

Humanities
(History and Geography in
IPC)

Handford Hall Primary School

These are the overall skills that children need to learn to make progress:

- a. undertake investigations and enquiries, using various methods, media and sources
- b. compare, interpret and analyse different types of evidence from a range of sources
- c. present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques
- d. consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

How will the children be enabled to do this? 'Breadth of Learning'

a. When exploring local, national and global contexts children should:

- learn about the ways people, communities, places and environments have changed over time, and how they are interconnected
- develop and extend local and global links through communications and collaboration tools

b. Through the study of people and communities, children should:

- find out about the main political and social institutions that affect their lives
- find out about issues and take action to improve things in their communities and make a positive contribution to society
- engage with different representatives from the community
- explore issues of justice, rights and responsibilities in their own contexts and the wider world

c. In the study of place and space children should:

- use fieldwork, first-hand experience and secondary sources to locate and investigate the geographical features of a range of places and environments, including their own locality, a contrasting area in the UK and a different locality in another country
- learn about and develop informed views and opinions on local, national and global issues such as sustainability, climate change, economic inequality, and their impact on people, places and environments in the past and the present

d. The study of the past should include aspects of local, British and world history, children should:

- study the past in outline and in depth, covering different societies and periods of history from ancient times to modern day
- use dates and vocabulary related to the passing of time
- place events, people and changes within a broad chronological framework
- use a range of sources of information and visit historic buildings, museums, galleries and sites

Geography

Key Learning Intentions: Years 1 and 2	Key Learning Intentions: Years 3 and 4	Key Learning Intentions: Years 5 and 6
<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 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 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 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
<p>Place knowledge</p> <ul style="list-style-type: none"> 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 	<p>Place knowledge</p> <ul style="list-style-type: none"> 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 	<p>Place knowledge</p> <ul style="list-style-type: none"> 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
<p>Human and physical geography</p> <ul style="list-style-type: none"> 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 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	<p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 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 and graphs, and digital technologies. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 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 and graphs, and digital technologies.
Key Skills	Key Skills	Key Skills
<p>Year 1</p> <ul style="list-style-type: none"> I ask and answer questions about places and environments I describe what sort of things I see in a place or environment I use observation skills when I visit a place or environment I use information given to me I describe places using geography words such as physical and human I can talk about similarities in localities I can talk about differences in localities I describe what I like and dislike about a place or environment. I talk about ways to improve the locality I can talk about the weather <p>Year 2</p> <ul style="list-style-type: none"> I investigate the character of my own area I use information (including the Internet) and my own observations to help me to ask and answer questions about places and environments I recognise how people affect the environment I use information that is given to me to find out about places or environments I make my own observations I use the Internet to find out about places I make notes about the features that give places their character I describe physical and human features of places I use geographical vocabulary I write and present my findings I give my views on an environment or a locality I can talk about the weather and patterns of change I can make comparisons I can use an atlas to identify countries and continents I can use compass directions with growing accuracy 	<p>Year 3</p> <ul style="list-style-type: none"> I use skills and sources of evidence to respond to a range of geographical questions I give reasons for my observations and views about places and environments I am aware that different places may have both similar and different characteristics that influence the lives and activities of people living there I describe the physical and human features of different localities I give explanations for the location of some of those features I use appropriate vocabulary to communicate my findings I recognise that people seek to improve and sustain environments <p>Year 4</p> <ul style="list-style-type: none"> I can use atlas' and globes accurately I can observe, measure, record using a range of methods I can talk about physical and human features I can discuss changes over time I can sketch maps, plans and graphs I can use ICT to present findings I use technical vocabulary with accuracy I recognise that people seek to improve and sustain environments and can say how 	<p>Year 5</p> <ul style="list-style-type: none"> I can use atlas, globes and maps accurately to pin point locations I observe, measure and record changes I can present my findings accurately using technical vocabulary I recognise and describe geographical patterns I use my knowledge to suggest suitable geographical questions I use a range of geographical skills to help me investigate places and environments I use primary and secondary sources of evidence in my investigations I understand that people can both improve and damage the environment I understand that physical and human processes can change the features of places I explain how these changes affect the lives and activities of people living there I understand the importance of wider geographical location in understanding places I recognise and describe geographical patterns I show knowledge and understanding of the geography of the UK and the wider world I recognise and describe the physical and human features of places I communicate my findings using appropriate vocabulary I offer reasons for my own views about environmental change I recognise that other people may hold different views <p>Year 6</p> <ul style="list-style-type: none"> I use my knowledge and understanding to suggest relevant geographical questions I select information and sources of evidence. I identify bias in evidence I understand some ways that human activities cause environments to change I suggest sensible conclusions to my investigations I select and use appropriate skills and ways of presenting information to help me investigate places and environments I describe physical and human characteristics of places by referring to regions, countries and continents I present my findings both graphically and in writing using appropriate vocabulary I show understanding of geographical diversity by describing how physical and human processes can lead to similarities and differences in environments and in the lives of people who live there I describe and begin to explain geographical patterns I show an awareness of the idea of sustainable development I recognise the range of views people hold about environmental interaction and change

