aerial photographs Communicate information in a variety of ways, including through maps and writing at length Ask and answer questions using a range of methods to describe features studied.	Identify and describe river characteristics and processes. Gain an understanding of the three stages of a river and how they differ.	Identify land use, and economic activity along a river. Discuss the relationships between human activity and how this has changed overtime.

# Long-term overview for GEOGRAPHY

YEAR 4

## How does the sea shape the land?

Know what erosion means and how it alters our coastlines.

Understand what effect weathering has on our coasts.

Know how caves, arches, stacks and stumps are formed.

Know how beaches are formed through longshore drift.

Explain the impact of tourism on local communities.

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
<p><b>Name, locate</b> and <b>identify oceans and seas</b> on a <b>global, national</b> and <b>local</b> scale; particularly focusing on the Sunderland and Tyneside coastline</p>	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</p> <p>Communicate information in a variety of ways, including through maps and writing at length</p> <p>Ask and answer questions using a range of methods to describe features studied.</p>	<p>Identify and describe coastal <b>characteristics</b> and <b>processes</b>.</p> <p>Develop an understanding of the processes of erosion, weathering and transportation along the coastline.</p>	<p>Identify <b>land use</b>, and <b>human activity</b> along a river. <b>Discuss</b> the <b>impacts</b> of coastal erosion and sea level rise and management techniques to respond to this</p>

# Long-term overview for GEOGRAPHY

YEAR 5

## Are all settlements the same?

Know what 'settlement' means.

Identify different types of settlements, commenting on the physical and human features of each.

Know how settlements have changed over time.

Compare local settlements with another part of the world (Shenzhen in China)

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
<p>Local area (Hebburn, South Shields, Peterlee, Sunderland) Shenzhen (Asia) Understand geographical similarities and differences through the studying of human and physical geography. Investigate land-use patterns and understand how some of these aspects have changed over time.</p>	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p> <p>Ask and answer questions using a range of methods to describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</p>	<p>Physical features of hamlets, villages, towns and cities.</p> <p>Identify past and present physical features</p> <p>Differences between settlements</p>	<p>Types of settlements and land use Economic activity</p>



# Long-term overview for GEOGRAPHY

YEAR 5

## Why are natural resources so important?

I know what 'natural resources' means.

I can identify different types of resources (water, energy, food), commenting on the physical and human features of each.

I can compare how uses and distribution of resources varies around the world and is often wealth dependent.

I can explain the finite nature of some resources and the significance of looking at alternative ways of managing resources

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
Understand geographical similarities and differences through the studying of human and physical geography. Investigate consumption patterns globally and understand why there are variations.	Interpret a range of sources of geographical information, including maps, diagrams, aerial photographs Communicate information in a variety of ways, including through maps and writing at length Ask and answer questions using a range of methods to describe features studied.	The formation of resources. How location can determine access to resources. Identify the physical reasons for why we have a world of 'haves' and 'have nots'.	Uses of resources Access to resources The impacts of using resources.

# Long-term overview for GEOGRAPHY

YEAR 6

## What and where are biomes?

Know what 'biome' means and why different areas on earth have different climates and features.

Know what the words *longitude* and *latitude* mean and will be able to describe the climates in different areas using geographical language

Know what is meant by deforestation and its impact on the rainforest both from a physical and human point of view.

Explain how flora and fauna have adapted in 2 contrasting biomes.

Know how we can use the rainforest sustainably.

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
<p>Tropical Rainforest: South America</p> <p>Temperate Deciduous Forest: UK</p> <p>Southern/Northern hemispheres</p> <p>Equator</p> <p>Climates in different areas of the planet</p> <p>Flora and fauna found in different biomes</p>	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</p> <p>Communicate information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p> <p>Ask and answer questions using a range of methods to describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</p>	<p>Physical features tropical rainforests (South America) and temperate deciduous forests (UK)</p> <p>Differences between a rainforest and a temperate deciduous forest</p>	<p>Human use of the rainforest</p> <p>Economic activity (goods and services)</p> <p>Trade</p> <p>Deforestation</p> <p>Sustainable management</p>

# Long-term overview for GEOGRAPHY

YEAR 6

## What are the geographical features of North America?

Know different features of the USA including both physical and human landscapes, as well as the interactions between them, such as food and farming.

