HILL FARM PRIMARY SCHOOL

Theme Curriculum

(History and Geography)



Contents

Contents

Intent 3
Implementation 3
Curriculum Content Coverage 4
Early Years Provision 10
Skills Progression 10
Knowledge Organisers 11
Vocabulary Progression 12
Building On/ Leading To… 13
School Values/ British Values 14
Reading Journey 15
Oracy 15
Impact 15
Other Relevant Documents 16

Intent

Through Hill Farm Primary School's History and Geography Curriculum, we endeavour to ensure all children who leave our school have developed a well-rounded sense of these subjects and their importance and value within daily life and the culture of our society.

We know that History makes a valuable and distinctive contribution to pupils' education. History shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study sources and draw conclusions helps our pupils to make sense of the world and contribute to the world in which they live.

We believe that Geography is an essential part of the curriculum and teachers ensure that the children develop their knowledge of geographical enquiry, physical geography, human geography and geographical knowledge. Skills developed through Geography help pupils make sense of their surroundings and the wider world. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Through their work in Geography, children learn about their area and compare their life in this locality to other regions in the United Kingdom and in the rest of the world. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind. Using concepts that are regularly repeated over each key stage, connections can be made, knowledge and skills can be built upon and learning is secured in the long-term memory.

Implementation

Teachers create a positive and enthusiastic attitude towards historical and geographical learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in their Theme lessons. Hill Farm's approach to the teaching and learning of History and Geography is through a 'Theme' based approach which poses a question for the children to think about and gives them the skills and understanding to answer it. We believe in repeating and reinforcing these skills as well as building upon previous knowledge to embed it within their understanding of the world.

As Historians, we aim:

- To incorporate our school values into all lessons, to develop the children as confident, positive learners
- To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement and inspirations.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.
- To develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- To develop an understanding of the concepts of time and chronology, in order to provide a framework for understanding the past.

- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- To communicate clearly employing a wide range of media.
- To enrich children's learning through appropriate links to other areas of the curriculum.

As Geographers, we aim:

- To incorporate our school values into all lessons, to develop the children as confident, positive learners.
- To foster the children's sense of awe and wonder at the world around them.
- To help our children to develop a sense of identity through learning about the UK and its relationships with other countries.
- To enhance children's sense of responsibility for the earth and its inhabitants.
- To teach the skills and knowledge necessary to develop children as geographers.
- To enable children to gain knowledge and understanding of physical and human processes which shape places.
- To encourage learning through enquiry-based projects and lessons in order to develop children's independent research skills.
- To develop the skills to use, draw and interpret maps.
- To communicate clearly employing a wide range of media.
- To enrich children's learning through appropriate links to other areas of the curriculum

Curriculum Content Coverage

Each year group has a set number of topics throughout the school year as outlined below:

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Year 1</td><td>What Makes Us All Unique?</td><td>What's in the Wondrous Woods</td><td colspan="2">Superheroes: Do They Live Amongst Us?</td><td colspan="2">Who Calls the Outback Home?</td></tr>
<tr><td>Year 2</td><td colspan="2">A Kingdom United: One Country or More?</td><td>Fire: Should We Fight it or Fear it?</td><td>Roald Dahl: Is He More Than Just an Author?</td><td colspan="2">Where's Wally Wandering?</td></tr>
<tr><td>Year 3</td><td>Coventry: What is our Culture?</td><td>Stone Age: Should We Dig Up the Past?</td><td colspan="2">What made the Greeks great?</td><td colspan="2">Was Rome Built in a Day?</td></tr>
<tr><td>Year 4</td><td colspan="2">Children: Should they be Seen and Not Heard?</td><td colspan="2">Raiders or Traders?</td><td colspan="2">Europe: A Diverse Continent?</td></tr>
<tr><td>Year 5</td><td colspan="2">Is It Right To Fight?</td><td>Is Prevention Better Than Cure?</td><td>Tomb Raiders: Should Their Secrets be Shared?</td><td>What is Out of this World?</td><td>Do Only the Fittest Survive?</td></tr>
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</table>

Within each topic there is a range of both History and Geography skills taught, which will link together and help to support the children to explore the topic and link it to their previous understanding and wider knowledge of the world. Each topic has detailed these through an overview sheet, which can be found at the start of each unit. An example of these is:



Each topic will have a Medium Term Plan document which shows how the learning progresses throughout each lesson. This will also help teachers to ensure they are making links within the curriculum and within other year groups. The expectation is that for every half term, there will be two links to Maths skills and two links to Writing opportunities.