History

Key Learning Intentions: Years 1 and 2	Key Learning Intentions: Years 3 and 4	Key Learning Intentions: Years 5 and 6
<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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] 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality 	<p>Year 3</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age , this could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture the Roman Empire and its impact on Britain, this could include: Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, e.g. Boudica “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <p>Year 4</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, this could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>Year 5</p> <ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots, this could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne including early Christianity a local history study, for example: a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <p>Year 6</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, for example: the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, e.g. the first railways or the Battle of Britain the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
Key Skills	Key Skills	Key Skills
<p>Year 1</p> <ul style="list-style-type: none"> I use evidence to answer questions about things that happened in the past I use artefacts, pictures, stories, the Internet and databases to investigate the past I recognise the difference between the past and the present I place events in the order that they happened I place objects in order of age. I retell stories about the past I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young I place objects or events in order on a time line. I describe the actions of people in the past <p>Year 2</p> <ul style="list-style-type: none"> I observe or handle evidence to ask questions and find answers to questions about the past I use artefacts, pictures, stories, the Internet and databases to investigate the past I identify some of the different ways in which the past has been represented I recognise that my life is different from the lives of people in the past I use words and phrases such as: recently, when my parents/carers were children, decades, and centuries to describe the passing of time I place events and objects in order on a time line I describe topics, events and people I have studied I recognise that there are reasons why people in the past acted as they did 	<p>Year 3</p> <ul style="list-style-type: none"> I use evidence to find answers to questions about the past I identify some of the different ways in which the past has been represented I show some of the similarities and differences between periods I have studied I use dates and other historical vocabulary I describe some of the main events, people and periods I have studied I place people and periods I have studied into different periods of time. I suggest causes and consequences of the main events and changes in history <p>Year 4</p> <ul style="list-style-type: none"> I use evidence to support my judgements of the past I know the past is represented in different formats and can make judgements on the accuracy of evidence I can state similarities and difference I can state cause and consequences of the impact of historical events I describe events using technical vocabulary and detail drawn from sources of evidence I place people and periods into chronological order 	<p>Year 5</p> <ul style="list-style-type: none"> When finding answers to historical questions, I use information as evidence to test hypotheses I identify change and continuity within and across different periods I identify where periods I have studied fit within a chronological framework I produce structured work, making appropriate use of dates and terms I describe some of the main events, people and periods I have studied They describe characteristic features of past societies and periods I identify some causes and consequences of the main events and changes I identify and describe different ways in which the past has been interpreted <p>Year 6</p> <ul style="list-style-type: none"> I investigate historical problems and issues I ask my own questions I evaluate sources to establish evidence for particular enquiries I recognise and describe the nature and extent of diversity I recognise and describe change and continuity I describe events, people and some features of past societies and periods I select and deploy information and make appropriate use of historical terminology to support and structure my work I suggest some reasons for different interpretations of the past I recognise why some events, people and changes might be judged as more historically significant than others I suggest reasons for continuity and change in history I can communicate my understanding in oral, written and ICT formats I use technical vocabulary accurately