Describe the distribution of key physical landscapes and the formation of the Grand Canyon

Describe patterns of population distribution and density in the USA

Explain some causes, impacts and responses to Hurricanes and Wildfires.

Explain the impact of farming on the environment

Explain how the settlement of New York city has changed over time.

Location and place Knowledge	Geographical techniques	Physical features and processes	Human interaction with the environment.
Locate North America and the USA  Locate states, features and settlements of USA	Interpret a range of sources of geographical information, including maps, diagrams, aerial photographs Communicate information in a variety of ways, including through maps and writing at length Ask and answer questions using a range of methods to describe features studied.	Formation of a canyon and processes of erosion. Causes and impacts of a hurricane. Causes and impacts of wildfires.	Population distribution and density Food and farming Settlement changes of time. Climate change.

# What are the key features of 'knowledge-rich' assessment for geography?

Subject	Features
<b>Geography</b>	<ul style="list-style-type: none"><li>❑ At both key stages the <b>sticky knowledge</b> takes full account of the national curriculum's main characteristics of:<ul style="list-style-type: none"><li>❑ Locational knowledge</li><li>❑ Place knowledge</li><li>❑ Human and Physical geography</li><li>❑ Geographical skills and fieldwork</li></ul></li></ul>
	<ul style="list-style-type: none"><li>❑ There is a difference between knowledge which will be retained close to the point of teaching and that which will be retained for ever.</li></ul>
	<ul style="list-style-type: none"><li>❑ In effect, sticky knowledge refers to the long-term memory and should not be assessed too close to the point of teaching.</li></ul>
	<ul style="list-style-type: none"><li>❑ When considering pupils' improvement in subject specific vocabulary, see the identified geographical specific vocabulary outlined in BCCET's continuity units 'Learn it! Link it!' documents..</li></ul>

# Geography: Key Stage 1

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>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 contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>beach, cliff, coast, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use aerial photos, construct simple maps</li> <li>Undertake simple fieldwork within school locality</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK and name the three main seas that surround the UK</li> <li>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> </ul>	<ul style="list-style-type: none"> <li>Know features of hot and cold places in the world</li> <li>Know where the equator, North Pole and South Pole are on a globe</li> </ul>	<ul style="list-style-type: none"> <li>Know which is the hottest and coldest season in the UK</li> <li>Know and recognise main weather symbols</li> <li>Know the main differences between city, town and village</li> </ul>	<ul style="list-style-type: none"> <li>Know which is N, E, S and W on a compass</li> <li>Know their address, including postcode</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Know the names of and locate the seven continents of the world</li> <li>Know the names of and locate the five oceans of the world</li> </ul>	<ul style="list-style-type: none"> <li>Know the main differences between a place in England and that of a small place in a non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>Explain some of the advantages and disadvantages of living in a city or village.</li> </ul>	<ul style="list-style-type: none"> <li>Know and use the terminologies: left and right; below, next to</li> </ul>	

# Geography: Key Stage 2

## Locational Knowledge

	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight counties and at least six cities in England</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of four countries from the southern and four from the northern hemisphere</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight major capital cities across the world</li> </ul>	<ul style="list-style-type: none"> <li>Know where the main mountain regions are in the UK</li> <li>Know, name and locate the main rivers in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</li> <li>Know what is meant by the term 'tropics'</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Know the names of a number of European capitals</li> <li>Know the names of, and locate, a number of South or North American countries</li> </ul>		
<b>Year 6</b>			<ul style="list-style-type: none"> <li>Know about time zones and work out differences</li> </ul>

# Geography: Key Stage 2

Place Knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>		<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Know at least five differences between living in the UK and a Mediterranean country</li> </ul>	<ul style="list-style-type: none"> <li>Know what causes an earthquake</li> <li>Label the different parts of a volcano</li> </ul>	
Year 4		<ul style="list-style-type: none"> <li>Know and label the main features of a river</li> <li>Know the name of and locate a number of the world's longest rivers</li> <li>Know the names of a number of the world's highest mountains</li> <li>Explain the features of a water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Know why most cities are located by a river</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Know key differences between living in the UK and in a country in either North or South America</li> </ul>	<ul style="list-style-type: none"> <li>Know what is meant by biomes and what are the features of a specific biome</li> <li>Label layers of a rainforest and know what deforestation is</li> </ul>	
Year 6		<ul style="list-style-type: none"> <li>Know the names of and locate some of the world's deserts</li> </ul>	<ul style="list-style-type: none"> <li>Know why industrial areas and ports are important</li> <li>Know main human and physical differences between developed and third world countries</li> </ul>

# Geography: Key Stage 2

## Geographical skills and fieldwork

• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

**Year 3**

• Use maps to locate European countries and capitals.