Theme Small Steps
Year 4 – Raiders or Traders?

	Learning Intention	Context/ Learning Activities (Basic, Advancing, Deep)	Cross Curriculuar (Maths/English /Science/ RE etc.)	Reading Journey	Oracy	Values	British Values	Wellbeing	101 experiences
2	LI: To use evidence to find out about the past. K.Q. Who were the Anglo Saxons and why did they come to Britain?	Map of where they came from with labels. Basic- Create a map of where they came from- add arrows, labels and years Advancing- Add word/phrase as to why they came. Deep – Add text under sunheadings as to why they came.		Atlas	To use a range of sentence stems to discuss why they would move to Britain.	Independence	Mutual respect		
3	LI: To answer geographical questions about physical and human characteristics. K.Q. Why did the Anglo Saxons settle in certain places?	Share pictures of settlements. Basic – Have a picture of an AS settlement and label good features. Advancing – Label features and explain why they are needed. Deep – Label features an	Art – Chn drawing their own settlement		To use a range of sentence stems to discuss what is good about their settlements. Oracy – Children to explain to each other why the different parts of the settlements are needed; My settlement needs a	Tolerance	Respect		

Throughout our range of topics, we will ensure complete coverage of the National Curriculum as outlined below:

Milestone 1	
What Makes Us All Unique?	Pupils should be taught to: Identify changes within living memory Understand significant historical events, people and places in their own locality
What's In The Wondrous Woods?	Pupils should be taught to: Compare and contrast a small area of the United Kingdom with that of a non-European country – Our local area Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Use fieldwork and observational skills.
Superheroes: Do They Live Among Us?	Pupils should be taught about: The lives of significant individuals in Britain's past who have contributed to our nation's achievements Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year Significant historical events, people and places in their own locality
Who Calls The Outback Home?	Pupils should be taught to: Compare and contrast a small area of the United Kingdom with that of a non-European country Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Use world maps, atlases and globes. Use simple compass directions. Use aerial photographs.
A Kingdom United: One Country Or More?	Pupils should be taught about: The lives of significant individuals in Britain's past who have contributed to our nation's achievements Significant historical events, people and places in their own locality Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use basic geographical vocabulary to refer to and describe key physical and human features of locations – London, landmarks and physical features Use world maps, atlases and globes. 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
Fire: Should We Fight It Or Fear It?	Pupils should be taught about: The lives of significant individuals in Britain's past who have contributed to our nation's achievements Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year Significant historical events, people and places in their own locality.

Roald Dahl: Is He More Than Just An Author?	Pupils should be taught about: The lives of significant individuals in Britain's past who have contributed to our nation's achievements 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 world maps, atlases and globes. 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
Where's Wally Wandering?	Pupils should be taught to: Name and locate the world's seven continents and five oceans. Compare and contrast a small area of the United Kingdom with that of a non-European country Explore weather and climate in the United Kingdom and around the world Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Use world maps, atlases and globes. 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
Milestone 2	
Coventry:	Pupils should be taught about: A local History study Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom Use the eight points of a compass, four-figure grid references, symbols and keys to build knowledge of the United Kingdom and the world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
Stone Age: Should We Dig Up The Past?	Pupils should be taught about: Changes in Britain from Stone Age to Iron Age
What Made The Greeks Great?	Pupils should be taught about: Ancient Greece. – a study of Greek life and achievements and their influence on the western world Locate the world's countries, with a focus on Europe Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Was Rome Built In A Day?	Pupils should be taught about: The Roman Empire and its impact on Britain. Locate the world's countries, with a focus on Europe (European countries invaded by Roman Empire)

	Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom Use the eight points of a compass, four-figure grid references, symbols and keys to build knowledge of the United Kingdom and the world.
Children: Should They Be Seen Not Heard?	Pupils should be taught about: A study of a theme in British history
Raiders or Traders?	Pupils should be taught about: Britain's settlement by the Anglo-Saxons and Scots. The Viking and Anglo Saxon struggle for the Kingdom of England Locate the world's countries, with a focus on Europe and countries Describe and understand key aspects of Human geography, Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom
Europe: A Diverse Continent?	Pupils should be taught to: Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps)
Milestone 3	
Is It Right To Fight?	Pupils should be taught about: A local history study A study of an aspect or theme in British history that extends pupils` chronological knowledge beyond 1066 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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
Is Prevention Better Than Cure?	Pupils should be taught about: A study of an aspect or theme in British history that extends pupils` chronological knowledge beyond 1066 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Tomb Raiders: Should Their Secrets Be Shared?	Pupils should be taught about: Civilizations achievements and an in-depth study of - Ancient Egypt Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
What Is Out Of This World?	Pupils should be taught about: A study of an aspect or theme in British history that extends pupils` chronological knowledge beyond 1066
Do Only The Fittest Survive?	Pupils should be taught to: 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. Use fieldwork to observe, measure and record the human and physical features of Geographical zones using a range of methods, including sketch maps, plans and graphs and digital technologies
Earth: Fractured or Flourishing?	Pupils should be taught that: Knowledge of the past that is constructed from a range of sources Describe and understand key aspects of physical and human geography Locate the world's countries, with focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.
Does The Time Fit The Crime?	Pupils should be taught about: A study of an aspect or theme in British history that extends pupils` chronological knowledge beyond 1066
Mayans: Civilised Citizens?	Pupils should be taught about: A non- European society that contrasts with British history Mayan Civilization C AD 900 Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes Locate the world's countries, with focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
Can One Person Change The World?	Pupils should be taught about: A study of an aspect or theme in British history that extends pupils` chronological knowledge beyond 1066

Early Years Provision

Early years is an integral part of our History and Geography curriculum within our school. In order to enable our children to make the most of their skills and develop into competent Historians and Geographers. In Early years, the curriculum is based around the early concepts and links in with the Development Matters scheme. Our units are investigation based and introduce the concepts for children to explore. The Early Years curriculum is mapped out within the skills progression and is linked to learning which will take place within Key Stage 1. It is important that the vocabulary and basic concepts are taught and understood in Early Years so that there is a strong base upon which to develop our understanding throughout the rest of the school.

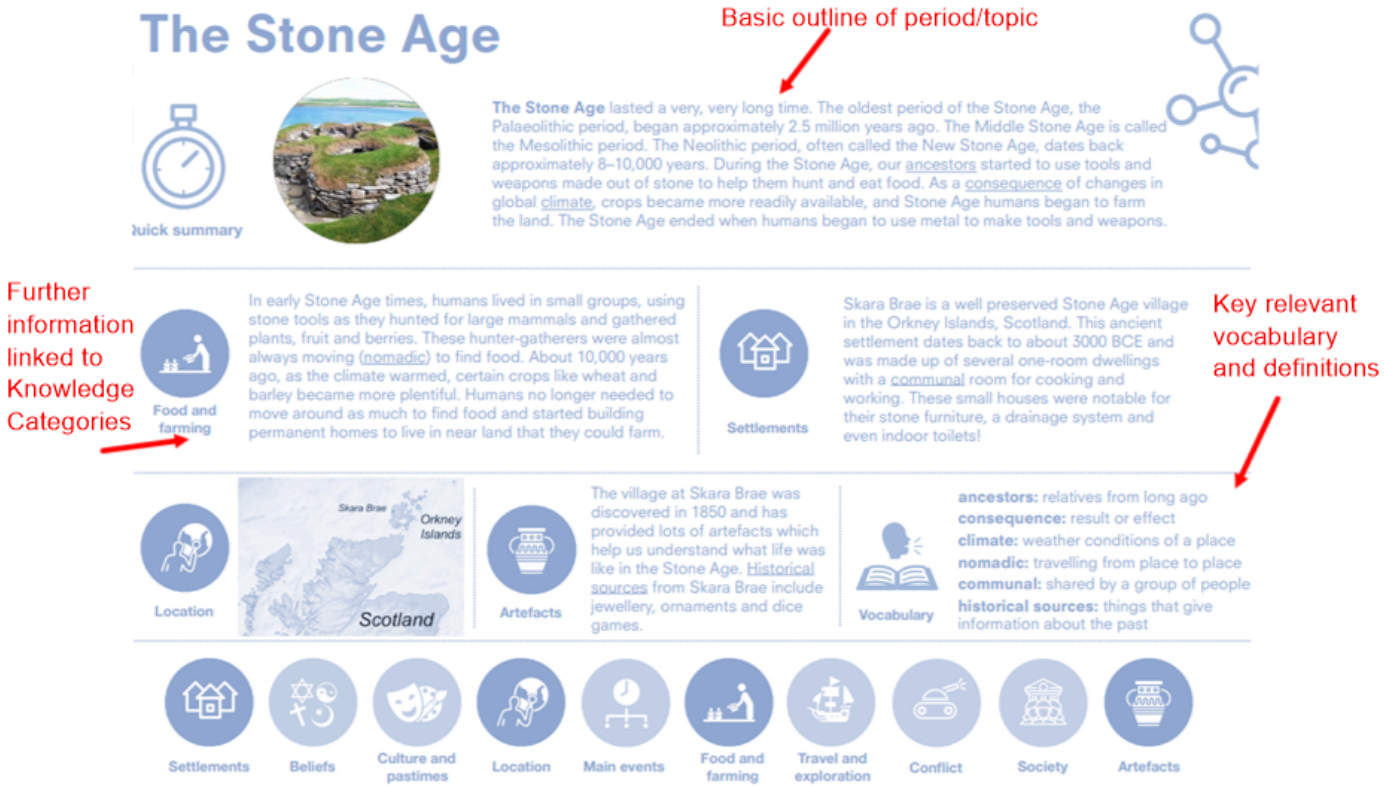
Skills Progression

Throughout our school, we have mapped our skills to the Knowledge Categories and matched these to the topic they would be best suited to. These skills have been broken down further into year groups to ensure a complete and full coverage and to enable a clear view for teachers of the knowledge children should already have and how to move them forward. These are mapped to the units that they will be taught in and are given ideas of activities. These ideas do not need to be taught in that way.

 Physical features	Physical features: any naturally occurring landforms Hills, mountains, valleys streams, becks, tarns, rivers, lakes, seas, oceans, lagoons natural resources (forests, sources of minerals, energy sources)	
	Skills	Application
EYFS	1. Identify a range of physical features experienced	1. Where can we go –children look at the physical features of the across the world, and comparing it to where we live. 2. Transport: looking at the physical features of the town we live in.
Year 1	1. Identify physical features in a range of locations 2. Identify locations for physical features (beach next to a sea etc)	1. Wondrous woods and Australia –Children looked at the physical features in Australia and the woodlands. 2. Wondrous woods and Australia –looking at Australia.
Year 2	1. Compare physical features around the world. 2. Describe key global physical features (continents, oceans) 3. Describe key UK physical features	1. Where's Wally –children compare features in the UK and India. 2. Where's Wally –children write a fact file all about continents and oceans. 3. A Kingdom United –Children locate and describe some physical and human features in the UK.
Year 3	1. Use a range of resources to identify key physical features 2. Describe the physical features of the Mediterranean world 3. Describe key features of volcanoes and mountain ranges	1. Greece- Sort and compare physical (and human) features of Greece compared to the UK. 2. (see above) 3. Romans- Pompeii
Year 4	1. Describe a range of physical features around Europe 2. Compare and contrast different bodies of water	1. Europe: A diverse Continent? - research physical and human features 2. Europe: A diverse Continent? - research river systems and make a model river
Year 5	1. Explore the locations of key natural resources 2. Explore how physical features are shaped by natural processes 3. Use fieldwork to measure and record the physical features nearby	1. Egypt - Where would you build a pyramid? Survival - Where would be best to crash land in a plane? 2. Space - Aerial maps and climate change 3. Survival - Field trip to Coundon Wedge
Year 6	1. Explore the best way to represent a range of physical features 2. Explore how physical features change over time 3. Describe how physical features can create global inequalities	1. Earth: Fractured or Flourishing? Looking at a variety of different types of map and what information they give. Which map would be best to use in which circumstance? 2. Earth: Fractured or Flourishing? Exploring Pompeii 3. Earth: Fractured or Flourishing? Exploring why countries that are affected by natural disasters don't bounce back –circle of poverty.