• Know and name the eight points of a compass

**Year 4**

• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian

• Know how to plan a journey within the UK, using a road map

**Year 5**

• Know how to use graphs to record features such as temperature or rainfall across the world

**Year 6**

• Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.

• Know what most of the Ordnance Survey symbols stand for  
• Know how to use six-figure grid references



# Sticky Knowledge: Geography

Year 1	Year 2
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the names of the four countries that make up the UK and name the three main seas that surround the UK</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the names of and locate the seven continents of the world</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know where the equator, North Pole and South Pole are on a globe</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the names of and locate the five oceans of the world</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know which is N, E, S and W on a compass</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know features of hot and cold places in the world</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the following physical features: mountain; lake; island; valley; river; cliff; forest and beach</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know which is the hottest and coldest season in the UK</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the main differences between a place in England and that of a small place in a non-European country</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know and recognise main weather symbols</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know and use the terminologies: left and right; below and next to</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the main differences between city, town and village</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain some of the advantages and disadvantages of living in a city or village.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know their address, including postcode</li> </ul>	

# Sticky Knowledge: Geography

Year 3	Year 4
<input type="checkbox"/> Know the names of, and locate, at least eight European countries	<input type="checkbox"/> Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map
<input type="checkbox"/> Use maps to locate European countries and capitals.	
<input type="checkbox"/> Know the names of, and locate, at least eight counties and at least six cities in England	<input type="checkbox"/> Know what is meant by the term 'topics'
<input type="checkbox"/> Know the names of four countries from the southern and four from the northern hemisphere	<input type="checkbox"/> Know and label the main features of a river
<input type="checkbox"/> Know at least five differences between living in the UK and a Mediterranean country	<input type="checkbox"/> Know why most cities are located by a river
<input type="checkbox"/> Know what causes an earthquake	<input type="checkbox"/> Know the name of, and locate, a number of the world's longest rivers
<input type="checkbox"/> Label the different parts of a volcano	<input type="checkbox"/> Know the names of a number of the world's highest mountains
<input type="checkbox"/> Know how to plan a journey within the UK, using a road map	<input type="checkbox"/> Explain the features of a water cycle

# Sticky Knowledge: Geography

Year 5	Year 6
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the names of a number of European capitals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know what most of the ordnance survey symbols stand for</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the names of, and locate, a number of South or North American countries</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to use six-figure grid references</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Label layers of a rainforest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know why are industrial areas and ports are important</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know what deforestation means</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know main human and physical differences between developed and third world countries</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know what is meant by biomes and what are the features of a specific biome</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know about time zones and work out differences</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to use graphs to record features such as temperature or rainfall across the world</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the names of and locate some of the world's deserts</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li> </ul>

## The school and subject leaders have successfully identified issues that may be an inhibiting factor in relation to a pupils' cultural capital

### Expectation that leaders have accurately identified potential barriers to learning linked to pupils' cultural capital

#### Key Performance indicators

- Staff have spent time together to consider what the potential barriers are to pupils' learning
- Once identified, this information has been shared with all staff and time has been taken to discuss why this may be
- Staff are proactive in addressing as many of these issues as they can and this is evidenced in their planning
- Issues relating to vocabulary, presenting confidently, numeracy and reading are dealt with as a whole school with all staff actively engaged from the outset
- Subject leaders are proactive in identifying the issues for their own subject and present their findings to senior leaders and the whole staff
- Governors have been encouraged to have a view on the issues associated with cultural capital

# Cultural Capital

What do our children bring with them when they start?