Knowledge Organisers

Each topic has an associated Knowledge Organiser. These documents include information for the teacher planning the lessons:



Within these documents there are also POP (proof of progress) tasks which can be used to support the planning of engaging lessons for all learners. They should be used as a guideline or starting point to guide the individualisation of our curriculum to our children and their lives.These are based around the Knowledge Categories and split into Basic, Advancing and Deep learning to ensure access for all learners to the subject content.

Food and farming

Basic	Advancing	Deep
• **Describe** how people found food during the Stone Age. • **What** is the name for people who have to move around to find food? • **When** did the climate become warmer during this period? • **When** did Stone Age humans start to use bows and arrows? • **List** the foods Stone Age humans ate.	• **Explain** the changes that took place in how people found food during this period. • **Organise** information about agriculture in the Stone Age. • **Explain** the difference between scavenging and hunting.	• **Investigate** the Oldowan toolkit. **Compare** and **contrast** this with the tools and weapons used in the Neolithic period. • Thinking about food and farming, **investigate** the social, ethnic and cultural diversity of our early human ancestors. • **What** have historians discovered about our early ancestors by examining their teeth?

Vocabulary Progression

Key vocabulary is to be taught within every lesson and revisited as often as necessary/possible to ensure that it is fully embedded and learnt. The vocabulary progression can be found within the Skills Progression documents.

Vocabulary	Key Vocabulary to be used throughout each unit whenever appropriate in order to better embed throughout the school.	
	Skills	Application
EYFS	• place, town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural	All words are used throughout the year within the provision.
Year 1	• beach, coast(coastal), forest, hill, ocean, river, weather, house, office, shop, surrounding, map, world, atlas, human features, physical features, farm, compass, North, South, East, West, seasonal, hot, cold	All used throughout Wondrous woods and Australia.
Year 2	• mountain, soil, valley, vegetation, city, town, village, factory, investigate, rural, continent, locate, environment, globe, countries, United Kingdom, construct, symbol, vegetation, daily, weather, equator, North Pole, South Pole	All used through: A United Kingdom Where's Wally Roald Dahl
Year 3	• volcanoes, earthquakes, settlement, characteristic, grid reference, Arctic, Antarctic	Romans- volcanoes, Arctic, Antarctic Stone Age- settlement Coventry- grid reference
Year 4	• the water cycle, land use, climate, hemisphere, Tropic of Cancer, Tropic of Capricorn, water supply, population	All used throughout Europe: a diverse continent?
Year 5	• climate zone, biome, vegetation belt, time zone, topographical, energy, food, minerals, Ordnance Survey, biome, aerial, analyse	Focussed teaching within What Is Out Of This World? and Do Only The Fittest Survive? However to be taught when appropriate within all topics.
Year 6	• economic activity, trade links, distribution of natural resources, population densities, depict, systematic, sampling, effectiveness	Throughout Earth: Fractured or Flourishing.

Vocabulary	Key Vocabulary to be used throughout each unit whenever appropriate in order to better embed throughout the school.	
	Skills	Application
EYFS	• Before, next, after, yesterday, tomorrow	Covered throughout all EYFS topics.
Year 1	• A long time ago, recently, when ___ were children, past, present, explore, invade, observe, describe, order, recount, events, dates, timeline, older, newer, change	Covered throughout all topics.
Year 2	• Years, decades, centuries, artefacts, nation, monarchy, civilisation, evidence, artefacts, sources, reasons, timeline, parliament, war, peace, plot, celebration	Covered throughout all topics.
Year 3	• Compare, communicate, contrast, cause, consequences, society, features, ideas, era, time period, represent, impact, development, myths, legends, empire, democracy, recount	Covered throughout all topics.
Year 4	• Primary, secondary sources, social, religious, attitudes, experiences, chronology, class system, poverty, settler, invasion, barbarians, long boat, exploration	Covered throughout all topics.
Year 5	• Justify, analyse, concept, propaganda, continuity, locality, political, century, evacuation, persecution, Remembrance, rationing, Holocaust, epidemic, cause and effect, impact, sarcophagus, pyramid, tomb, hieroglyphics, archaeologist, Cold War, conflict, BCE, CE, ancient, medieval, reliable, bias	Covered throughout all topics.
Year 6	• Deduce, hypothesise, legacy, eruption, civilisation, penal, justice, equality, integration, suitable, racial, bias, justify	Covered throughout all topics.