Positive Attributes

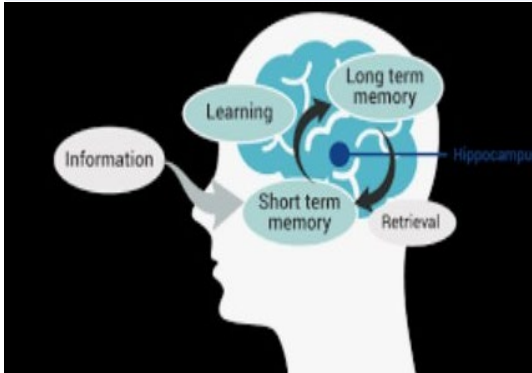
Barriers to Learning

So what do we need to do?

Our Unique DNA

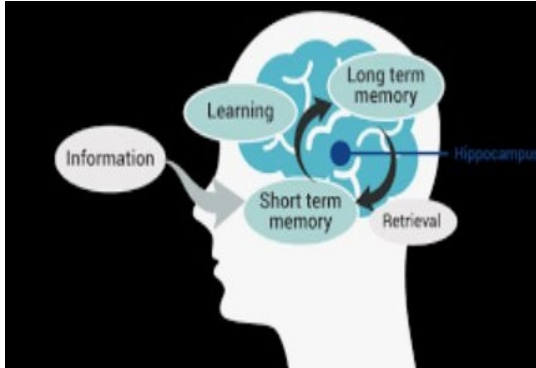


# Strategies for improving long-term memory in a primary classroom



- 1 Ensure that you start by **igniting a pupils' prior knowledge**, (within subject, other subject or personal)
- 2 When possible, provide stimulus from **different stimuli**
- 3 Get pupils to **repeat** what their understanding of the task is to a partner
- 4 Read and check
- 5 Let pupils **create knowledge clocks** which include the key vocabulary they have learned, the key knowledge and any other interesting facts
- 6 Ensure pupils are provided with opportunities to **reflect** on their learning (**this should involve some form of presentation**)

# Strategies for improving long-term memory in a primary classroom



- |    |   |
|----|---|
| 7  | Ensure young pupils are introduced to more <b>memory games</b> , such as Kim's game, the numbers games, etc.  |
| 8  | Teach pupils specific <b>memory strategies</b> , such as mind mapping   |
| 9  | Create <b>memory displays (revision clocks)</b> in classroom so that pupils can be reminded of key knowledge from previous learning                         |
| 10 | Ensure that the physical and emotional environment created is just right. Not overstimulating and create opportunities for reminders of key knowledge, etc. |
| 11 | Create regular <b>retrieval lessons</b> for various subjects, including science, history and geography  |

# 2 Knowledge of how pupils remember key knowledge influencing lesson outlines

## Key Performance indicators

- ❑ There is excellent understanding about the relationship between the short-term and long term memory part of the brain
- ❑ Sequential knowledge has been built into the planning so that it is easier for pupils to follow the learning, building on what has gone before
- ❑ There are excellent examples of staff making use of pupils' prior knowledge at the beginning of lessons or new units of learning
- ❑ **There is a conscious decision made to build in opportunities for pupils to retrieve information on a regular basis**
- ❑ When new information is introduced, staff ensure that they repeat the main learning so pupils can rehearse this several times immediately after the introduction
- ❑ Staff accept that the definition of great teaching is in part '**pupils knowing more and remembering more**'



# 3 Use of retrieval practices

**Key People: subject leaders, middle leaders and senior leaders, including headteachers or principals**

- Expectation that leaders are able to explain how they have ensured that retrieval is built into learning units, especially science, history, geography and RE

## **Key Performance indicators**

- Staff recognise the importance of building in retrieval practises and link this with their understanding of long-term memory
- Retrieval activities relate to previous learning, including learning within the subject that occurred in previous years
- Decisions have been taken regarding the use of retrieval activities across the school, with slots allocated appropriately
- Retrieval practises have a place in helping teachers know if pupils are working at age expectation in different subjects
- Staff use a range of pre-thought out activities which are short, but are effective ways of checking how much pupils have remembered from previous learning