Building On/ Leading To…

Each unit has a 'target card'. This is used by the teachers in order to see the previous skills taught and to remind children of their previous learning. It is also used as an assessment tool for the teacher to monitor the progress of the children. It is linked to both the National Curriculum and the school skills progression documents.

YEAR 4 Traders or Raiders?			
	GEOGRAPHY		
	Building on…	**Now…**	**Leading to…**
Location	**Y3 Are the Greeks Still Important?** 1) Locate and name some key features of European and Mediterranean geography 2) Name and locate counties and cities of the UK	**1) Name and locate the countries of Europe**	**Y5 Is it Right to Fight?** 1) Name and locate a selection of countries on all continents
Techniques	**Y3 Coventry: What is our Culture?** 3) Use maps, satellite imagery and atlases in a range of contexts 4) Create a simple sketch map and use symbols and simple grid references 5) Use 4 compass points with confidence	**2) Use maps and atlases to research and communicate knowledge about an area** **3) Create a sketch map using a range of symbols** **4) Use 8 compass points**	**Y5 Tomb Raiders/ Do only the Fittest Survive?** 2) Compare and contrast the use of maps/ atlases/ images 3) Create a map using OS symbols and showing climate zones 4) Use 4 figure grid references
	HISTORY		
	Building on…	**Now…**	**Leading to…**
Settlements	**Y3 Stone Age: Should we dig up the Past?** 1) Compare and contrast different types of settlements throughout time	**1) Give reasons for the location of settlements**	**Y5 Is it Right to Fight?** 1) Identify how the local area around school has changed 2) Begin to give reasons for changes and developments over time
Beliefs	**Y3 Are the Greeks Still Important?** 2) Explore the practices and stories surrounding religion in another time period 3) Describe characteristics features of beliefs	**2) Understand that beliefs change over time** **3) Compare religious beliefs within a time period**	**Y5 Tomb Raiders** 3) Research to find out about beliefs of the past 4) Explain beliefs of the past using sources as evidence
Culture and positives	**Y3 Coventry: What is our Culture?/ Are the Greeks Still Important?** 4) Explore stories related to the areas being studied (Lady Godiva)	**4) Describe how culture changed over time**	**Y5 Is it Right to Fight?** 5) Compare entertainment throughout time
Location	**Y3 Stone Age** 5) Explore how locations have been effected by human and natural processes over time	**5) Give reasons for modern differences between places upon historical fact**	**Y5 Tomb Raiders** 6) Compare how a 'kingdom' changes over time
Main events	**Y3 Stone Age/ Greeks/ Romans** 6) Use timelines to order events 7) Begin to identify changes throughout a period 8) Recount events from various points of view	**6) Make links between periods to develop a wider chronology** **7) Identify change and continuity within a period** **8) Contrast the significance of events within a time period**	**Y5 All units** 7) Discuss the reasons why there may be gaps on a timeline 8) Compare events across time periods to make judgements

School Values/ British Values

Hill Farm is an accredited Values based Education (VbE) school. Our values are threaded through all we do as we teach and inspire children and adults to adopt and live positive human values to create an exceptional environment for teaching and learning. We define a value as a principle which guides our thinking and behaviour. Throughout our Theme lessons, we endeavour to reinforce these values whenever appropriate through the contextual study of a place or period. This allows the children to explore their worldview and develop their values further as they progress throughout their Hill Farm journey.