## Year 2 Memory Challenge

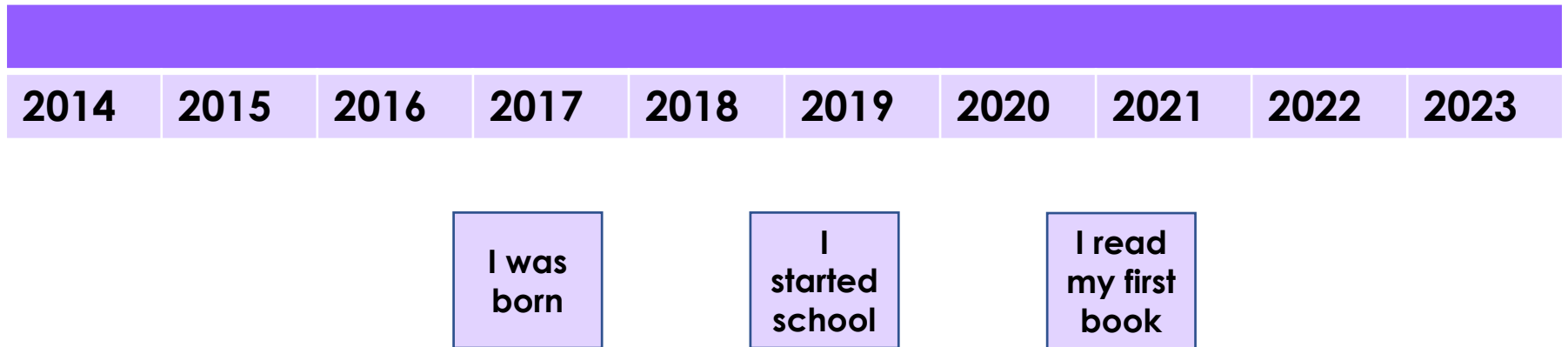
This is a memory challenge to gain points and then discuss the answers so everyone has recalled the correct facts.

Pupils are given **2 minutes** to choose and collect as many points as they can

## Year 2 Summary Challenge

1 point	4 points	2 points	6 points	8 points
Name a famous British person	Which city in England had a great fire in 1666?	What is the name of our prime minister?	Name 3 games your grandparents would have played?	What would a teacher have used chalk and the strap for?
8 points	6 points	5 points	2 points	8 points
What was the butler's job?	What is a monument?	What would you hear from a gramophone?	What is our queen's name?	Who will be king after Queen Elizabeth the second?
4 points	10 points	5 points	6 points	10 points
 <p>What were these used for?</p>	What happened in the scullery?	What was the name of the street that the Great Fire of London started?	Name the palace in London where the queen lives	What was a washing dolly used for?

# Year 1: Using a timeline



Put each of these 3 blocks onto the timeline.

**2 points** for each correct answer

Allow: **10 minutes**

# Year 3 Stone Age

Put the Stone Age periods outlined in the table onto the timeline. Recognising that the first one went as far back as 2.5 million BC.

**2 points** for each correct answer  
Allow: **10 minutes**

## Stone Ages

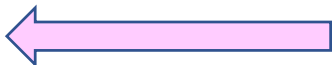
Bronze Age

Palaeolithic Age

Neolithic Age

Iron Age

Mesolithic Age



14,000  
BC



10,000  
BC



8000 BC



5000 BC



2000 BC

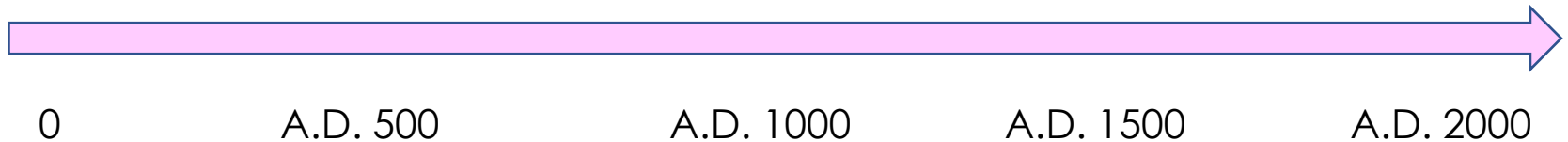


1000 BC



# Year 5

## Anglo-Saxons & Vikings



Using the timeline below, place on the line the time the Anglo-Saxons first arrived in England.

Place on the timeline the date the Vikings started to raid the English coastline.

Place on the timeline the date William the Conqueror came to England.

Award **3 points** for each correct recorded. The activity should take about **15 minutes** in total.

## Year 4 Memory Challenge

This is a memory challenge to gain points and then discuss the answers so everyone has recalled the correct facts.

Pupils are given **2 minutes** to choose and collect as many points as they can

## Year 4 Summary Challenge

<b>1 point</b>	<b>4 points</b>	<b>2 points</b>	<b>6 points</b>	<b>8 points</b>
Which country is associated with a pharaoh?	Name a Roman emperor	Who were known as centurions?	Did the Romans arrive in Britain in BC or AD?	What is a scarab?
<b>8 points</b>	<b>6 points</b>	<b>5 points</b>	<b>2 points</b>	<b>8 points</b>
Name three cities created by the Romans	In which modern-day country was the Shang Dynasty situated?	In which continent was the Indus Valley?	True or False: Dormice dipped in honey was a Roman delicacy	What was the name given to the wall the Romans built to divide England from Scotland
<b>4 points</b>	<b>10 points</b>	<b>5 points</b>	<b>6 points</b>	<b>10 points</b>
What did the Egyptians use their pyramids for?	What did the Romans use to carry water to their cities?	Name two Greek Gods	What is a gladiator?	What is the Roman numeral for one hundred and fifty?

# Year 6 Summary Challenge

## Speak like an expert

- Children speak like an expert on what they have learned to their partner for **two minutes**.
- Their partner awards them up to 10 points for their presentation and then discuss why the mark was at it was.

1 point	2 points	3 points	4 points
Roman uniform	Roman weapon	Gladiators	Julius Caesar
Where Anglo-Saxons came from	Anglo-Saxon law	Anglo-Saxon farming	Alfred the Great
Viking longboat	Viking children	Viking weapons	Viking culture
Why did WW2 start?	Neville Chamberlain	The long term impact of WW2	The key turning points in the war

# Year 6 General Historical Knowledge

**Give me 3!!!**

- Pupils need to recall three aspects according to the category outlined.
- This is a Key Stage summary challenge.
- Pupils should be awarded **2 points** for each correct answer
- Allow **15 minutes**

Stone Age	Iron Age
Skara Brae	Roman Emperors
Anglo-Saxons Kings	Vikings
Ancient Egypt	Ancient Greeks



# Years 1 to 6 Overall



**Use the mastermind idea.**

**10 general questions on all the History taught from EYFS to Y6 (or whichever year they have just completed)**

**Then they specialise in one area or continent**

# 4 The way assessment is used to identify gaps in learning and check pupils' progress

## Key Performance indicators

- Assessment is used effectively to check whether pupils have met the expectations for their age and if the progress made is appropriate
- Assessment helps staff to recognise where there may be gaps in pupils' understanding
- Assessment supports staff in doing something about the gaps that have been identified
- Assessment is used as an integral part of the teaching and learning and also supports the curriculum's implementation
- Assessment does not add to teachers' workload, is accurate and is useful, especially for the next teacher
- Assessment information for pupils with SEND is very informative and helps staff to recognise the next step needed

# 5 The effectiveness of teacher questioning

**Key People: subject leaders, middle leaders and senior leaders, including headteachers or principals**

- ❑ Leaders are seen to encourage staff to consider a wide range of questions and in targeting their questions appropriately across the class


## **Key Performance indicators**

- ❑ Teachers use a range of questions to ascertain if pupils have understood the main concept taught
- ❑ Teachers use questions as a way to stimulate ideas and to deepen pupils' understanding
- ❑ Staff is aware of the range of questions across the 'knowledge dimension' continuum, i.e., factual, conceptual, procedural and metacognitive
- ❑ Staff use questions to support pupils' long term memory, i.e., 'How will you remember the order of the planets, starting from the sun?'
- ❑ There is much encouragement for pupils to raise their own questions and to create an enquiry- based classroom
- ❑ Many of the displayed notices in the classroom are questions
- ❑ Strategies such as, 'the best question asked in our class this week' are used across most classrooms


# How will I remember what I now know

## Examples of metacognitive questions:

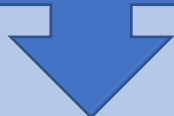
What method will you use to remember the order of planets starting with the one closest to the sun?




Can you think of a way to remember the names of all the world's continents?




What are the most useful pieces of information that will help you remember this?




What are the top three tips you would give someone to help them remember the important knowledge you have just learned?