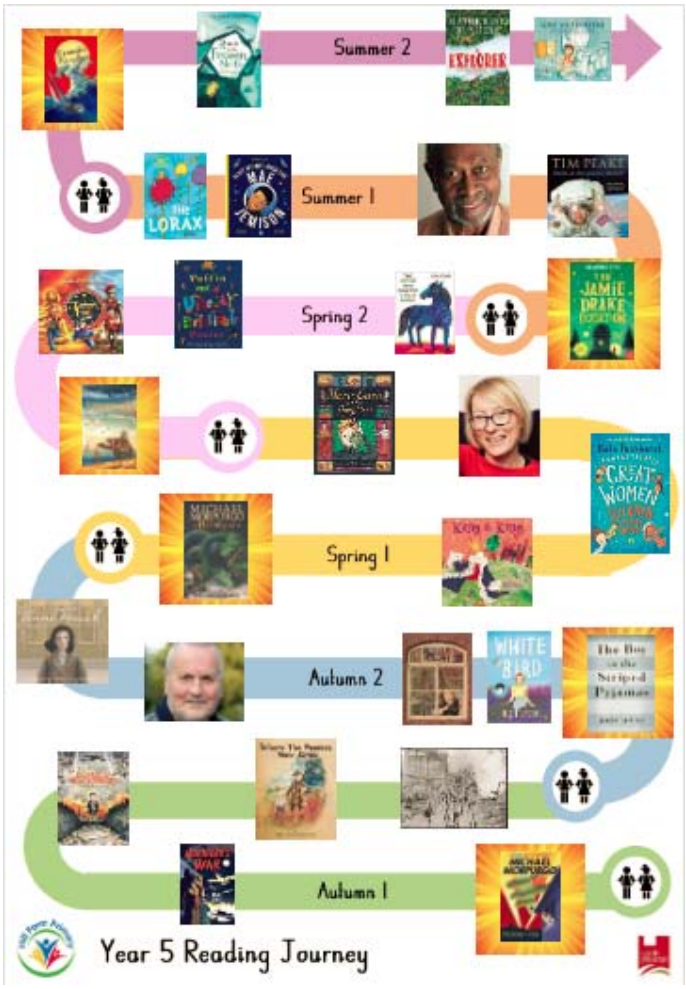
The focus on ethical and emotional intelligence, deepened relationships and a strong values-culture give pupils the ability to become better Historians and Geographers as these are integral to the study of Humanities subject within an academic setting.

We have integrated our school values and the British Values into our curriculum and this is also shown on our Medium Term (Small Steps) document.



Reading Journey

As part of our Trust Ambitions, we have created a more integrated curriculum, where reading is a key focus across all subjects. As part of this ambition, each topic has a set of texts, which will be used to support the teaching of topics and give children further opportunities to independently explore their reading throughout the year. Looking at the example below, you can see that there are books which are linked to the English curriculum, however where possible these have been developed to link with the Theme topic. This means that there is a greater chance of children gaining fluency in reading in a range of contexts and will become more literate learners as they progress throughout the school. It is not expected that the children will read the entirety of each book on this list. Rather, they will be used as class books or extracts will be used to support the specific History and Geography learning intentions for that specific lesson or set of lessons.



Oracy

As part of our Trust Ambitions, we are committed to improving the oracy skills of our children and creating a learning environment where pupils become confident communicators with the aim of improving their social mobility. As a school, we acknowledge that Oracy needs to be taught within all subjects and requires application within a range of contexts. We also understand that oracy can be used to elevate learning and understanding across the curriculum and can result in engaged learners who apply their knowledge in deeper ways and create a dialogue between their peers and teacher which can foster a love of the topic. As Historians especially, the opportunities for oracy help to develop the critical thinking skills which are essential in becoming a good judge of sources and arguments based upon reasoned evidence. Therefore, within our small steps planning and short term planning documents, we expect oracy opportunities to be outlined and developed in line with school policy in order to achieve the best progress for our children and inspire them upon future career paths which they may not have previously considered.

Impact

Formative assessment is ongoing and is used to evaluate the pupils' progress and to adapt teaching where necessary. Within each lesson, pupils' understanding is checked through observations, questioning and discussion as well as any written outcomes produced. Misconceptions are addressed and pupils are given the opportunity to reflect and respond to these. The target cards for each unit are also used as a more summative assessment in order to track the progress of individual pupils. This assessment is then shared with the teacher in the year above to support with the planning of unit and lessons for the next year in order to address gaps or misconceptions. Much of the formative assessment is done through the creative learning opportunities and the oracy discussion within lessons and is used to inform future planning.

Other Relevant Documents

- History Policy
- Geography Policy
- Whole School History Overview
- Whole School Geography Overview
- Unit Overview Sheets
- Medium Term Plans (Small Steps Document)
- Short Term Planning Template
- Geography Skills Progression
- History Skills Progression
- Reading Journey
- History Knowledge Organisers
- Geography Knowledge Organisers