What have you learned about a previous history topic that will help you remember important facts from this one?



Would you remember more if you wrote it down, talked about it or photographed it?



# Creating a supportive physical and emotional environment

## Key Performance indicators

- Much thought has been given to the creation of a calm and purposeful environments in class and there is a specific guideline available to all staff
- Messages within the environment supports all aspects of equality with neutral language used at all times
- Staff create memory boards which as situated close to their classrooms and contain key knowledge and stimuli related to previous learning units
- Staff are encouraged to give much thought to the use of backing paper, display of pupils' learning
- Working walls are current and relevant to the unit of learning being taught
- Staff have clear guidance about the creation of a positive emotional environment

# Providing pupils with enough time to reflect on their learning

## Key Performance indicators

- Staff provide pupils with time to consider how what they now know that they didn't know at the end of most lessons
- Staff also, from time to time, provide pupils with time to consider what supported their learning and was there something that inhibited their learning
- At the end of each unit of learning, pupils are provided with time to reflect through presenting an aspect of their learning to others
- During any presentation pupils are encouraged to stand up, shoulders, back, make eye contact and then explain their ideas clearly and coherently
- From time to time, pupils are encouraged to think of different ways of presenting their learning to others which includes using filmed aspects

# Preciseness of teachers' explanations and checking pupils' understanding

**Key People: subject leaders, middle leaders and senior leaders, including headteachers or principals**

Leaders give a high priority to the spoken language used in school and recognise that staff exemplars are an essential element of great teaching

**Key Performance indicators**

- All staff are expected to use correct Standard English at all times and speak in full sentences
- Teachers are encouraged to check that pupils have understood their explanations and to make adjustments accordingly, when needed
- Staff regularly ask pupils to explain what they believe they have to do to a partner and check understanding
- Staff regularly ask pupils to explain their understanding to their critical partner
- Staff are encouraged to 'talk out aloud' as a way of modelling how problems can be broken down
- From time to time, pupils are encouraged to clarify, in their own words, what staff have explained to them

# Quality of teacher feedback and link to intervention

## Key Performance indicators

- Staff quickly pick on pupils' misunderstanding or misconception and provide rapid intervention at that point
- Staff believe that the marking system is fit for purpose and does not involve too onerous a burden on their workload**
- Systems of peer and self assessment are established well and working effectively
- Teachers find time to provide verbal feedback, as necessary, and this is having a positive impact on pupil progress
- The principles of pupils keeping up with their peers and being allowed to fall behind is being adhered to
- Leaders have considered the latest research into feedback and marking and have agreed on a system that best suits the school's needs



# Evidence of the implementation taking full account of the curriculum intent

## Key Performance indicators

- There is a strong focus on developing pupils as historians, geographers, scientists, artists, etc. and the outcomes from these subjects do not rely heavily on different writing genres
- During the delivery there is a strong focus on the main learning and staff have not been diverted away from the intended outcomes
- Lessons are purposeful with very little evidence of low quality worksheets being used to occupy pupils' time at the expense of moving their learning on
- The main concepts, such as **chronology**, in history; **mapping** in geography are at the forefront of staff thinking when designing activities
- There is a strong sense that this is a research-focused organisation with evidence of internal research being prominent

# Much has been done to ensure pupils are ready for the next stage of education

## Key People: subject leaders, middle leaders and senior leaders, including headteachers or principals

- ❑ Leaders have a great awareness of the next stage of education for all pupils and ensure staff are also aware of these next stages

## Key Performance indicators

- ❑ Staff are fully aware of the need to prepare pupils academically for Year 7 and therefore have excellent awareness of what the Year 7 curriculum has in store for older Key Stage 2 pupils
- ❑ Staff are equally aware of the need to prepare pupils emotionally for secondary school and set up as many liaisons with their secondary partners as they can
- ❑ Before children arrive in Early Years, every opportunity has been taken to ensure that there is a smooth transition from pre school to school
- ❑ Similarly, the arrangements to pass children on to the next year, within school, is excellent with time taken to ensure pupils are academically and emotionally prepared
- ❑ There is particular attention given to the transition from reception to Year 1, with much use made of the Foundation Stage framework to support this
- ❑ The school is proactive in finding out how their ex-pupils have settled into secondary education and this extends beyond Year 7